

As readers and writers we will:

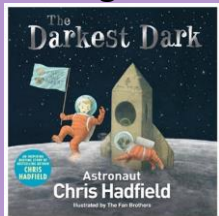
Study 'Arthur and the Golden Rope' by Joe Todd-Stanton and learn to:

- Use expanded noun phrases to convey complicated information concisely
- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- Link ideas across paragraphs using adverbials
- Use commas to clarify meaning and avoid ambiguity in writing
- Vary story openings: start with dialogue, action or description
- Vary story structure: start with a flashback or dramatic event
- Use paragraphs to vary pace and emphasis
- Use dialogue to move action forward
- Create a plot: a journey, a quest or a series of trials for the hero
- Create characters which behave in superhuman ways with unusual powers or strong characteristics
- Create a magic object which may symbolise something

Study 'The Darkest Dark' by Chris Hadfield to learn to:

- Variety of verb forms used correctly and consistently including the present perfect form
- Use commas to clarify meaning or avoid ambiguity in writing
- Link ideas across paragraphs using adverbials and tense choices
- Use brackets, dashes or commas to indicate parenthesis
- Engage reader through use of description, feelings and opinions
- Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary
- Use real life facts, including dates and place names
- Use direct and reported speech to express a range of viewpoints

Book we will read together:



As linguists we will:

- Learn and use vocabulary to go shopping in France.
- Understand and identify the French speaking world.

Y6 Curriculum Spring Term Cycle 2



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:

- Describe the function of key electrical components and explain how the models used in the lesson represent these.
- Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components.
- Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance.
- Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred.
- Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness.
- Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs.
- Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors.
- Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit.
- 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.

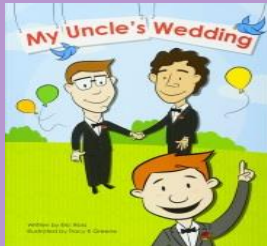
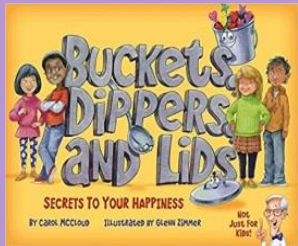
As geographers we will:

- Describe the water cycle.
- Describe how the ocean is used for human activity.
- Explain how the ocean helps to regulate the Earth's climate and temperature.
- Identify the Great Barrier Reef as part of Australia.
- Describe the benefits of the Great Barrier reef.
- Describe how humans impact the oceans and the consequences of this.
- Explain some actions that can be taken to help support healthy oceans.
- Explain which data collection method would be best for marine fieldwork and why.
- Collect data using a tally chart, photographs and a sketch map.
- Safely navigate the fieldwork environment.
- Make suggestions for how to improve a marine environment.
- Present data using a tally chart and pie chart.

In RE we will:

- Explore what difference the resurrection of Jesus Christ makes to Christians?
- Explore why the Torah so important to Jewish people.

As citizens we will we will explore:



As musicians we will:

- explore the music and composers of the Baroque Period and investigate the structural and stylistic features of their work.

In PE we will:

- Develop movement, attacking and defending and passing skills in basketball
- Develop flight skills in gymnastics
- Work on track and field skills in athletics
- Develop striking and fielding skills and throwing and catching in cricket

As artists we will:

- Discuss the work of artists that appreciate different artistic styles.
- Create a sculpture to express themselves in a literal or symbolic way.
- Reflect verbally or in writing about creative decisions.
- Suggest ways to represent memories through imagery, shapes and colours.
- Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
- Competently use scissors to cut shapes accurately.
- Talk about artists' work and explain what they might use in their own work.
- Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.
- Successfully translate plans to a 3D sculpture.
- Work mostly independently, experimenting and trying new things.
- Identify and make improvements to their work.
- Produce a completed sculpture demonstrating experimentation, originality and technical competence.
- Competently reflect on successes and personal development.

As historians we will:

- Explain where the Vikings came from and why they invaded Britain.
- Sequence events according to their significance for groups of people.
- Find evidence and make inferences from sources.
- Name Viking trade routes.
- Explain why trade routes were important to the Vikings.
- Identify the differences between Viking sagas.
- Evaluate the impact of Viking achievements.

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.