



Year 6		Term/Topic: Spring Term Frozen Kingdoms
Subject	Key end points in learning	
English- Reading	<p>I can consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>I can confidently perform a poem using a wide range of devices to engage the audience and for effect.</p> <p>I can recognise more complex themes in what they read (such as loss or heroism).</p> <p>I can use non-fiction materials for purposeful information retrieval</p>	
English - Writing	<p>I can write a character profile of Shackleton (Non-Fiction)</p> <p>I can write a persuasive letter (Fiction)</p> <p>I can write a recount based upon the Journey of Shackleton (Fiction)</p> <p>I can write formal speech based upon the Journey of Shackleton (Fiction)</p> <p>I can write a balanced argument text based upon Polar Regions (Non-Fiction)</p> <p>I can write a non-chronological report based upon Polar Regions (Non- Fiction)</p>	
Maths	<p><u>Ratio and proportion</u></p> <p>I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p><u>Algebra</u></p> <p>I can generate and describe linear number sequences</p> <p>I can express missing number problems algebraically</p> <p>I can use simple formulae</p> <p>I can find pairs of numbers that satisfy an equation with two unknowns</p> <p><u>Decimals</u></p> <p>I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>I can solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>I can multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>I can use written division methods in cases where the answer has up to two decimal places</p> <p>I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]</p> <p>I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p>I can compare and order fractions, including fractions > 1</p>	



	<p>I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p> <p>I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p><u>Measurement</u></p> <p>I can recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>I can calculate the area of parallelograms and triangles</p> <p>I can recognise when it is possible to use formulae for area and volume of shapes</p> <p>I can recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]</p>
Science	<p><u>Electricity</u></p> <p>I can identify and name the basic parts of a simple electric series circuit (cells, wires, bulbs, switches, buzzers)</p> <p>I can compare and give reasons for variation in how components function, including bulb brightness, buzzer volume and on/off position of switches</p> <p>I can explain how to make changes in a circuit</p> <p>I can explain the impact of changes in a circuit</p> <p>I can explain the effect of changing the voltage of a battery</p> <p>I can use recognized symbols when representing a circuit in a diagram</p>
Computing	<p><u>Programming</u></p> <p>I can define a 'variable' as something that is changeable</p> <p>I can define a program variable as a placeholder in memory for a single value</p> <p>I can identify a variable in an existing program</p> <p>I can experiment with the value of an existing variable</p> <p>I can identify that variables can hold numbers (integers) or letters (strings)</p> <p>I can decide where in a program to set a variable</p> <p>I can use a variable in a conditional statement to control the flow of a program</p> <p>I can use the same variable in more than one location in a program</p> <p><u>Online Safety</u></p> <p>I can demonstrate safe and respectful use of a range of different technologies and online services.</p>



	<p>I can identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else.</p> <p>I can use critical thinking to help me stay safe online.</p> <p>I know the value of protecting my privacy and others online.</p> <p><u>Spreadsheets</u></p> <p>I can identify questions that can be answered using spreadsheet data</p> <p>I can calculate data using a formula for each operation</p> <p>I can recognise cells can be linked</p> <p>I can use functions to create new data</p> <p>I can use existing cells within a formula</p> <p>I can recognise that a cell's value automatically updates when the value in a linked cell is changed</p> <p>I can choose suitable ways to present spreadsheet data</p>
Geography	<p><u>Frozen Kingdoms</u></p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Primer Greenwich Meridian and time zones (including day and night)</p> <p>I can describe and understand key aspects of: physical geography, including climate zones and biomes. I can describe human geography, including economic activity and the distribution of natural resources including energy, food, minerals and water.</p>
History	<p>I can learn about a significant person (Ernest Shackleton).</p> <p>I can learn about a significant event (Titanic).</p>
Art	<p><u>Brave Colour</u></p> <p>I can explore how artists use light, form and colour to create immersive environments.</p> <p><u>Exploring Identity</u></p> <p>I can discover how artists use layers and juxtaposition to create artwork which explores identity.</p> <p>I can make my own-layered portrait.</p>



DT	<p><u>Engineer</u></p> <p>I can explore the construction of current bridges.</p> <p>I can design and communicate my ideas through sketches, diagrams and a model.</p> <p>I can generate ideas through prototypes.</p> <p>I can explore to make my bridge stiffer, stronger and more stable.</p> <p>I can evaluate my product and explain ways to make it better.</p>
Music	<p><u>A New Year Carol</u> <u>You've Got a Friend</u></p> <p>I can identify and explore the relationships between sounds and how different meanings can be expressed through sound and music.</p> <p>I can listen to and comment on the work of musicians and composers indicating my own preferences.</p> <p>I can explain the influence of historical events on music.</p> <p>I can describe how music can be used to create expressive effects and convey emotion.</p> <p>I can compose a piece of music based on a theme (e.g. a film or a special event).</p> <p>I can take the lead in performances and provide suggestions to others.</p> <p>I can identify how sounds can be combined and used expressively layering sounds and singing in tune with other performers.</p> <p>I can create complex rhythmic patterns using a variety of instruments with an awareness of timbre (quality of sound) and duration (length of notes and intervals).</p> <p>I can recognise/use staff and use unconventional notation when composing.</p>
R.E	<p><u>Why do Hindus want to be good?</u></p> <p>I understand Samsarah.</p> <p>I can draw a diagram to show Samsarah.</p> <p>I understand Karma and its implications.</p> <p>I can give 5 examples of things Hindus do to show ahimsa.</p> <p><u>What difference does the resurrection make to Christians?</u></p> <p>I know who wrote the Gospels.</p> <p>I understand how the Gospels are different.</p> <p>I can discuss the Gospel of Luke.</p> <p>I can use evidence to explain theories and ideas.</p>



P.E

Spring 1

Real PE – Health and Fitness

Coordination: Sending and Receiving

With right and left hand/foot I can:

1. Working with a partner, I can simultaneously pass a ball along the floor with my feet and throw 2 tennis balls continuously.
2. Working with a partner, I can simultaneously volley a tennis ball with a racket and pass a ball along the ground continuously.

Agility: Ball Chasing

Over a distance of up to 10 metres and turning both ways I can:

1. Stand facing away from a partner, ask them to feed a ball over my head, react and catch it between my knees or feet after 1 bounce.
2. Do the above challenge, but catch the ball on the instep of my foot and lower it to the ground.

Real Gym (Cog focus tbc through need of class)

I can consolidate and perform sequences using partner balances, incorporating a variety of transitions, jumps and rotations.

I can consolidate and perform sequences on large apparatus and link together to create a whole class performance.

Spring 2

Real PE Physical

Dynamic Balance to Agility: Jumping and Landing

On a line then low beam, maintaining balance I can:

1. Jump from a vertical stance forwards into a lunge position while holding a medicine ball off centre (on both sides).
2. Jump from a vertical stance backwards into a lunge position while holding a medicine ball off centre (on both sides).
3. Jump from 2 feet to 2 feet with a 360° turn (in both directions).

Static Balance: One Leg



	<p>Maintaining balance and on both legs I can:</p> <ol style="list-style-type: none">1. Place cones at 12, 3, 6 and 9 o'clock on an imaginary clock face and pick them up with the same hand.2. Place cones at 12, 3, 6 and 9 o'clock on an imaginary clock face and pick them up with the same hand with eyes closed.3. Stand on an uneven surface and place cones at 12, 3, 6 and 9 o'clock on an imaginary clock face and pick them up with the same hand. <p>Real Dance (Cog focus tbc through need of class)</p> <p>I can find ways of remembering elements of silk moves to be used in choreography.</p> <p>I can explore, create and master different ways of responding to music.</p> <p>I can create choreography in close connection to music being played.</p> <p>I can master lifts and leans where weight is shared.</p> <p>I can work individually and collaboratively to create a final dance sequence.</p>
MFL	<p>Listening</p> <p>I can listen more attentively and for longer.</p> <p>I can understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Speaking</p> <p>I can communicate on a wider range of topic and themes.</p> <p>I can remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>I can ask what the time is in Spanish.</p> <p>I can tell the time accurately in Spanish.</p> <p>I can learn how to say what they do at the weekend in Spanish.</p> <p>I can present an account of what they do and at what time at the weekend.</p> <p>I can name the countries and languages involved in WW2.</p> <p>Reading</p> <p>I can understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>I can increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p> <p>Writing</p>



	<p>I can write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</p> <p>I can learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p> <p>I can learn to integrate all new and previous language writing a letter home from the countryside as an evacuee.</p> <p>Grammar</p> <p>I can learn to integrate conjunctions into my work.</p> <p>I can group/order unknown vocabulary to help decode texts in Spanish.</p>
PSHE	<p><u>How can the media influence people?</u></p> <p>I can recognise how the media can affect people's wellbeing.</p> <p>I can recognise that not everything should be shared online or social media.</p> <p>I can recognise that mixed messages exist in the media and that these can influence opinions and decisions.</p> <p>I can recognise how text and images can be manipulated or invented.</p> <p>I can evaluate how reliable different types of online content and media are.</p> <p>I can recognise unsafe or suspicious content online and what to do about it.</p> <p>I can recognise how information is ranked, selected, targeted to meet the interests of individuals and groups.</p> <p>I can understand how to make decisions about the content they view online or in the media and know if it is appropriate for my age range.</p> <p>I can recognise the risks involved in gambling related activities and what might influence somebody to gamble and the impact it might have.</p> <p>I can discuss and debate what influences people's decisions taking into consideration different viewpoints.</p>