

Year 6 Spring term planner 2018-2019

<p>English</p> <p>Explanation Discuss features of information texts. Punctuate a list using a colon, semi-colons and bullet points. Read and discuss an information text. Retrieve information in a non-fiction text. Plan writing using notes. Compare formal and informal language features. Use bullet points correctly. Write a formal information text, using notes. Proof-read for grammar & language choice. Peer-evaluate writing.</p> <p>Quest story Read a range of quest stories Recognise features of genre Plan, write and edit own story to fit genre. Develop confidence when using thesaurus to broaden vocabulary.</p>	<p>Maths</p> <p><i>Addition, subtraction, multiplication and division</i></p> <ul style="list-style-type: none"> perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy <p><i>Algebra</i></p> <ul style="list-style-type: none"> use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables <p><i>Measurement</i></p> <ul style="list-style-type: none"> solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, <p><i>Statistics</i></p> <ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems. 	<p>Computing</p> <ul style="list-style-type: none"> Enter data and formulas into a spreadsheet. Order and present data based on calculations. Add, edit and calculate data. Use a spreadsheet to solve problems. Plan and calculate a spending budget. Design a spreadsheet for a specific purpose. <p>PSHE</p> <p>Stressed out aims to help children understand the situations that cause stress, and to recognise and deal with stress in themselves and others. It accentuates the importance of sharing and listening.</p> <p>Inspiring Stories: Young Fundraisers and Campaigners highlights the amazing achievements of young people who have campaigned for a cause they care passionately about. It is particularly useful when children are embarking on social action projects like the Go-Givers Make a Difference Challenge</p> <p>Bullying: Prepare to Stand Up and Stand Out This lesson looks at ways in which we differ from each other and how we can develop a positive body image. The children learn about intervention strategies through role play.</p>	<p>Science</p> <ul style="list-style-type: none"> To recall circuit symbols for cell, battery, switch, motor and buzzer. To construct simple circuits using bulbs, motors, buzzers and switches. To recognise and explain what is needed for a circuit to work. To recognise from a diagram whether a circuit will work. To change components in a circuit and explain the patterns of change produced. To design and build a circuit that matches a design brief. To explain how the circuit works in detail. To represent circuits scientifically. To consider the impact of various ways of making electricity on the environment. To consider alternative forms of electricity production. <p>ART Explore what Pointillism is Create a front cover in the style of street art Give their opinion of different pointillism art pieces Draw using observational skills Recall facts I have learnt about an artist Give my opinion on the work of Georges Seurat Imitate a famous pointillist piece of art Create a pointillist piece of art in the style of Georges Seurat</p> <p>Spanish Telling the time Name of countries and use a Spanish map to locate them. Know names of places in Spanish towns</p>	<p>Geography</p> <p>The UK: Investigating who we are</p> <p>Children can create a map of main physical features of the UK</p> <p>Children select images from the photo set that represent their view of the UK</p> <p>Children choose words to describe the UK and make a pictorial representation using Wordle</p> <p>Children undertake a walk in their locality and evaluate their findings, explaining the international links found</p> <p>Children make a signpost model to show where pupils in their class have come from and imagine they have moved to another country and a diary entry</p> <p>Children make a short film of comments, each starting with the phrase 'If I were Prime Minister' and compile an A to Z of statements for the UK in the future</p> <p>RE – Is it better to express your religion in arts and architecture or in charity and generosity? Express their own thoughts and feelings about some special places Understand different reasons why some buildings are sacred Find out about some great examples of Religious architecture Understand why mosques matter to the Muslim community Find out about some great examples of Muslim creativity and present their reasons for choosing those they find most impressive; Work in a small group and present to the class an example of the most impressive religious art.</p> <p>PE</p> <p>DANCE – Fireworks</p> <ul style="list-style-type: none"> Perform with clear intention and meaning Perform set patterns with knowledge and understanding of their meaning Work collaboratively in small and large groups Comment upon appropriate actions. Value the contributions that dance makes to different cultures.
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