



## YEAR 6 Spring Term overview

Subject	
TRIPS	Young Voices (date tbc)
Maths	<p>Children will learn:</p> <p>Place Value re-cap, formal written methods for multiplication, formal written method for short/long division, area - regular and irregular shapes, perimeter, angles- measuring and drawing, properties of 2D and 3D shapes, circumference, Pie Charts, Geometry Positions, Percentages, Fractions, Decimals and Problem Solving and Reasoning.</p> <p>We will also be starting SATs revision and completing daily fluency sessions as well as mini maths twice a week.</p>
English	<p><b>Narrative:</b> Harry Potter: children will complete a series of writing based on the book.  The Hunting Ground: Children will use this text to inspire a diary entry. Odd and the Frost: used for the basis of a setting description.  Frances Brandywine: inspiring suspenseful and dramatic story recounts.</p> <p><b>Non-fiction:</b> Balanced argument and discussion writing based on Zoos.</p> <p><b>SPaG:</b> (Spelling, grammar and punctuation):</p> <p>Grammar and Punctuation:</p> <p>Subjunctive form    VERB TENSES    Relative Clauses    Dashes Brackets    Hyphen for clarity    Formal and informal</p> <p>Phrases and clauses Exclamations Reported speech    Complex sentences    Subjunctive form    Considering different word types:</p> <p>Spellings:</p> <p>Ent, ant, ence, ance, ancy, ency    tion, sion, ssion, cian sure, ture    Year 1 and 2 suffixes    Silent consonant letters</p> <p>scwa sounding words    Unstressed vowels    cing, tion, ely, ally, sion, ity,ting    ough, igh, eigh, augh    Unusual letter combinations</p>
Geography	<p><b>South America Study</b></p> <p>Children will be taught to locate the <i>world's countries</i>, using maps to focus on Europe and North/South America concentrating on their physical and human characteristics. They will identify the location of the World's deserts and be able to name some key characteristics of South America. They also need to understand geographical similarities and differences through the study of human and physical geography of a region in South America.</p> <p>Additionally, children will be taught to use maps, atlases, and globes.</p>



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	<p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> Brazil, economy, people, desert, Capital City, equator, hemisphere, South America, famous, favelas, resources, undernourished, vulnerable, neighbouring, country, images, symbols.</p> <p><u>ARE Vocabulary:</u> develop, frequently, pronunciation, thorough, fruits, natural, different.</p>
History	Autumn and Summer Term
Computing	<p><b>Blogging</b></p> <p>Children will learn the basic principles of creating and maintaining a blog in a safe and controlled environment. They will be given a basic understanding of how to plan, create and present their own blog. They will learn how to: identify the purpose of writing a blog; identify the features of writing a successful blog; plan the theme and content for a blog; write a blog; consider the effect upon the audience of changing the visual properties of a blog; and contribute to an existing blog.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> audience, blog, blog page, blog post, collaborative, icon</p> <p><u>ARE Vocabulary:</u> Communicate</p> <p><b>Text Adventures</b></p> <p>This unit follows on from Coding (which was completed in the Autumn Term) and introduces text-based adventures where pupils have the chance to edit and existing text adventure. They will learn how to: identify a text adventure; plan a text-based adventure; make a story-based adventure; be introduced to a map-based text adventure; and code a map-based text adventure.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> text-based adventure, concept map, debug, sprite, function</p>
Science	<p><b>Evolution and Inheritance</b></p> <p>Pupils will learn to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will also recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Pupils will also identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>



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	<p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> offspring, characteristics, vary, variation, inherit, inheritance, environmental, suited, suitable, adaptation, natural selection, fossils, theory, opinion.</p> <p><u>ARE Vocabulary:</u> awkward, various, thorough, explanation, variety, familiar</p>
DT	<p><b>Design a Park – Fairground</b></p> <p>Research, plan, design, make and evaluate.</p> <p>I investigate and design a model of a park. Measure areas and cost the project.</p> <p>This unit enables children to gain understanding of an important mechanism, using belts and pulleys, and to learn more about control using electricity and an electric motor. The focus of the unit is to design and make a model of a fairground ride but it could be adapted to suit any product in which an electric motor produces rotating movement.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> Motor, circuit, pulleys, gears, rotating, mechanisms, components, recommend, systems, available.</p>
Art	<p><b>Landscapes</b></p> <p><b>Artist Link David Hockney</b></p> <p>Using water colours and perspective children will: record from first hand observation.; investigate and combine visual and tactile qualities of materials; apply their experience of materials and processes, including drawing, developing their control of tools and techniques; use line and colour to link up the foreground and the background; build up a painting in stages; explain and establish their own style; use a wide range of techniques in their work; explain why they have chosen specific painting techniques; add texture into paint by adding PVA, sawdust, sand etc; and use brushes in different ways with thickened paint.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> colours, primary, secondary, tertiary, mixing, shade, tone, vibrant, dull, background, foreground, perspective, vivid, blurred, focused, unfocused, absorbing, brush strokes, colour wash, impressionistic, limited palette.</p> <p><u>ARE Vocabulary:</u> equipment</p>
Indoor PE	<p><b>Gymnastics:</b></p>



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	<p>Pupils will know, understand, recognise and perform with control, precision and fluency, individually, with a partner and in a group. They will develop an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation. Children will learn how to use apparatus: planning and setting up the layout for small and large gymnastics apparatus whilst considering the safety of others.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> sequence, element, technique, flight, precision, fluency, unison, cannon</p>
Outdoor PE	<p><b>Tag Rugby</b></p> <p>Pupils will learn how to: play well in attack and defence; score tries in a game; help teammates in attack; create a warm-up for the rest of the class; take part in a set play from a free pass; discuss and <i>suggest improvements to team's set play</i>; work in a team to create specific tactics for an attack; be <i>aware of the benefits of 'taking the distance and not the time' once tagged</i>; change speed and direction to either score tries or create opportunities; recognise the difference between attacking and defensive tactics; apply these tactics in games; use the '<i>spaces not faces</i>' idea to help attacking play; and be able to observe and analyse own performance.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> defence, attack, try, set play, stride, tag, positioning, communicate, communication, analyse</p> <p><u>ARE Vocabulary:</u> physical, competition</p> <p><b>Tennis</b></p> <p>Pupils will learn to: stay on toes to approach the ball; make quick decisions and communicate with my partner to decide who is going to hit certain balls to try to score points effectively; adopt a correct stance to hit a ball backhand to their partner; return a ball in a game using backhand at the correct time when the ball has been struck to my backhand side; use forehand shots to hit a lob over opponent, work feet to try to return a lob shot; perform a lob shot at correct times in a game (when the opponent is close to the net); apply tennis scores to umpire a game correctly; describe rules for singles tennis; describe rules for doubles tennis; play with partner and move to different positions on the court; play when in the correct position and if they get moved away from their position by their opponent; recognise how positioning can help to score points; work with a partner to decide what tactics to use in games; score a tennis game using the full scoring system; and identify ways to improve as an individual and as a team.</p>



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	<p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> opposition, defending, lob shot, opponent, tactics, positioning</p> <p><u>ARE Vocabulary:</u> difficult</p>
RE	<p><b>Ultimate Questions</b></p> <p>Pupils present a range of views and answers to challenging questions about belonging, meaning and truth. They will raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups. They will discuss challenging and deeper questions about meaning, purpose and truth and consider reasons why there are different responses and ideas about the divine.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> Perspective, soul, theological concepts, life, death, afterlife, belief, ultimate, understanding, suffering, eternity, spiritual, soul, creation, society, perspective</p> <p><u>ARE Vocabulary:</u> existence, symbol, question, believe, curiosity, definite</p>
PSHE	<p><b>Dreams and Goals</b></p> <p>Pupils will: know their learning strengths; set challenging but realistic goals for themselves; know what steps to take to reach their goals; know how to keep motivated to achieve these goals; identify problems in the world that concern them and talk to others about them; recognise emotions and consider people in the world who are suffering or living in different times; and be able to work with other people.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> dream, hope, goal, learning, strength, stretch, achievement, personal, realistic, unrealistic</p> <p><u>ARE Vocabulary:</u> sufficient, opportunity</p> <p><b>Healthy Me</b></p> <p>Pupils will: make choices that benefit their health and wellbeing; learn about different types of drugs and the effect on the body; find ways to cope with life situations; suggest strategies that would avoid them being pressured into joining gangs; and know how to feel emotionally healthy.</p> <p><b>Key Vocabulary</b></p>



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	<p><u>Subject Specific Vocabulary:</u> responsibility, choice, prevention, drugs, effects, prescribed, restricted, illegal, criminal, healthy, pressure.</p> <p><u>ARE Vocabulary:</u> medicine, criticise, physical,</p>
French	<p><b>Font les Devoirs (Spring 1) and C'est Délicieux (Spring 2)</b></p> <p>The children will: listen and show understanding of more complex sentences containing familiar words and be able to work out the meaning of unfamiliar words shown in context; engage in conversations, using familiar questions and answers; express opinions using aimer, détester and adorer and ask <i>others'</i> opinions; using sentences with parce que to give a reason why; read and show understanding of the storybook and other short passages of text using familiar language; and write familiar complex sentences from memory.</p> <p>In Grammar they will use plural of nouns, 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense (including avoir, être, aller, faire and pouvoir); possessive pronouns (ma, mon, mes, ta, ton, tes, sa, son, ses); immediate future tense; and the construction of simple and complex sentences.</p> <p><b>Key Vocabulary Spring 1</b></p> <p><u>Subject Specific Vocabulary:</u> font = are doing, les devoirs = homework, les matières = (the) school subjects, ils parlent = they are talking, les maths = maths, les sciences = science, l'histoire-géo = history and geography, la musique = music, la religion = RE, la technologie = design and technology, l'informatique = computing, la peinture = art (painting), le dessin = drawing, l'anglais = English, le français = French, non plus = either, je suis fort(e) = I'm good/strong at, je suis faible = I'm weak at, ennuyeux = boring, genial = brilliant, amusant = fun, intéressant = interesting, facile = easy, que = that, quelle est ta = what is your, matière = subject, préférée = favourite, pourquoi = why, parce que = because</p> <p><b>Key Vocabulary Spring 2</b></p> <p><u>Subject Specific Vocabulary:</u> c'est délicieux = it's delicious, elles sont au they (f) are at, supermarché the supermarket, les courses shopping/Errands, s'il te plaît please (s/inf), j'ai faim I'm hungry, Sophie a faim Sophie is, hungry, je peux (avoir)? can I (have)? un gâteau a cake, une glace an ice cream, on peut aller can we go to, à McDo McDonald's, (prendre)? (to have)? le déjeuner lunch, à midi at midday, il est onze heures it's 11 o'clock, hours, un fruit a (piece of) fruit, une pomme an apple, une banane a banana, une orange an orange, peut-être perhaps, arrête ! stop! (s/inf), à la maison at home, du poulet some chicken, de la salade some salad, du pain some bread, un hamburger a hamburger, des frites (some) chips, une pizza a pizza, j'ai soif I'm thirsty,</p>



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	<p><u>ARE Vocabulary:</u> restaurant</p>
<b>Music</b>	<p><b>Unit:</b> A New Year Carol</p> <p><b>Style:</b> Traditional English Folk</p> <p><b>Topic and cross curricular links:</b> The learning is all based around one composer: Benjamin Britton and his Friday Afternoon Songs. The children will explore the glockenspiel, recorder, and voice instruments as they learn through games, warm-ups, composing and playing.</p> <p><b>Unit:</b> You've Got a Friend</p> <p><b>Style:</b> 70s Pop – the Music of Carole King</p> <p><b>Topic and cross curricular links:</b> The learning explores the works of Carole King and her importance as a female composer in the world of popular music.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> chorus, bridge, instrumental, pulse, pitch, rhythm, tempo, texture, dynamics, improvise, compose, transpose, key, play, perform, practice, collaborate, glockenspiel, recorder.</p> <p><u>ARE Vocabulary:</u> Rhythm</p>