SHINE like the star you are. ***Year 6 Spring 2***

English

During our English lessons this half-term, we will be focussing upon writing balanced arguments and writing a review of a theatrical show.

Spelling

- Adding prefixes: dis-, un-, over-, im and understand particular meaning: dis –reverse; un –not; over –above or more; im– opposite
- Words with the long vowel sound /i/ spelt with a 'y'.
- Adding prefix '-over' to verbs
- Convert nouns or verbs into adjectives
- Words with an /o/ sound spelt 'ou' or 'ow'
- Words with a 'soft c' spelt /ce/.

Grammar

We will be focussing upon, and revising, the following skills.

- Cohesion through a wider variety of devices
- adverbials for cohesion
- Modal verbs and adverbs
- Advanced, technical language chosen to provide further detail
- Appropriate levels of formality applied
- Ase of semi-colons and colons to control sentence structure
- Subjunctive form to hypothesise.

Topic

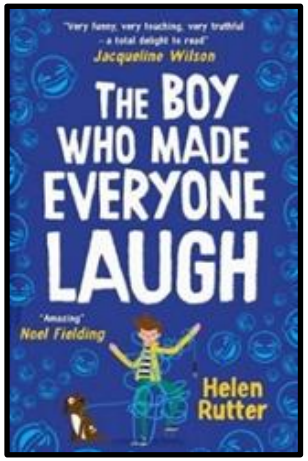
Wetley Rocks!

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:

Fractions, Decimals and Percentages

- Find fraction and decimal equivalence
- Find fractions using division
- Understand percentages by understand the value of each part of a whole
- To convert fractions into percentages
- Find equivalent fractions, percentages and decimals
- Order fractions, decimals and percentages
- Find percentages of amounts
- Find percentages of amounts with missing values.

Algebra

- Find missing values in one and two-step equations
- Identify where expressions can simplified
- To use substation to express missing number problems algebraically
- To create formulae that solve problems and find an output
- Form equations
- Solve 1 and 2-step missing number problems
- Find pairs of numbers to complete equations with two unknowns.

Science
Living Things and their Habitats

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).

RE
What difference does the resurrection make for Christians?

Pupils are expected to be able to:

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.
- Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.
- Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.
- Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.
- Show how Christians put their beliefs into practice in different ways.
- Explain why some people find belief in the Resurrection makes sense and inspires them.
- Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

Pupils will know that:
• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
• The Gospels give accounts of Jesus' death and resurrection.
• Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
• This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).

Computing
Spreadsheets

We'll be making use Microsoft Excel and Google sheets to understand, interpret and create spreadsheets. We'll be working towards achieving the following objectives:

- To identify questions which can be answered using data.
- To explain that objects can be described using data.
- To explain that formula can be used to produce calculated data.
- To apply formulas to data, including duplicating.
- To create a spreadsheet to plan an event.
- To choose suitable ways to present data.

PE
Dance

Pupils should achieve the following outcomes:

- To copy and repeat a dance phrase showing confidence in movements.
- To work with others to explore and develop the dance idea.
- I can lead a small group through a short warm-up routine.
- To use changes in dynamics in response to the stimulus.
- To demonstrate a sense of rhythm and energy when performing.

PE
Tag Rugby

Pupils should achieve the following outcomes:

- To select the appropriate skill, choosing when to run and when to pass.
- To move into space to support a teammate abiding by the rules.
- To use defending skills to gain possession.
- To work as a defending unit to prevent attackers from scoring.
- To use a variety of attacking skills to beat a defender.
- To apply rules, skills and tactics learnt to play in a tag rugby tournament.
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D&T
Mechanical Systems – Automata Toys

We will continue with our D&T work this half-term- we will conclude a project centred around mechanical systems. Objectives will include:

- Create neat, decorated follower toppers with some accuracy.
- Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata.
- Decorate and finish the automata to meet the design criteria and brief.
- Evaluate their finished product, making descriptive and reflective points on function and form.

German
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