



Year: 6 Term: Summer 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<u>English</u> Endurance Narrative	-Word type, sentence type, tenses, clauses, inverted commas for speech	<ul style="list-style-type: none"> - Sentence types - Present perfect tense - Conjunctions - Relative clauses - Layout devices - Dialogue to reveal characters 	Vehicle Text: Shackleton's Journey Immerse in vehicle text then share model text Plan, write and edit an endurance narrative
<u>Maths</u>	Decimals to 2dp Thousandths Multiply and divide by 10, 100, 1000 Understand percentages	Children first look at forming expressions before moving on to solving more complex equations. This should be introduced using concrete and pictorial methods alongside the abstract notation.	Statistics -Line graphs -Circles -Pie charts -The mean Shape -Using a protractor -Angles -Angles in shapes -Draw shapes -Draw nets of shapes
<u>Science</u> Evolution and inheritance	Year 3 – rocks	<ul style="list-style-type: none"> •Develop an understanding of the development of evolutionary ideas and theories over time. • Explain how human evolution has occurred and compare modern humans with those of the same genus and family. 	-To explain the scientific concept of inheritance -To demonstrate understanding of the scientific meaning of adaptation -To identify the key ideas of the theory of evolution

		<ul style="list-style-type: none"> • Understand that adaptation and evolution is not a uniform process for all living things. • Give examples of selective and crossbreeding. 	<p>-To identify evidence for evolution from fossil records</p> <p>-To understand how human beings have evolved</p> <p>-To explain how human intervention affects evolution</p>
<p><u>History</u> <u>World War 1</u></p>	<p>Children have experience of investigating daily life in different periods, e.g. through medicine and disease units. Children can use different sources and draw conclusions and use this to support their informed opinions. Children through other units will have experience of what this decade would have been like and the different resources available or that could be used for war.</p>	<ul style="list-style-type: none"> • To investigate elements that led to the first World War • To investigate what life on the Western Front was like • To explore the advancements of warfare that occurred during WWI. • To explore the involvement of animals in WWI. • To explore what life was like for the people in Britain during WWI. • To investigate the end of WWI and what happened afterwards 	<ul style="list-style-type: none"> • Explore alliances between countries and empires during this time 1914. • Investigate the assassination of Franz Ferdinand and how this became the catalyst for WW1. • Explore life on the frontiers on the Western front: German, French and British. Investigate how this left poor living conditions for soldiers – diary entries. • Use secondary sources to explore technological advances during this time and how these might have shaped how countries fought. • Understand and identify the role of animals and how if they were not used it could have affected results. • Explore normal life during WW1, e.g. role of women and children, investigate propaganda and create their own posters. • Investigate how the war ended and understand the years that came after.
<p><u>Art</u> <u>Klimt (textiles)</u></p>		<p>To create sketch books to record their observations use sketchbooks to review and revisit ideas To improve their mastery of art and design techniques, including drawing with a range of materials</p>	<p>To sketch, and improve upon sketches, in the style of the early drawings of Gustav Klimt.</p>

		To improve their mastery of art and design techniques, including painting with a range of materials	<p>To use symbolic imagery in the style of Gustav Klimt in works of art that share ideas, or tell a story.</p> <p>To review and revisit ideas, then use gilding in a Klimt inspired work of art or product.</p> <p>To develop techniques used to create natural textures such as those in Klimt's landscape paintings.</p> <p>To develop techniques and use symbolism in the style of, or inspired by Gustav Klimt.</p>
<u>Computing</u> <u>Blogging</u>	Year 4 - Writing for different audiences To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign.	Key vocab: Audience Blog page Collaborative Blog post Icon	<ul style="list-style-type: none"> - To identify the purpose of writing a blog. To identify the features of successful blog writing. - To plan the theme and content for a blog. - To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog. - To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher. - To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.
<u>PE:</u> <u>Athletics</u>		(Taught by LSSP PE coach)	
<u>RE:</u> <u>Ascension and Pentecost</u>	Y2: Children will have experience of why this event is significant to Christians. They will have explored how God might be seen	<ul style="list-style-type: none"> ● Know that Ascension and Pentecost are key to Christians. 	<ul style="list-style-type: none"> ● Explore interpretations of Ascension and Pentecost through artist work.

	<p>differently to people. They will have extended upon this and began to view God as a three. Children should have knowledge of how this event was significant in the life of Jesus.</p>	<ul style="list-style-type: none"> ● Know that we believe people's lives can be inspired and transformed by the Holy Spirit. ● Retell stories of Ascension and Pentecost and talk about people during that time. ● Understand how the lives of others have been transformed by the Holy Spirit. ● Explain the distinctive Christian beliefs between Ascension and Pentecost. 	<p>Children will explore whether they feel they reflect the events.</p> <ul style="list-style-type: none"> ● Look at a recount of Jesus ascension – look at the disciples and write from their perspective. ● Investigate Peter before and after Pentecost and how they think he has changed and why. ● Explore symbolism of the Holy Spirit and why these have been used – write imagery poems to show understanding. ● Look at these events being about inspiration and why – who inspires them. ● Explore words of creed and how these show Christian beliefs – children pair/write their own for our school.
<p>Music:</p>	<p>Y4: Playing – Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol. ●Improvisation – continue to explore and create your own responses melodies and rhythms</p> <p>Y5: Singing – sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing – play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</p>	<p>Listen & Appraise – recognise styles, find the pulse, recognise instruments, listen, and discuss all immersions of music</p> <p>Musical Activities</p> <p>Games – internalise, understand, feel, know how the dimensions of music work together.</p> <p>Focus on</p> <p>Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.</p> <p>Singing – sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p>	<ul style="list-style-type: none"> ● Listen and appraise You've Got a Friend in Me by Carole King. Explore other songs by this artist and compare with focus song. ● Play warm up games with the song to tune into pitch, rhythm, tempo. ● Begin to learn the song and create an improvised piece using different instruments, e.g. drums, glockenspiels.