

# Year 6 Term 1 Water

## English

We will be reading 'Floodland' by Marcus Sedgwick. Using the text, the children will write a variety of texts, such as a **diary entry**, an **instructional letter** and a **short narrative** exploring a supporting character. They will also be practising their reading comprehension, answering questions about texts they have read and inferring reasons behind a character's actions and decisions.

## Mathematics

Year 6 maths topics will consist of plenty of revision as well as building on prior knowledge in preparation for secondary school topics.

This first term will cover understanding of place value and securing knowledge of the four operations – addition, subtraction, division and multiplication – before moving onto fractions.

## PE (Terms 1 + 2)

**Invasion Games** - Children will continue to understand the skills, rules and tactics used in invasion games such as netball and tag rugby. They will learn to pass the ball successfully, try and intercept the ball, and score.

**Hockey/Rugby** – Children will pass, receive and shoot the ball with increasing control under pressure. They will create and use a variety of tactics to help a team.

## RE

### Gospel

Through the study of the gospel, children will debate how the gospel can be used. They will identify features of Gospel texts and will make links with their own experiences. They will explore the idea that Jesus was sent to Earth to make it a better place and consider what he would do in different situations.

## Science

### Animals, including humans

The children will study the human circulatory system and learn about the functions of the heart, blood vessels and blood. They will also recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

## Computing

### We are Coders

This term we will be building on previous coding knowledge and following instructional lessons to teach the children how to create basic animations and games through progressively more intricate systems.

## Geography

### Rivers

Children will communicate geographically to explain knowledge of rivers. They will be able to identify features, and research and identify similarities and differences between some rivers around the world. They will also be looking at OS maps, understanding how to read them before following one to find flags around the school!

## Art/D.T.

### Rivers - Painting

This term we will be looking at river-themed art and practising using watercolours and drawing perspective in our work. We will be looking at the techniques and work of Monet and other river-based art and artists. We will also be building and evaluating bridges in DT.

## Music

### World Unite

The musical focus for this term is step dance performance. Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.

## PSHE

### Being Me in My World

In this unit the children discuss their year ahead, learn to set goals and discuss their fears and worries about the future. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences.

## M.F.L.

### French – At School - À L'École

In this unit the children will learn how to:

- Repeat and recognise the vocabulary for school subjects.
- Say what subjects they like and dislike.
- Say why they like/ dislike subjects.
- Tell the time (on the hour) in French.
- Say what time they study certain subjects at school.

# Year 6 Term 2 Victorians

## English

Children will be reading the book 'Street Child' by Berlie Doherty. Using the text, and other sources, they will complete a variety of written activities, including a **non-chronological report** about life for a Victorian child in school and in workhouses, a **biography** of a famous person from the time period and a **newspaper article** explaining one of the great inventions of the time!

## Mathematics

The children will learn to reason mathematically and solve problems of increasing complexity. Continuing on from Term 1, we will be covering fractions – from adding fractions to multiplying and dividing, and finding amounts of numbers – before moving onto geometry, thinking about position and direction in regards to the four quadrants

## P.E.

**Invasion games** - Children will understand the skills, rules and tactics used in invasion games such as netball and tag rugby. They will learn to pass the ball successfully, try to intercept the ball, and score.  
**Hockey/Rugby** – Children will pass, receive and shoot the ball with increasing control under pressure. They will create and use a variety of tactics to help a team.

## RE

### Science vs. Religion

Children are to understand the connection between biblical texts and religious beliefs. They will know and understand the creation story. They will consider and compare Christian and scientific interpretations. They will be able to weigh up their understanding and offer their own opinions.

## Science

### Electricity

The children will learn how to draw and recognise conventional symbols and circuit diagrams. They will also construct circuits that include switches and resistance. Keeping safe around electricity will also be discussed. Children will make predictions about what happens when the components of a circuit are changed. They will draw accurate diagrams of circuits.

## Computing

### We are App Developers

We will be using our knowledge of the wider world to plan an app for a need we identify. We will be going through the stages of research, planning, designing and creating an app using software, before moving onto test and refine our ideas.

## History

### Victorians

This term we will be researching what life was like for a child in Victorian times. We will be looking at their schooling, their home lives and the hobbies and toys they had throughout their lives. We will also be reading recounts and fictional accounts of the lives of children in workhouses.

## Art/D.T.

### Sketching - Patterns

This term we will be looking at Victorian era art and patterns such as the work by William Morris. We will be using pencils and charcoal to sketch Victorian skylines, looking at the contrast of light and dark within pictures and using techniques such as smudging and shading. We will also be using woodworking skills to create our own Victorian-style automata!

## Music

### Journeys

The musical focus for this term is song cycle performance. The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance

## PSHE

### Celebrating Difference

In this unit the class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.

## F.L.

### French - Le Week-end

In this unit the children will learn how to:

- Ask what the time is in French.
- Tell the time accurately in French.
- Learn how to say what they do at the weekend in French.
- Learn to integrate connectives into their work.
- Present an account of what they do and at what time at the weekend.

# Year 6

## Term 3

### Local History

#### English

The children will be experiencing the story of Macbeth in English. We will be following a BBC animated version as well as reading some of the original playscript. They will use this knowledge to create and finish **playscripts** of their own, create **descriptive pieces** of locations featured, as well as acting as lawyers in a court case and creating and presenting their **persuasive argument!**

#### Mathematics

Still covering number, in Term 3 we will be looking at a few shorter concepts:

- Decimals, including multiplying, dividing and converting decimals
- Percentages, finding percentages of amounts and converting between fractions, decimals and percentages
- Algebra, finding missing steps when dealing with algebraic equations.

#### PE (Terms 3 and 4)

Gymnastics (and performance) sessions will include the children thinking about travel using different parts of their body. They will use balances, rolls and sequences. They will be encouraged to review sessions and identify how performances can be improved.

**Football/Netball** – Children will pass, receive and shoot the ball with some control under pressure. They will develop a wider range of skills and begin to use these under some pressure. They will select and apply preferred skills with increasing consistency.

#### RE

##### Islam

Children are to understand the main principles of the Islamic religion. They are to consider why Muslims feel that these are good principles to follow and live by. The children will make links to and comparisons with their own lives, principles and experiences.

#### Science

##### Light

Children are to understand how light travels and how we see objects. They will investigate and be able to understand how shadows are created. Children will be able to ask and answer questions and plan scientific enquires to answer these. They will record their results in a variety of ways.

#### Computing

##### We are 3D Modellers

The children will be using their knowledge of 3D modelling software to design and create locations based on topics we have covered throughout the year. We will be referring to this software as we go forward, creating more and more locations.

#### History

##### Local History

This term the children will be looking at the history of Kingsdown and Ringwould school, exploring how it has changed and evolved over the years. Through a combination of photos, newspaper articles and building plans, the children will understand the process the school has gone through to become the school they know today.

#### Art/D.T.

##### Printing

This term the children will be looking at the works of Japanese artists and famous pieces such as Hokusai's 'Views of Mount Fuji'. They will be using printing techniques to imitate and understand Hokusai's method of printing with wood carvings, designing and printing their own views of nature. They will also be practising perspective drawing.

#### Music

##### Growth

The musical focus is street dance performance. 'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.

#### PSHE

##### Dreams & Goals

In this unit the class talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning.

#### M.F.L.

##### French - Manger et Bouger

The unit is very pictorial and leads the children through the different lifestyle options available to them. By encouraging the use of the negative the children will also be able to tell you the things they don't do as well as the choices they do make. The unit ends with a healthy recipe in French including preparation and cooking instructions.

<h1 style="text-align: center;">Year 6 Term 4 Japan</h1>	<p style="text-align: center;"><b>English</b></p> <p>This term we will be looking at the culture of Japan!</p> <p>We will be acting as estate agents to write <b>persuasive &amp; descriptive</b> adverts selling traditional Japanese homes and creating haiku and renga <b>poetry</b> – both genres of Japanese poetry about nature that involve strict syllable counts.</p> <p>We will be reading a story about Hachiko, the loyal dog, and writing our own <b>short narrative</b> chapters to fit into the book.</p>	<p style="text-align: center;"><b>Mathematics</b></p> <p>Although we will still regularly practise arithmetic and tackle worded problems in context, this term will be geared towards measurements.</p> <p>There will be a mix of theoretical and practical based problems, including measuring objects around the school in order to understand the conversion of units.</p>	<p style="text-align: center;"><b>PE (Terms 3 and 4)</b></p> <p>Gymnastics (and performance) sessions will include the children thinking about travel using different parts of their body. They will use balances, rolls and sequences. They will be encouraged to review sessions and identify how performances can be improved.</p> <p><b>Football/Netball</b> – Children will pass, receive and shoot the ball with some control under pressure. They will develop a wider range of skills and begin to use these under some pressure. They will select and apply preferred skills with increasing consistency.</p>
<p style="text-align: center;"><b>RE</b> <b>Salvation</b></p> <p>Children will study the Christian theme of salvation. The resurrection details will be learnt and interpreted from different viewpoints, and what the resurrection means to Christians all over the world today will be analysed.</p>	<p style="text-align: center;"><b>Science</b> <b>Evolution and Inheritance</b></p> <p>The children will recognise that living things have changed over time and that fossils have provided us with information about living things that inhabited Earth millions of years ago. They will recognise that living things produce offspring of the same kind, but there is normally some difference and therefore, they are not identical to their parents.</p>	<p style="text-align: center;"><b>Computing</b> <b>Coding</b></p> <p>Using various sources such as code.org and Scratch, the children will continue to code actions and algorithms, developing more advanced programs.</p> <p>They will build on this knowledge throughout the term, creating animations and interactive games/programs, as well as troubleshooting issues within codes.</p>	<p style="text-align: center;"><b>Geography</b> <b>Mountains</b></p> <p>This term, we will be looking at Japanese cities and the three holy mountains of Japan, as well as mountains around the world. We will be investigating how different types of mountains are formed, the conditions on them and how mountains are seen by locals or used in everyday life. We will be aiming to answer the question: “What makes Japanese culture so appealing to others?”</p>
<p style="text-align: center;"><b>Art/D.T.</b> <b>Collage</b></p> <p>This term the children will be continuing on from Hokusai’s ‘Views of Mount Fuji’ and looking at other types of Japanese art. They will be looking at the Japanese concept of “wabi-sabi”, beauty in simplicity. To assist this, we will look at the book by Mark Reibstein and Ed Young, created through collages of found objects.</p>	<p style="text-align: center;"><b>Music</b> <b>Roots</b></p> <p>The musical focus for this term is mini musical performance. A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spider-man Anansi, who saves the day.</p>	<p style="text-align: center;"><b>PSHE</b> <b>Healthy Me</b></p> <p>In this unit the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people’s bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>	<p style="text-align: center;"><b>M.F.L.</b> <b>French - Moi Dans Le Monde</b></p> <p>In this unit the children will learn:</p> <ul style="list-style-type: none"> <li>• About the many countries in the Francophone world.</li> <li>• About different festivals (religious and non-religious) around the world.</li> <li>• That we are different and yet all the same.</li> <li>• That we can all help to protect our planet.</li> <li>• How to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country).</li> </ul>

# Year 6 Term 5 Japan & SATs

## English

Continuing our Japanese topic into SATs term, we will be looking at the history of Japan. We will be reading more folk tales and writing our own **narrative tales** using their features and structure. We will also be thinking about everything we've learned about Japan to write **explanation texts and tourist brochures**, explaining a choice of Japanese landmarks, attractions and cultural activities in detail.

## Mathematics

Children will revise all necessary areas of maths prior to the assessment tests. This will be cohort specific and as required.

## PE (Terms 5 & 6)

Children will take part in sessions of tennis, ultimate Frisbee, athletics, cricket and rounders. Children will be taught the key skills needed, the rules of play and tactics for success. Children will be encouraged to reflect on sessions and suggest areas to improve their game play.

**Tennis** – Children will demonstrate good footwork to cover a court space in a game situation. They will begin to develop a wider range of skills and use these under some pressure.

**Cricket** – Children will strike a bowled ball with increasing consistency. They will use some tactics in the game as a batter, bowler and fielder.

## RE

Children will consider the key question: Is it better to express your religion in arts and architecture or in charity and generosity?

They will produce a balanced argument piece of writing following the study and analysis of generosity and charity, and art and architecture, in both Islam and Christianity.

## Science

### Evolution and Inheritance continued

Children will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. They will learn about significant individuals' thoughts about evolution and will write a biography about Charles Darwin.

## Computing

### App project

The children will use all the skills they've acquired and developed over the year to design, create and evaluate their own apps. They will use a variety of software and mediums to accomplish this, considering a gap in the market or an app that they would like to see in the world.

## Geography

### Volcanoes and earthquakes

Continuing our Japanese topic into SATs term, we will be looking at volcanoes and earthquakes in Japan, a country that experiences many of both. We will be investigating and understanding how they are caused, why Japan experiences so many and looking at case studies of particular volcanoes, such as Sakurajima, an active volcano that people still live on!

## Art/D.T.

### Sculpture

The children will be exploring and using clay to create their own Japanese teapot (Kyusu). Kyusu are created with layers of clay built up and a handle attached to the side of the pot, to allow for easy pouring. They will also be creating a teacup to go with it as well as painting their set.

## Music

### Composition

The musical focus for this term is composition and instrumentation. Through clapping rhythms, the children will learn the basics of musical notation, developing the beginning of sight reading before moving on to compose and create the score for an original composition based on a visual prompt.

## PSHE

### Relationships

In this unit the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.

## M.F.L.

### French - Les Verbes Réguliers

In this unit the children will learn how to:

- Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French.
- Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, –IR and –RE verbs.
- Conjugate in French a regular –ER verb.
- Conjugate in French a regular –IR verb.
- Conjugate in French a regular –RE verb.

<h1 style="text-align: center;">Year 6 Term 6 Maya</h1>	<p style="text-align: center;"><b>English</b></p> <p>For the final term, we will be looking at the Maya creation stories, understanding the history and mythology of the Maya people, and some Maya tales, such as the Rain Player. We will also be looking at the modern children's book "The Curse of the Maya", to better understand the long-lasting effects of the culture. We will use this information to create <b>recounts</b> and <b>diary entries</b>, imagining we were there.</p>	<p style="text-align: center;"><b>Mathematics</b></p> <p>In term 6 children will continue with maths investigations and complete a unit of 'transition maths' to prepare them for secondary school. It's very enjoyable, as it's a time of 'recreational' Maths too!</p>	<p style="text-align: center;"><b>PE (Terms 5 &amp; 6)</b></p> <p>Children will take part in sessions of tennis, ultimate Frisbee, athletics, cricket and rounders. Children will be taught the key skills needed, the rules of play and tactics for success. Children will be encouraged to reflect on sessions and suggest areas to improve their game play.</p> <p><b>Rounders/Cricket</b> - Children will strike a bowled ball with increasing consistency. They will use some tactics in the game as a batter, bowler and fielder.</p> <p><b>Tennis</b> - Children will demonstrate good footwork to cover a court space in a game situation. They will begin to develop a wider range of skills and use these under some pressure.</p>
<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>Kingdom of God</b></p> <p>Children will consider the question 'What kind of king is Jesus?' Children will consider why Jesus came to Earth and his role in parables.</p> <p>They will understand that Christians may have different opinions and may show their beliefs in different ways.</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Living things and their habitats</b></p> <p>Children will be able to describe how living things are classified into broad groups according to observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. They will be asked to give reasons for classifying plants and animals based on specific characteristics.</p>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>We are Historians</b></p> <p>The children will be using Minecraft Education Edition to plan and create a Maya structure. They will be aiming to create a video and narration leading other students on a tour through the Maya civilisation and sharing what they have understood.</p>	<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><b>Mayans: What was life like at the height of the Mayan civilization?</b></p> <p>This term we will be looking at the culture of Maya! We will be examining what life was like for a Mayan child, what advancements and ideas the Mayan people made and how they influenced our world today. We will be aiming to answer the question: "What was life like at the height of the Mayan civilization?"</p>
<p style="text-align: center;"><b>Art/D.T.</b></p> <p style="text-align: center;"><b>Sewing and textiles</b></p> <p>This term children will be looking at Mayan art and stories to inspire their own creation.</p> <p>They will be painting a mural in the style of Maya art depicting an everyday scene, and using weaving boards to create a small woven tapestry or pattern.</p>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Moving on</b></p> <p>The musical focus for this term is the Leavers' assembly performance and production.</p> <p>Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.</p>	<p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;"><b>Changing Me</b></p> <p>In this unit the class learn about puberty in boys and girls and the changes that will happen. The children also learn about childbirth and the stages of development of a baby, starting at conception. They discuss relationships and the importance of mutual respect and peer pressure. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>	<p style="text-align: center;"><b>M.F.L.</b></p> <p style="text-align: center;"><b>French - Les Verbes Irréguliers (Irregular Verbs)</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French.</li> <li>• Conjugate in French the irregular verb AVOIR.</li> <li>• Conjugate in French the irregular verb ÊTRE.</li> <li>• Conjugate in French the irregular verb ALLER.</li> <li>• Conjugate in French the irregular verb FAIRE.</li> </ul>