

Art and Design - Printmaking

By the end of the term, children will know:

- That William Morris was a Victorian printmaker who designed wallpaper using nature as his inspiration.
- How to create a repeating pattern using an imprint tile.
- How to create a two-colour design by changing the imprint tile design between prints.

Computing - Computer Systems and Networks - Communication and Collaboration

In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.

English

In spelling, children will:

- Spell common exception words: achieve, ancient, available, bruise, category, communicate, community, conscience, conscious, controversy, curiosity, definite, desperate, disastrous, environment, especially, excellent, existence, explanation, familiar, foreign, frequently, government, identity, immediate (ly), individual, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, parliament, privilege, recognise, restaurant, sacrifice, secretary, shoulder, signature, sincere (ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, twelfth, variety, yacht
- Spell words ending ‘-able/-ably’ and ‘-ible/-ibly’
- Add suffixes beginning with vowels to words ending in ‘-fer’
- Spell homophones with ‘ce’ and ‘se’.
- Spell words with the suffix -ous
- Spell words with the suffixes -tious and -cious
- Spell homophones (led/lead, steel/steal, alter/altar) and tricky ‘ce’ and ‘se’ (practice / practise, licence / license, advice / advise)

Children will begin to:

- Understand that words are related by meaning as synonyms and antonyms [e.g. big, large, little]
- Use the full range of noun phrases to create descriptions in fiction and non-fiction
- Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs
- Use the past perfect tense [e.g. He had just arrived the house when the phone started to ring.
- Use semi-colons to replace a conjunction in a multi-clause sentences [e.g. It’s raining; I’m fed up]
- Use a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes
- Use the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It’s raining; I’m fed up].
- Use the colon to introduce a list and use of semi-colons within lists.
- Punctuate of bullet points to list information.
- Understand that hyphens can be used to avoid ambiguity.
- Create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation.
- Use the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that...]
- Understand the difference between structures typical of informal and formal speech and writing [e.g. the use of question tags: He’s your friend, isn’t he?]
- Use of subjunctive forms [such as If I were or Were they to come in some very formal writing and speech]
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.
- Use layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text].

## History - The Victorians

By the end of the term, children will know:

- The chronology of the Victorian period and its key features.
- About the reign of Queen Victoria.
- What the British Empire was.
- Understand the impact of empire on indigenous people.
- How the Education Act of 1880 changed the lives of children.
- Compare and contrast life in a Victorian school with life in school today.

## Maths

During this term, the children will learn the following aspects of maths:

- 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 numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-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 two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

## Music - Fundamentals in Music for Year 6

Pupils who are secure will be able to:

- Suggest a colour to match a piece of music.
- Create a graphic score and describe how this matches the general structure of a piece of music.
- Create a vocal composition in response to a picture and justify their choices using musical terms.
- Create a vocal composition in response to a colour.
- Record their compositions in written form.
- Work as a group to perform a piece of music.

## PE

### Handball

During this term, children will:

- Use a variety of passes to maintain possession under pressure.
- Select the appropriate skill to create space, move towards goal and away from defenders.
- Select and apply the appropriate skill to score goals.
- Use defending skills to prevent an opponent from scoring.
- Use the appropriate defensive technique for the situation.
- Apply rules, skills and principles to play in a tournament.

## Gymnastics

During this term, children will:

- Develop the straddle, forward and backward roll.
- Develop rolling into sequence work and on apparatus.
- Develop counterbalance and counter tension.
- Develop counterbalance and counter tension into sequence work with apparatus.
- Develop jumps and explore the effect of height.
- Explore jump sequence work with consideration of performance tools.
- Develop inverted movements with control.

## PSHE

By the end of term, children will know:

- About different family dynamics.
- Some factors that can have a negative impact on families.
- How families might compromise.
- About different types of loving relationships.
- About different types of marriage and civil partnerships.
- About forced marriage.

## RE - Christians and how to live: what would Jesus do?

During this term, children will learn:

- Learn about the four gospels, noting some of the similarities and differences between them.
- Learn about the context of the gospels.
- Learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told.
- About the meanings of different biblical texts and what they mean for Christians today.
- What Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow.
- How Christian communities today act and how this is based on Jesus' teachings.

## Science

### Living Things and their Habitats








By the end of term, children will consider:

- What broad groups can we classify living things into?
- How can classification keys be used to help group, identify and name a range of living things?
- How can we classify plants?
- What are micro-organisms? And are they alive?
- How can we group and classify micro-organisms?
- How to gather and report on findings.
- What is the significance of the work of Carl Linnaeus?

### Spanish - Habitats

By the end of this unit we will be able to: It will help if we already know:

- Say and write the key elements animals and plants need to survive.
- Name the 5 most common types of habitats.
- Name an animal and a plant that live and grow in each type of habitat.
- Name an adaptation of each plant and animal mentioned in the unit.
- To look more closely at the regular verbs: the -er verb crecer and the -ir verb vivir and in particular the 3rd person singular conjugation.

Spanish	English
los hábitats	the habitats
Los animales y las plantas necesitan...	The animals and the plants need...
 refugio	shelter
 comida	food
 aire	air
 sol	sun
 agua	water
la selva tropical	the tropical rainforest
 el campo	the meadow
 el océano	the ocean
 el desierto	the desert
 el Ártico	the Arctic
...es un hábitat en...	...is a habitat in...
 el Sahara	the Sahara
 el Amazonas	the Amazon
 el parque national South Downs	the South Downs national park
 el Océano Pacifico	the Pacific Ocean

Spanish	English
 la Groenlandia	Greenland
 el camello	the camel
 el conejo	the rabbit
 el oso polar	the polar bear
 el mono araña	the spider monkey
 el tiburón	the shark
vive	(he/she/it) lives
viven	(they) live
en	in
las algas	the seaweeds
los árboles altos	the tall trees
los arbustos	the bushes
los cactus	the cacti
las plantas resistentes	the hardy plants
crece	(he/she/it) grows
crecen	(they) grow

Spanish	English
crecer	to grow (plants)
yo crezco	I grow
tú creces	you grow
él crece	he grows
ella crece	she grows
nosotros crecemos	we grow
vosotros crecéis	you all grow
ellos crecen	they grow (when referring to a group of masculine nouns or mixed gender)
ellas crecen	they grow (when referring to feminine nouns only)

Spanish	English
vivir	to live
yo vivo	I live
tú vives	you live
él vive	he lives
ella vive	she lives
nosotros vivimos	we all live
vosotros vivís	you all live
ellos viven	they grow (when referring to a group of masculine nouns or mixed gender)
ellas viven	they grow (when referring to feminine nouns only)