SHINE like the star you are. ***Year 6 Spring 1***

English

During our English lessons this half-term, we will be focussing on writing to explain and will be focussing upon **fears** and **creating suspense**. We will also be writing to entertain and will be retelling a story from another perspective.

Spelling

- Revise words with ough letter string pronounced 'aw'
- Revise words with ough letter string where the sound is /o/ as in boat or 'ow' as in cow.
- Revise words ending in -cial
- Revise words ending in -tial
- Revise generating words from prefixes and roots: dis-, un-, over-, im
- Revise generating words from prefixes and roots bi-,anti-, super-, auto-

Grammar

- Cohesion through a wider variety of devices
- Passive voice
- Appropriate levels of formality demonstrated
- features of explanation texts where appropriate
- Advanced sequential and causal language
- Cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)
- Sustained register with well-rounded ending
- Ensure correct subject and verb agreement
- Atmosphere and mood created through effective word choice, sentence structure and literary devices
- Past perfect tense to link events, including past perfect progressive
- Action, dialogue and description used to move events forward
- Colons, semi-colons and dashes used to separate and link ideas.

Topic

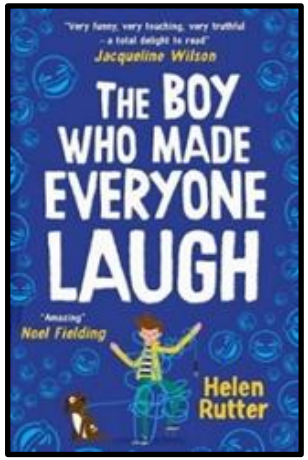
Wetley Rocks!

Local Area Study

Class Book

The Boy Who Made Everyone Laugh

by Helen Rutter



Maths

In Maths this half-term, we will be focussing upon the following areas of learning:

- Multiply fractions by integers.
- Multiply fractions by fractions.
- Divide fractions by an integer.
- Divide fractions by fractions.
- Solving problems involving the above.
- Finding fractions of an amount.
- Finding the whole amount from a given fraction.

We will also look at measure, ratio and decimals and will cover the following areas:

- Identify the correct unit of metric measure to solve problems.
- Understand different metric measures.
- Convert different metric units of measure.
- Calculate with metric measures.
- Convert between miles and kilometres.
- Understand and convert imperial measure to metric measures.
- Solving problems involving the relative size of two. quantities where missing values can be found using multiplication and division facts.
- Using the language of ratio and understanding the ratio symbol.
- Make connections between fractions and ratio.
- Drawing scale diagrams.
- Using scale factors.
- Finding similar shapes.
- Solving ratio and proportion problems involving recipes.
- Identify the value of each digit within numbers up to 3 decimal places.
- Round decimal numbers with up to 3 decimal places
- Add or subtract decimal numbers with up to 3 decimal places.
- Multiply decimals with up to 3 decimal places by 10, 100 or 1,000.
- Divide decimal numbers by 10, 100 or 1,000.
- Multiply decimal numbers by integers.
- Divide decimal numbers by integers.
- Multiply and divide decimal numbers in context.

Science
Living Things and their Habitat

In Science, our area of study will be *Living Things and their Habitat*, where we will work on:

- Describe how living things are classified into broad groups according to common observable characteristics
- Group living things into groups based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants based on specific characteristics and identify how they can be divided into groups e.g. flowering and non-flowering.
- Give reasons for classifying animals based on specific characteristics and that animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates).
- Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics.
- Identify that invertebrates can be divided into a number of groups, including insects, spiders, snails and worms.

During our work, we will also be addressing the following areas of *Working Scientifically*.

- Use classification keys to identify plants in the local environment.
- Create classification keys to identify different animals according to their characteristics.

Geography
Wetley Rocks!

This half-term, we will complete a study of our local area as our Geography topic.

By the end of this unit, pupils will be able to:
• Interpret a broad range of maps of the local region and independently apply this information to their understanding of it (including route planning).
• Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region and how it meets people's needs.
• Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.
• Confidently and persuasively use geographical vocabulary when describing key information about the local region to external audiences, conveying a distinctive sense of place.

By the end of this topic, children should know:
• The location and principal features of their local region when seen at a range of scales, from the global to the immediately local.
• Ways in which human processes (such as economic and political processes, land use, settlement and change) operate within their local region.
• Ways in which the landscape of the region is used by people and affected by human activity.
• Ways in which the location and distinctive features of their local region compare and contrast with those of other places studied (especially regions in Europe and
The Americas).

PHSE
Me in the World

This unit involves the children researching about pressure groups and organisations. Throughout the unit, pupils will learn to:

- Explain a range of groups and identify local examples.
- Explain the role of a pressure group
- Plan appropriate actions to address an issue of interest to them
- Ask appropriate questions to find out more information on a given topic
- Explain how the media present information
- Take part in appropriate action or activity

RE
What does it mean to live as a Jew today?

Pupils will learn:

- Judaism has its origins in the land of Israel
- Jews believe in one God who is creator and carer
- That Jews believe they are descendants of Abraham, chosen by God to show what He is like
- That Abraham, Moses & David are important figures in the Jewish faith.
- The importance of Shema as a core statement of belief
- That Jews believe the Torah is law, teaching & guidance.
- That the Torah is part of the Tenakh.

Pupils should be able to:

- Describe the key beliefs and teachings of Judaism, and the impact they have on the lives of Jews.
- They may also be able to explain how the Jewish belief in one God compares to the key beliefs of other religions.

Computing

Creating Media – 3D Modelling

We'll be making use of our new Chromebooks to enable us to achieve the following objectives:

- To recognise that you can work in three dimensions on a computer
- To identify that digital 3D objects can be modified
- To recognise that objects can be combined in a 3D model
- To create a 3D model for a given purpose
- To plan a 3D model
- To develop and improve a digital 3D model.

PE

Gymnastics

Pupils should achieve the following outcomes:

- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences involving 8-10 elements using compositional devices to improve the quality.
- I can lead a small group through a short warm-up routine.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can work collaboratively with others to create a sequence that includes use of apparatus.
- I understand how to work safely when learning a new skill.
- I understand what counterbalance and counter tension is and can show examples with a partner.

PE

Basketball

Pupils should achieve the following outcomes:

- I can create and use space to help my team.
- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use the rules of the game honestly and consistently.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand when to use different styles of defence in game situations.

Art & Design

Activism

Through our Art this half-term, we will be exploring the following question: How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better? We will be using our printing, collage and drawing skills to achieve the following objectives.

- To understand that art can be used to express the opinions of artists, who in turn speak for sectors of society.
- To learn that artists can be activists, and many artists choose print as a way to make their art
- To identify and explore my own personal voice or message.
- To identify what I care about and make a poster or zine that communicates that message.
- To display the work made through the half term and reflect on the outcomes.

German

Revision of Autumn Term:
Describing Me and Others.
Talking about things and things to do.

Phonics: the SSC (sound-symbol correspondences) taught this term are: [ä] [ö] [ü] [au] [eu | äu] [sch] [sp] [st] [s-] [-s-] [ß] [ss] [-s]

Vocabulary: nouns for people and objects, verbs and nouns for activities

Grammar: Negation with 'kein', feminine person nouns (+in), 'haben' (singular), definite and indefinite articles (singular, accusative), compound nouns, present tense weak verbs (singular), plural noun patterns

Music

Musical Effects and Moods

At the end of this unit, pupils will learn how to:

- To experiment with vocal sounds, varying pitch, articulation, timbre and dynamics
- To experiment with vocal and instrumental sounds, varying pitch, articulation, timbre and dynamics
- To improvise on instruments in response to a stimulus
- To describe music using appropriate musical vocabulary
- To explore musical techniques used in film music