

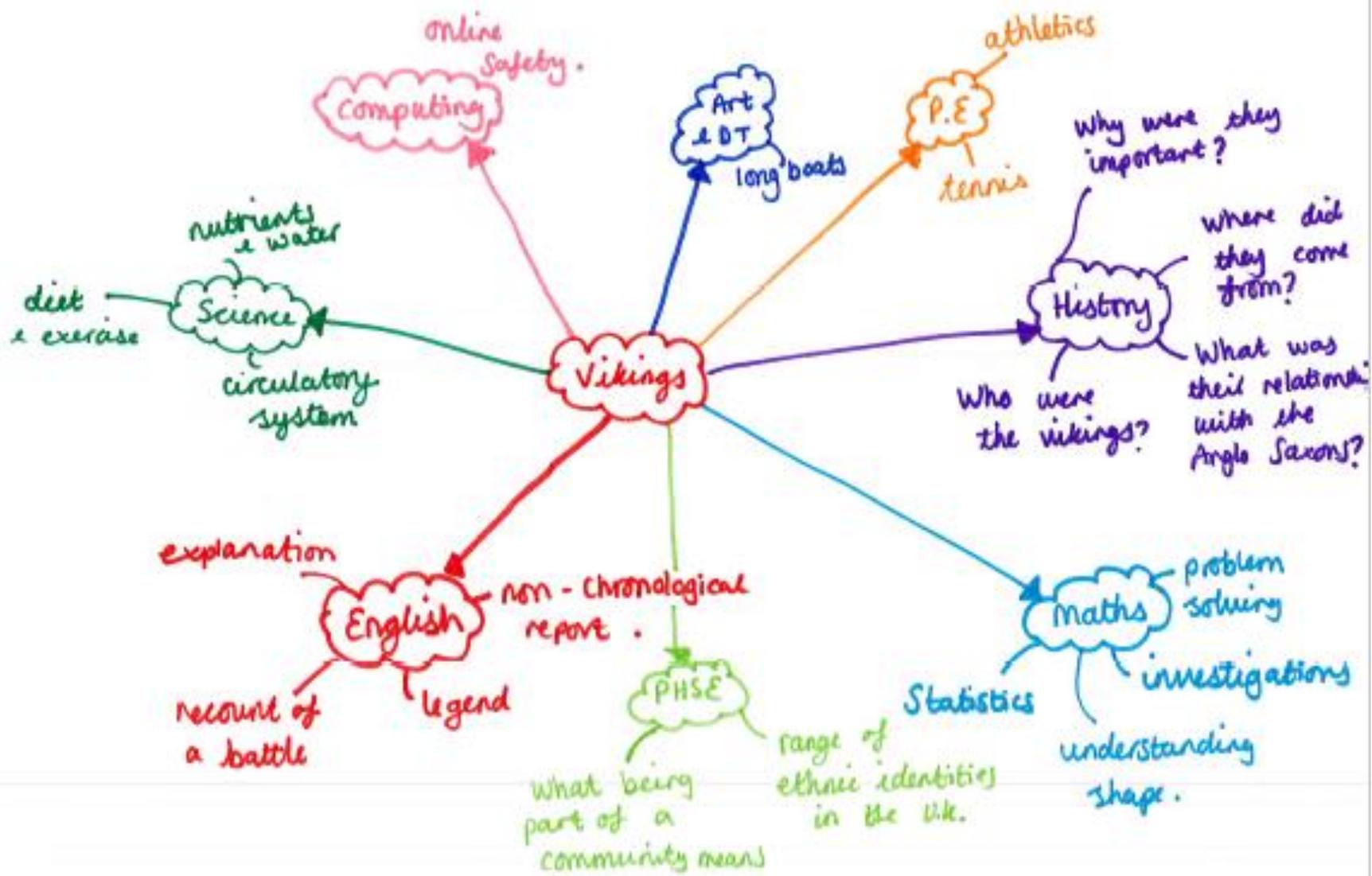
Topic planning



Year 6 – Summer

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>I know that style and vocabulary are linked to the purpose of the text.</i> ▪ <i>I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.</i> ▪ <i>I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information.</i> ▪ <i>I can explain the characteristics of a writer's style, using evidence.</i> ▪ <i>I can explain how the word and language choices support the writer's purpose, using evidence.</i> ▪ <i>I can explain how the techniques and structures used support the writer's purpose, using evidence.</i> ▪ <i>I record examples of techniques and structures from reading to use in my own writing.</i> ▪ <i>I can comment on the effectiveness of the writer's use of language structures and techniques.</i> <p><i>Comprehension</i></p> <ul style="list-style-type: none"> ▪ <i>I can find the different layers of meaning in a text.</i> ▪ <i>I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes.</i> ▪ <i>I make predictions from evidence found and implied.</i> ▪ <i>I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</i> ▪ <i>I can explain how the context of a text reflects the reaction of the audience it was written for.</i> <p><i>Justifications for views</i></p> <ul style="list-style-type: none"> ▪ <i>I identify themes in books which have different cultural, social or historical contexts.</i> ▪ <i>I compare and contrast themes in a range of books.</i> ▪ <i>I can explain how there are common themes in different books, using evidence from reading.</i> <p><i>Retrieving information from the text</i></p> <ul style="list-style-type: none"> ▪ <i>I know that points of view can also be implied.</i> ▪ <i>I identify implied points of view.</i> ▪ <i>I can explain implied points of view, using evidence.</i> ▪ <i>I understand that the writer may have a viewpoint.</i> ▪ <i>I identify the writer's viewpoint, for example, how different characters are presented.</i> ▪ <i>I can explain the writer's viewpoint with evidence from the text.</i> ▪ <i>I can explain the effect of the writer's viewpoint on the reader.</i> ▪ <i>I can explain how the techniques used create feelings, atmosphere, mood or messages.</i> 	X

<p>Writing (GPS)</p>	<p><i>Grammar</i></p> <ul style="list-style-type: none"> ▪ <i>I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.</i> ▪ <i>I use a range of verb forms to create more subtle meanings.</i> ▪ <i>I use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of the greenhouse was broken (by me).</i> ▪ <i>My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</i> 	<p><i>Punctuation</i></p> <ul style="list-style-type: none"> ▪ <i>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> ▪ <i>I can use punctuation for parenthesis, mostly correctly. (brackets/commas/hyphens</i> 	
<p>Sp&L</p>	<ul style="list-style-type: none"> ▪ <i>I perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</i> ▪ <i>I express possibilities using hypothetical and speculative language.</i> ▪ <i>I engage listeners through choosing appropriate vocabulary and register that it is matched to the context.</i> ▪ <i>I explain ideas and opinions giving reasons and evidence.</i> 		
<p>Maths</p>	<p><i>Place Value</i></p> <ul style="list-style-type: none"> ▪ <i>I round any whole number to the required degree of accuracy.</i> <p><i>Addition and Subtraction</i></p> <ul style="list-style-type: none"> ▪ <i>I solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</i> ▪ <i>I solve problems involving addition, subtraction, multiplication and division.</i> <p><i>Multiplication and Division</i></p> <ul style="list-style-type: none"> ▪ <i>I solve multiplication and division multi-step problems in contexts, deciding which operations and methods to use and why.</i> <p><i>Fractions</i></p> <ul style="list-style-type: none"> ▪ <i>I multiply simple pairs of proper fractions, writing the answer in the simplest form.</i> 	<p><i>Measures</i></p> <ul style="list-style-type: none"> ▪ <i>I recognise that shapes with the same areas can have different perimeters and vice versa.</i> ▪ <i>I calculate the area of parallelograms and triangles.</i> <p><i>Geometry</i></p> <ul style="list-style-type: none"> ▪ <i>I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</i> ▪ <i>I illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</i> <p><i>Statistics</i></p> <ul style="list-style-type: none"> ▪ <i>I calculate and interpret the mean as an average</i> 	

	<ul style="list-style-type: none"> ▪ I divide proper fractions by whole numbers. 		
Science	<p><i>Animals, including humans</i></p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans 	<p><i>Working scientifically</i></p> <ul style="list-style-type: none"> • I use the outcome of test results to make predictions and set up a further comparative, and fair tests. 	
History	<p><i>The Vikings</i></p> <ul style="list-style-type: none"> ▪ I know that Britain was invaded on more than one occasion. ▪ I know that the Anglo-Saxons and Vikings were often in conflict. ▪ I place on a timeline when the Vikings raids started. ▪ I explain why the Vikings often overpowered the Anglo-Saxons. ▪ I show on a map where the Vikings came from and where they invaded our country. 	<p><i>Titanic</i></p> <ul style="list-style-type: none"> ▪ I summarise the main events from a period of history, explaining the order of events and what happened. ▪ I place features of historical events and people from the past societies and periods in a chronological framework. 	
Geography	<ul style="list-style-type: none"> ▪ I use an atlas by using the index to find places. ▪ I use some basic Ordnance Survey map symbols. ▪ I use Ordnance Survey symbols and 6 figure grid references. 	<ul style="list-style-type: none"> ▪ I explain how time zones work and calculate time differences around the world. ▪ I name the largest desert in the world and locate desert regions in an atlas 	
Art	<ul style="list-style-type: none"> ▪ I explain why I have used different tools to create art. ▪ I explain why I have chosen specific techniques to create my art. ▪ I explain the style of my work and how it has been influenced by a famous artist. 	<ul style="list-style-type: none"> ▪ I overprint to create different patterns. ▪ I use feedback to make amendments and improvement to my art. ▪ I use a range of e-resources to create art. 	
DT	<ul style="list-style-type: none"> ▪ I use market research to inform my plans and ideas. ▪ I follow and refine my plans. ▪ I justify my plans in a convincing way. ▪ I show that I consider culture and society in my plans and designs. 	<ul style="list-style-type: none"> ▪ I evaluate my product against clear criteria. 	

Music	<ul style="list-style-type: none"> ▪ I analyse features within different pieces of music. ▪ I compare and contrast the impact that different composers from different times have had on people of that time. 		
PE	<p><i>Kwik Cricket /Tennis</i></p> <ul style="list-style-type: none"> ▪ I can play to agreed rules ▪ I can explain rules ▪ I can make a team and communicate plan 	<p><i>Athletics</i></p> <ul style="list-style-type: none"> ▪ I demonstrate stamina 	
Computing	<p><i>Digital Literacy</i></p> <ul style="list-style-type: none"> • I discuss the risks of online use of technology. • I identify how to minimise risks. <p><i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> • I understand that online environments have security settings, which can be altered, to protect the user. • I understand the benefits of developing a 'nickname' for online use. • I understand that some malicious adults may use various techniques to make contact and elicit personal information. • I know that it is unsafe to arrange to meet unknown people online. • I know how to report any suspicions. • I understand I should not publish other people's pictures or tag them on the internet without permission. • I know that content put online is extremely difficult to remove. • I know what to do if I discover something malicious or inappropriate. 	<p><i>Skills</i></p> <ul style="list-style-type: none"> ▪ I follow the school's safer internet rules. ▪ I make safe choices about the use of technology. ▪ I use technology in ways which minimises risk. e.g. responsible use of online discussions, etc. ▪ I create strong passwords and manage them so that they remain strong. ▪ I independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school. ▪ 	
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. 	<p><i>Writing</i></p> <ul style="list-style-type: none"> ▪ I write a paragraph of 4-5 sentences. ▪ I substitute words and phrases. 	X

	<ul style="list-style-type: none"> I use the context to work out unfamiliar words. 		
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. 	X
PSHCE	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>L17. to explore and critique how the media present information</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	X
Forest area	<ul style="list-style-type: none"> Read letters home from the shipwreck. Read poems about the Titanic 	<ul style="list-style-type: none"> Build a lair for a mythical creature 	