

Y6 - Science

Sc6/4.1 Light

I can recognise that light appears to travel in straight lines.

I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Sc6/4.2 Electricity

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

I can use recognised symbols when representing a simple circuit in a diagram.

Music

Y6 - Singing/Composition

Vocal skills: Play and perform solo and ensemble contexts with increasing accuracy, fluency, control and expression.

Pulse and rhythm: To be able to maintain a complex rhythmic pattern vocally or on and instrument, keeping to the pulse.

Year 6

Topic: How has migration impacted on Britain since 1066?

ICT

Y6 - E-safety

- Cyber bullying - I can find similarities and differences between in-person and cyberbullying. I can identify good strategies to deal with cyberbullying.
- Secure websites - I can identify secure websites by identifying privacy seals of approval.
- People online - I understand the benefits and pitfalls of online safety. I can identify information that I should never share.
- Girls and boys online - I can identify how the media play a powerful role in shaping the minds of girls and boys.
- SMARTbots - I can apply my online safety knowledge to my online activities.

Y6 - Geography and History

How has migration impacted on Britain since 1066?

Begin locally, looking at nationalities that make up our school compared to the past. Discuss changes. Bentley in the past and employee nationalities comparison to present. Influences on other businesses.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 how it is reflected/ affected in the local area

A local history study

Use fieldwork to Crewe town centre to observe, measure, record and present human/physical features using range of methods e.g sketch maps, plans, graphs, digital technologies- Who was in Britain during the war? (Potential Crewe census)- Secondary sources: identify buildings/businesses and people in Crewe from period in the past. Visit to find out information today.

Visit: Local town visit (Crewe).

Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK

RE Y6

Autumn 1: Christianity - Is anything ever eternal?

I can remember a Christian story about love and talk about it.

I can talk about something I can relate to in a Christian story about love, (assessed in the Investigation lessons).

I can retell a Christian story about love and begin to explain what this teaches Christians about how they live their lives.

I can start to understand what some of the Christian stories about love mean.

I can describe what a Christian might learn about life after death from a Bible story.

I can ask important questions about eternity.

I can make links between different Christian beliefs and their views on whether anything is ever eternal.

I can reflect on my own beliefs about whether anything is eternal.

I can explain why Christians believe some things are eternal and the difference this makes to them.

I can give my own answer to whether anything is eternal and give my reasons.

Autumn 2: Christianity - How significant is it that Mary was Jesus' mother?

I can remember the story of Jesus' birth and talk about it.

I can talk about what I find puzzling or interesting about the nativity story.

I can tell you some things Christians believe are important about Jesus' mother being Mary.

I can start to think about some of the questions people ask about Jesus' birth.

I can start to explain the significance of why Mary was chosen as Jesus' mother.

I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.

I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).

I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.

I can explain why it is significant to Christians that Mary was Jesus' mother.

D&T -

- *Generate ideas through brainstorming and identify a purpose for their product
- *Draw up a specification for their design
- *Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
- *Evaluate a product against the original design specification
- *Evaluate it personally and seek evaluation from others
- *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

English/Maths Enhancement Suggestions - differentiate as appropriate to year group expectations.

Philosophy

Philosophy:

Even though we all have differences, are we all really the same?

Is it better to do what you think is right or to follow the rules?

What do you need to know about a person before you trust them?

Should animals have the same freedom as humans?

Can someone have too much power?

GPaS:

- Using relative and subordinate clauses.
- Fronted adverbials,
- Use of semi-colons to separate independent clauses and items in a detailed list.
- Using commas to clarify meaning or avoid ambiguity in writing.
- Reported and direct speech.
- Passive and active sentences.
- Y5 and Y6 word list spelling activities and assessments.

Preparing and revising for SATs GPaS

English

English:

Narrative - Text - When Hitler Stole Pink Rabbit.

Recount

Recount

Play script

Non-Fiction -

Balanced Argument

Fact File - Topic link

Autobiography

Biography

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining.
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Maths

Number

Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.

Round any whole number to a required degree of accuracy.

Use negative numbers in context, and calculate intervals across zero.

Solve number and practical problems that involve all of the above.

Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.

Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.

Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.

Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.

Perform mental calculations, including with mixed operations and large numbers.

Identify common factors, common multiples and prime numbers.

Use their knowledge of the order of operations to carry out calculations involving the four operations.

Solve problems involving addition, subtraction, multiplication and division.

Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

Fractions

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

Compare and order fractions, including fractions > 1

Generate and describe linear number sequences (with fractions)

Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.

Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $14 \times 12 = 18$]

Divide proper fractions by whole numbers [for example $13 \div 2 = 16$]

Geometry- Position and Direction

Describe positions on the full coordinate grid (all four quadrants).

Measurement

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.