

English

Plan his/her writing by identifying the audience for and purpose of writing, effectively selecting the appropriate form (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

Plan his/her writing by drawing on initial ideas, drawing on reading and research where necessary.

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure).

Integrate dialogue to convey character and advance action.

Understand how words are related by meanings as synonyms and antonyms.

Use the full range of punctuation taught at KS2

Evaluate and edit by ensuring the consistent correct subject and verb agreement when using singular and plural.

Understand the difference in structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were'. (Link to subjunctive and contractions).

Spell words from the year 5 and 6 spelling list correctly.

Design Technology

Use research they have done into famous designers and inventors to inform the design of their own innovative products.

Apply their knowledge of materials and techniques to refine and rework their product to improve its functional properties and aesthetic qualities.

Use technical knowledge and accurate skills to problem solve during the making process.

Apply their understanding of computing to program, monitor and control their product.

Geography

(i) Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

(ii) Use maps, charts etc. to support decision making about the location of places e.g. new bypass

(iii) Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Year 6 Term 6

Carnival!

Consolidation and celebration of learning in Charlton Manor

RE/ PSHE

Belonging to the Sikh community

Key Questions

Why was Guru Gobind Singh important?

What is the significance of the Amrit Ceremony?

Guru Gobind Singh

- the last human Guru
- celebration of Vaisakhi
- established the Khalsa
- the 5 Ks and Sikh names

ICT

Use variables, sequence, selection, and repetition in programs

Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently

PE Games/Swim

(i) In this unit pupils will improve the basic skills of sending, receiving, batting and bowling.

(ii) Pupils will work on quality of replication with the intention of outwitting opponents.

(iii) Pupils will play and make up small-sided and modified competitive striking/fielding games.

(iv) To implement skills and tactics to form an attacking and defending principle.

(v) To develop an attitude of fair play, sportsmanship and enjoyment.

(vi) Pupils will develop the range and consistency of their sending, receiving, batting and bowling skills, especially in specific striking and fielding games.

(vii) Pupils will work on quality of replication with the intention of outwitting opponents.

(viii) To implement simple tactics to form an attacking and defending principle.

(ix) To develop an attitude of fair play, sportsmanship and enjoyment

Maths

Investigations using taught maths skills in key stage 2 for consolidation as required.

Science

Apply and consolidate.