

As readers and writers we will:

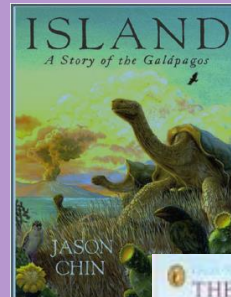
Study 'The Selfish Giant' by Oscar Wilde and 'The Island' by Jason Chin to learn to:

- Listen, respond and build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Use Standard English
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates
- Select and use appropriate registers for effective communication
- Maintain attention and participate actively in collaborative conversations
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints
- Identify and discuss themes and conventions
- Make comparisons within and across books
- Ask questions to improve understanding
- Draw inferences (characters feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Evaluate authors' language choice
- Distinguish between fact and opinion (Greater depth only)
- Participate in discussion about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views
- Check sense, discuss understanding and explore meaning of words in context
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choices
- Retrieve, record and present information from non-fiction
 - Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
 - Choose the appropriate register
 - Proof-read for spelling and punctuation errors
 - Precis longer passages
 - Use consistent and correct tense

Y6 Curriculum Spring Term Cycle 1



Book we will read together:



As mathematicians we will:

- Work with equivalent fractions, mixed numbers and improper fractions to compare and order.
- add, subtract, multiply and divide using fractions.
- Find fractions of amounts.
- Learn how to calculate ratios.
- Find percentages of amounts.
- Covert between fractions, decimals and percentages.
- Use coordinates in 4 quadrants and translate and reflect shapes.
- Understand algebra working with expressions and equations.
- Find the area and perimeter of different shapes.
- Read and interpret pie charts and line graphs.

As scientists we will:

- Define and identify variation in organisms and recall that it is caused by inherited and environmental factors.
- Recall that living things produce offspring of the same kind but are not normally identical to their parents.
- Describe patterns of inheritance from parent to offspring in a given example or family tree.
- Describe what an adaptation is; it cannot be chosen and is usually inherited.
- Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive.
- Explain how variation may affect survival within a population and recall what natural selection means.
- Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species.
- Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy.
- Sort variation as environmental, inherited or a mixture of both.
- Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control.
- Comment on the reliability of the results and the degree of trust.
- Consider how evidence is used to form theories and the degree of trust the evidence offers.

As artists we will:

- Explain how a new image can be created using a combination of other images.
- Understand what photomontage is and recognise how artists use photography.
- Select relevant images and cut them with confidence and a level of control.
- Demonstrate a competent knowledge of effective composition, discussing their ideas.
- Use recording devices and available software with confidence.
- Demonstrate a confident understanding of Edward Weston's style through their artistic choices.
- Discuss the features of a design, e.g. explaining what is effective about a composition.
- Select a suitable range of props, considering the design brief and their initial ideas.
- Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.
- Use editing software to change their image, reflecting an artist's style.
- Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.
- Set up a composition and think about a space that will provide good lighting levels.
- Take a portrait that is focused and appropriately framed.
- Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.
- Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.
- Create a final painting or drawing with tonal differences that create a photo-realistic effect.

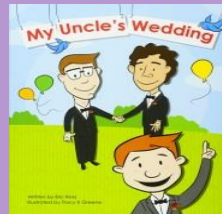
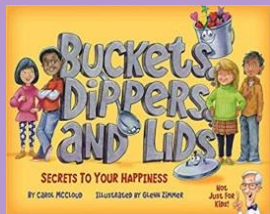
As musicians we will:

- Sing using the correct pronunciation and with increasing confidence.
- Play a chord with two notes, remaining in time.
- Maintain their part in a performance with accuracy.
- Play the more complicated rhythms in time and with rests.
- Create an eight beat break and play this in the correct place.

As computer users we will:

- Understand why barcodes and QR codes were created.
- Create (and scan) their own QR code using a QR code generator website.
- Explain how infrared can be used to transmit a Boolean type signal.
- Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets.
- Take real-time data and enter it effectively into a spreadsheet.
- Presenting the data collected as an answer to a question.
- Recognising the value of analysing real-time data.
- Analyse and evaluate transport data and consider how this provides a useful service to commuters.
- Explain how to record sounds and add in sound effects over the top.
- Produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use the software.
- Create a document that includes correct date information and facts about the computers and how they made a difference.
- Demonstrate a clear understanding of their device and how it affected modern computers, including well-researched information with an understanding of the reliability of their sources.
- Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available.

As citizens we will we will explore:



In PE we will:

- Develop our skills in boxing, badminton and dance.

As geographers we will:

- Give examples of issues in the local area.
- Identify questions to be asked to find the relevant data.
- Justify which data collection method is most suitable.
- Design an accurate data collection template.
- Identify areas along a route that are best for data collection.
- Discuss how to mediate potential risks.
- Collect data at points located on an OS map.
- Manage risks during a fieldwork trip.
- Identify any outcomes from data collected.
- Map data digitally.
- Describe the enquiry process.

As historians we will we will :

- Identify the type of information the census gives about people.
- Use the census to make inferences about people from the past, providing supporting evidence for their statements.
- Make observations from the census and identify changes between periods of time.
- Identify the dangers of working in a textile mill.
- Create questions to identify the thoughts and feelings of a Victorian working child.
- Identify the key events of Samuel Crompton's life and interpret his impact on Bolton and the wider world.
- Extract information from the census to recreate the lives of people who lived in a household from the local area.
- Extract information from the census and decide whether a family was rich or poor.
- Describe change throughout time.

As linguists we will:

Be learning about surroundings and discovering the fascinating world of different homes. By exploring different types of houses, children build their vocabulary and pronunciation skills, describing their own homes and neighbourhoods in French.