

Topic planning

Year 6 – Spring

Topic overview:



Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)	Discrete?
Reading	<p><i>Maintaining a positive attitude about reading</i></p> <ul style="list-style-type: none"> ▪ I know that non-fiction texts may include a creative, fictional element. ▪ I can explain how the choices a writer has made about the structure of a text support its purpose. ▪ I can make predictions using knowledge of the conventions of different genres and text types. ▪ I understand that non-fiction texts may present the same information with different viewpoints. ▪ I identify the characteristics of a writer's style. ▪ I know that the word and language choices support the writer's purpose. ▪ I can record examples of words and language from reading to use in my own writing. <p><i>Comprehension</i></p> <ul style="list-style-type: none"> ▪ I ask questions to improve and deepen my understanding. ▪ I re-read to check that the text is meaningful. ▪ I know that a text may need to be read slowly or re-read to deepen my understanding. ▪ I know that texts have different layers of meaning – between the lines and beyond the lines. ▪ I summarise the main ideas drawn from a text. 	
Writing (GPS)	<p><i>Grammar</i></p> <ul style="list-style-type: none"> ▪ I use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event. (TIP TOP) ▪ I adapt the grammar and vocabulary used in my writing to suit the audience and purpose. (choose the appropriate form and register/ structure/ layout) ▪ I create atmosphere and describe settings- I use antonyms and synonyms to enhance the description. ▪ I describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct) 	

Justifications for views

- I build on others' ideas and opinions about a text in discussion.
- I question others' ideas about a text.
- I make connections between texts which may not initially seem similar.
- I can explain why there are connections, using evidence.
- I can explain the similarities and differences between different versions of texts.

Retrieving information from the text

- I understand that a narrative can be told from different points of view – narrator, character.
- I identify the point of view in a narrative.
- I can explore how events are viewed from another perspective.
- I identify the techniques used to create feelings, atmosphere, mood or messages.
- I can comment on how the writer's intent affects the reader.

Composition

- I use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event. (TIP TOP)
- I adapt the grammar and vocabulary used in my writing to suit the audience and purpose. (choose the appropriate form and register/ structure/ layout)
- I create atmosphere and describe settings- I use antonyms and synonyms to enhance the description.
- I describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct)

	<ul style="list-style-type: none"> I add detail to my writing by using expanded noun phrases to add precision, detail and qualification 	<ul style="list-style-type: none"> I add detail to my writing by using expanded noun phrases to add precision, detail and qualification <p>Punctuation</p> <ul style="list-style-type: none"> I make some correct use of a further range of punctuation across a range of writing. (Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It's raining; I'm fed up) I can use punctuation for parenthesis, mostly correctly. (brackets/commas/hyphens 	
Sp&L	<ul style="list-style-type: none"> I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. I ask questions to develop ideas and take account of others' views. I explain ideas and opinions giving reasons and evidence. I take an active part in discussions and can take on different roles. I listen to, and consider the opinions of, others in discussions. I make contributions to discussions, evaluating others' ideas and respond to them. I sustain and argue a point of view in a debate, using the formal language of persuasion. 	<ul style="list-style-type: none"> I express possibilities using hypothetical and speculative language. I engage listeners through choosing appropriate vocabulary and register that it is matched to the context. I perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere. 	
Maths	<p><i>Addition and Subtraction</i></p> <ul style="list-style-type: none"> I use knowledge of the order of operations to carry our calculations involving the four operations. <p><i>Multiplication and Division</i></p> <ul style="list-style-type: none"> I multiply multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of long multiplication. I divide numbers up to 4-digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole 	<p><i>Statistics</i></p> <ul style="list-style-type: none"> I interpret and construct: pie charts and line graphs and use these to solve problems. <p><i>Ratio and Proportion</i></p> <ul style="list-style-type: none"> I solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. I solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison. 	

	<p><i>number remainders, fractions, or by rounding, as appropriate for the context.</i></p> <ul style="list-style-type: none"> ▪ <i>I divide numbers up to 4-digits by a 2-digit number using the formal written method of short division, where appropriate, interpreting remainders</i> 	<p><i>Algebra</i></p> <ul style="list-style-type: none"> ▪ <i>I express missing number problems algebraically and use simple formulae.</i> 	
Science	<p><i>Evolution and inheritance</i></p> <ul style="list-style-type: none"> ▪ <i>I describe how the Earth and living things have changed over time.</i> ▪ <i>I explain how fossils can be used to find out about the past.</i> ▪ <i>I explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). D</i> ▪ <i>I explain how animals and plants are adapted to suit their environment.</i> ▪ <i>I link adaptation over time to evolution.</i> ▪ <i>I explain evolution.</i> 	<p><i>Working scientifically</i></p> <ul style="list-style-type: none"> • <i>I relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</i> 	
History	<ul style="list-style-type: none"> ▪ <i>I place features of historical events and people from the past societies and periods in a chronological framework.</i> 	<ul style="list-style-type: none"> ▪ <i>I summarise the main events from a period of history, explaining the order of events and what happened.</i> 	
Geography	<ul style="list-style-type: none"> ▪ <i>I use an atlas by using the index to find places.</i> ▪ <i>I use some basic Ordnance Survey map symbols.</i> ▪ <i>I use Ordnance Survey symbols and 6 figure grid references.</i> 		
Art	<ul style="list-style-type: none"> ▪ <i>I explain why I have used different tools to create art.</i> ▪ <i>I explain why I have chosen specific techniques to create my art.</i> ▪ <i>I explain the style of my work and how it has been influenced by a famous artist.</i> 	<ul style="list-style-type: none"> ▪ <i>I overprint to create different patterns.</i> ▪ <i>I use feedback to make amendments and improvement to my art.</i> ▪ <i>I use a range of e-resources to create art.</i> 	
DT	<ul style="list-style-type: none"> ▪ <i>I use market research to inform my plans and ideas.</i> ▪ <i>I follow and refine my plans.</i> ▪ <i>I justify my plans in a convincing way.</i> ▪ <i>I show that I consider culture and society in my plans and designs.</i> 	<ul style="list-style-type: none"> ▪ <i>I evaluate my product against clear criteria.</i> 	
Music	<ul style="list-style-type: none"> ▪ <i>I analyse features within different pieces of music.</i> 		

	<ul style="list-style-type: none"> I compare and contrast the impact that different composers from different times have had on people of that time. 		
PE	<ul style="list-style-type: none"> Dance (street Dance) Tag Rugby I can play to agreed rules I can explain rules I can make a team and communicate plan 	<ul style="list-style-type: none"> I can lead others in a game situation I can develop sequences in a specific style I can choose my own music and style. 	
Computing	<p><i>Information technology</i></p> <ul style="list-style-type: none"> I select, use and combine software on a range of digital devices. I use a range of technology for a specific project. 	<p><i>Skills</i></p> <ul style="list-style-type: none"> I use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources. I competently use the internet as a search tool. 	
MfL	<p><i>Spoken language</i></p> <ul style="list-style-type: none"> I hold a simple conversation with at least 4 exchanges. I use my knowledge of grammar to speak correctly. <p><i>Reading</i></p> <ul style="list-style-type: none"> I understand a short story or factual text and note the main points. I use the context to work out unfamiliar words. 	<p><i>Writing</i></p> <ul style="list-style-type: none"> I write a paragraph of 4-5 sentences. I substitute words and phrases. 	
RE	<ul style="list-style-type: none"> 6.1 Understand the significance of key writings and teachings for the followers of religious and non-religious worldviews. 6.2 Understand the significance of worship, rituals and values for the followers of religious and non-religious worldviews and make comparisons between the religions and beliefs studied. 6.3 Explain how believers give meaning to symbols, story, language etc. and make some links between beliefs, practices and ways of expressing meaning. 	<ul style="list-style-type: none"> 6.4 Formulate questions on their own and others' experiences and suggest some possible responses. 6.5 Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses. 6.6 Discuss moral questions, recognising that there are different views to be considered. 	
PSHCE	<ul style="list-style-type: none"> R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 	<ul style="list-style-type: none"> R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect 	

	<ul style="list-style-type: none"> ▪ R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support ▪ R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment ▪ R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves ▪ R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond ▪ R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' ▪ R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view ▪ R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) ▪ R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive 	<p>and if necessary constructively challenge others' points of view</p> <ul style="list-style-type: none"> ▪ R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) ▪ R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) ▪ R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation ▪ R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) ▪ R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership ▪ R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others 	
Forest area	<ul style="list-style-type: none"> ▪ Read letters home (WW2) around the fire, create a war food parcel to share. ▪ Play heroes and villains 	<ul style="list-style-type: none"> ▪ Build a lair for an evil villain 	