



Year 6 Term One Planning

2021-2022

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Topic: Hola Mexico! Key Text: Holes- Louis Sachar | | | | | | | |
| English: Reading | TBAT clarify the meaning of language. TBAT retrieve information. TBAT predict and infer. | TBAT retrieve. TBAT make deductions, using supporting evidence. | TBAT clarify the meaning of language. TBAT deduce and infer meaning. | TBAT retrieve information. TBAT explain using evidence from the text. | TBAT clarify the meaning of language. TBAT deduce and infer meaning. | Reading- Assess and Review | TBAT retrieve information. TBAT explain using evidence from the text. |
| English: Writing | Descriptive Writing TBAT use descriptive language. TBAT use a variety of fronted adverbials , followed by commas. | Recount- Dear Agony Aunt. TBAT sequence key events. TBAT use a variety of sentence structures. TBAT express a character's thoughts and feelings. | Persuasive letter TBAT use persuasive language. TBAT use formal language. TBAT colons to separate clauses. TBAT use evidence from the text. | Persuasive advert TBAT use persuasive language. TBAT use persuasive devices. TBAT informal language. | Non-chronological report TBAT write factually. TBAT use appropriate layout features. TBAT use specific language choices. | Report TBAT use formal language. TBAT use a variety of conjunctions. TBAT use a range of punctuation. TBAT use the subjunctive form. | Narrative TBAT describe characters and settings. TBAT use a variety of sentence structures. TBAT correctly punctuate dialogue. TBAT use adverbials of time and place to move a story on. |
| English: GPaS | TBAT identify different types of nouns (common, proper, collective and abstract | TBAT identify and convert between the four different sentence types. TBAT use hyphens to avoid ambiguity. | TBAT use standard English. TBAT identify main and subordinate clauses- including the subordinating conjunction. | TBAT correctly insert apostrophes for possession and contraction. TBAT improve the quality, variety and length of sentence structures. | TBAT insert a relative clause and reposition within a sentence. TBAT identify relative pronouns, insert, and identify relative clauses. | TBAT identify the subjunctive mood. SPAG- Assess And Review | TBAT correctly punctuate speech. TBAT correctly punctuate and lay out dialogue |
| English: Spelling | TBAT spell ambitious synonyms. | TBAT spell homophones and near homophones. | TBAT convert adjectives ending – ant, into nouns ending –ance and –ancy. | TBAT convert adjectives ending –ent into nouns ending –ence and –ency. | TBAT use hyphens for vowel-to-vowel words. | TBAT use hyphens to join compound adjectives to avoid ambiguity. | Assess and Review |
| Maths | <u>Place Value</u> TBAT read and write numbers to ten million. | <u>Place Value</u> TBAT round to various degrees. TBAT use negative numbers in context. | <u>Number</u> TBAT add using formal written methods. | <u>Number</u> TBAT to multiply using formal written methods. TBAT calculate area. | <u>Number</u> TBAT divide using formal written methods. | <u>Number</u> TBAT solve multiplication and division problems. | <u>Fractions</u> TBAT understand the Maya number system. TBAT identify fractions. |

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| | TBAT order and compare numbers to ten million. TBAT recap arithmetic –style calculations. | TBAT calculate intervals across zero. TBAT recap arithmetic –style calculations. | TBAT subtract using formal written methods. TBAT solve addition and subtraction problems. TBAT calculate perimeter. TBAT recap arithmetic –style calculations. <i>TOPIC- TBAT read, draw and interpret bar and line graphs. (Climate lesson)</i> | TBAT recap arithmetic –style calculations. | TBAT use formal methods for long division. TBAT decide whether to round up or down after division. TBAT recap arithmetic –style calculations. | Assess and review | TBAT add and subtract fractions. |
| Science Light and Shadows | | | | | | | <u>Science Week:</u> Assess and Review - TBAT recognise that light appears to travel in straight lines. TBAT use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. TBAT explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. -TBAT use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Assess and Review |
| Geography | - TBAT identify the position and significance of the lines of latitude, longitudes, equator, hemispheres, tropics and Arctic and Antarctic circles. | - TBAT explore the geographical features of North America. - TBAT research the human and physical features of North America. | - TBAT investigate and compare climates in of North America (biome jars). - TBAT learn about Mexican festivals and cultures. | | | | |

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| | <p>- TBAT identify the countries of North America.</p> <p>- TBAT explore the capital cities of North America.</p> | | | | | | |
| History The Mayan Civilisation | | | | <p>TBAT place historical periods on a time line, use dates with fluency to describe historical events and eras- including the Maya people.</p> <p>TBAT use a variety of historical sources to investigate the Maya way of life.</p> | <p>TBAT explore the religious beliefs of the Maya people.</p> <p>TBAT explore the achievements of the Maya people.</p> <p>TBAT investigate the decline of the Mayan Civilisation.</p> | <p>TBAT compare the Mayan Civilisation with modern life and other periods of history.</p> <p>TBAT devise historically valid questions and use a range of sources to investigate.</p> | |
| Art | <p>TBAT create a portrait in the style of Julian Opie.</p> | <p>TBAT express individual beliefs about what art is.</p> | <p>TBAT investigate the Mexican artist Frida Kahlo using a variety of sources.</p> <p>TBAT research the portraiture work of Frida Kahlo and create preliminary studies of her work, testing media, materials and colours.</p> | <p>TBAT choose appropriate paints, paper and implements to adapt and extend their own portraiture work, using the composition techniques for the artist.</p> <p>TBAT compare the portraits of Frida Kahlo and Julian Opie.</p> | | | |
| D&T | | | <p>TBAT to design, make and evaluate Guatemalan worry dolls.</p> | | | | |
| Computing: Online Safety | <p>TBAT find similarities and difference between in-person and cyberbullying</p> | <p>- TBAT identify good strategies to deal with cyberbullying</p> | <p>TBAT identify secure websites by identifying privacy seals of approval</p> | <p>TBAT understand the benefits and pitfalls of online relationships -</p> | <p>TBAT identify information that I should never share</p> | <p>TBAT identify how the media plays a powerful role in shaping ideas about girls and boys</p> | <p>TBAT apply my e-safety knowledge to my online activities.</p> <p>TBAT use my knowledge of e-safety to create a multiple-choice quiz.</p> |
| Music (Alternating Terms) | | <p>TBAT recap on diatonic scales, in particular C Major. To introduce dot notation for scale in C Major, from do - so and to show how it links to staff notation.</p> | <p>TBAT explore dynamics through singing and playing- link with aircraft and to continue to learn to read staff notation.</p> | <p>TBAT organise pitch to create the effect of flight.</p> | <p>TBAT identify, follow and conduct tempo changes. Continue to read staff notation.</p> | <p>TBAT Combine pitch, dynamics and tempo to create a composition.</p> | <p>TBAT refine and improve the composition for Air Fiesta.</p> <p>to perform, evaluate and celebrate the</p> |

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| | | | | | | | composition created this term. |
| Physical Education | | Engage: Mexican Hat Dance Tennis: TBAT develop the forehand groundstroke | TBAT learn and perform Mexican party dances. Tennis: TBAT return the ball using the backhand groundstroke. | TBAT create a short group phrase of dance in response to pictures of Mexican dancers. Tennis: TBAT use a split step to keep a continuous rally | TBAT create a short group phrase of dance in response to pictures of Mexican dancers. Tennis: TBAT develop the volley. | TBAT perform and evaluate. Tennis: TBAT develop the volley and use it in the game situation. | TBAT perform and evaluate. |
| PSHE Respecting Rights | | TBAT explain what the Universal Declaration of Human Rights is and understand that children have their own rights | TBAT understand that human rights apply to everyone, no matter where they are from, what their culture is and what family traditions they have | TBAT identify why people's rights are sometimes not met in the UK and in places across the world. | TBAT explain how I can respect other people's rights and I understand why this is important. | TBAT identify how and why ideas about human rights have changed | TBAT explain the role and importance of human rights activists. |
| Religious Education | TBAT understand the importance of laws and rules. TBAT create class rules | TBAT understand what makes a place special or sacred. TBAT express thoughts and feelings about special places. | TBAT understand why mosques matter to the Muslim community. TBAT research, consider, discuss and weigh- up different views about why mosques are important. | TBAT notice, list and explain similarities and differences between Muslim poetry and art. TBAT to consider and express their opinions about what inspires them. | TBAT consider how Christians use art in worship and in remembering Jesus. TBAT describe and make connections between religious arts express their opinions | Can a Christian place of worship be a building for 'the glory of God'? TBAT discuss and consider what this means. | How and why do Muslim charities try to change the World? TBAT suggest reasons why so many believers see generosity and charity as more important than buildings and art. |