



Year 6 Term One Planning

2022-2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic: North America & The Mayan Civilisation						
Key Text: Holes- Louis Sachar						
English: Reading	<p>TBAT understand vocabulary in different contexts.</p> <p>TBAT retrieve key information.</p> <p>Holes comprehension c1.</p>	<p>TBAT retrieve clues to help support inference.</p> <p>TBAT make developed inferences, drawing on clues.</p> <p>Holes comprehension ch 4-7</p>	<p>TBAT find and copy a word/ group of words with a similar meaning.</p> <p>TBAT answer 5W and how questions by directly quoting the text.</p> <p>Holes Comprehension: Myra Menke</p>	<p>TBAT use clues from action, dialogue and description to interpret meaning.</p> <p>TBAT prove or disprove a statement by finding evidence in the text.</p> <p>TBAT change negatives to positives.</p>	<p>Assess and Review</p> <p>TBAT give developed explanations for key information, events, character actions and motivations.</p> <p>TBAT explain what words suggest about a given subject</p> <p>Non-fiction comprehension: Geography- biomes</p>	<p>TBAT accurately and selectively summarise main ideas, events, characters and information from fiction and non-fiction.</p> <p>Non-fiction comprehension Science- the light spectrum.</p>
English: Writing	<p>Introduction to Holes by Louise Sachar.</p> <p>TBAT predict and draw inferences.</p> <p>TBAT use retrieve evidence to visualise a setting.</p>	<p>Setting description.</p> <p>TBAT effectively describe a setting.</p> <p>TBAT edit and revise written work.</p> <p>TBAT make deductions about a character.</p> <p>TBAT sequence key events.</p> <p>TBAT consider a character's thoughts and feelings.</p>	<p>Recount and writing to advise- Dear Agony Aunt.</p> <p>TBAT write an informal letter to an agony aunt expressing a character's thoughts and feelings.</p> <p>Writing to advise- TBAT write an informal advisory letter (response to agony aunt).</p>	<p>Persuasive letter</p> <p>TBAT use persuasive language.</p> <p>TBAT use formal language.</p>	<p>Assess and review</p>	<p>Balanced Argument- Was Katherine Barlow a heroine or villain?</p>
English: GPaS (Classroom Secrets-ready to write).	<p>TBAT identify relative pronouns and relative clauses.</p> <p>TBAT insert relative clauses, using correct punctuation.</p>	<p>TBAT to identify and use modal verbs to indicate degrees of possibility.</p>	<p>TBAT identify and use adverbs to indicate degrees of possibility.</p>	<p>TBAT use brackets, dashes and commas to indicate parenthesis.</p>	<p>TBAT use expanded noun phrases to convey complicated information concisely.</p>	<p>TBAT identify different types of nouns (common, proper, collective and abstract)</p> <p>SPAG- Assess And Review</p>

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. TBAT order and compare numbers to ten million. TBAT recap arithmetic – style calculations.	<u>Place Value</u> TBAT round to various degrees. TBAT use negative numbers in context. TBAT solve negative numbers in context problems. TBAT recap arithmetic – style calculations.	<u>Number</u> TBAT add using formal written methods. TBAT subtract using formal written methods. TBAT solve addition and subtraction problems. TBAT calculate perimeter. TBAT recap arithmetic – style calculations.	<u>Number</u> TBAT to multiply using formal written methods. TBAT calculate area. TBAT recap arithmetic – style calculations.	<u>Number</u> TBAT calculate percentages. TBAT solve percentage problems. Assess and review	<u>Number</u> TBAT divide using formal written methods. TBAT use formal methods for long division. TBAT interpret reminders. TBAT solve multiplication and division problems. TBAT recap arithmetic – style calculations.
Science Light and Shadows	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 how mirrors work. 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 make periscopes by reflecting light	TBAT use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	TBAT use the idea that light travels in straight lines to investigate shadows and how they change throughout the day. TBAT to carry out a shadow investigation in groups.
Geography	- TBAT identify the position and significance of the lines of latitude, longitudes, equator, hemispheres, tropics and Arctic and Antarctic circles.	- TBAT identify the countries of North America. - TBAT explore the capital cities of North America.	- 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 and compare them with our own.
History						
Art	TBAT create a portrait in the style of Julian Opie.	TBAT express individual beliefs about what art is.	TBAT investigate the Mexican artist Frida Kahlo using a variety of sources.	TBAT research the portraiture work of Frida Kahlo and create preliminary studies of her work, testing media, materials and colours.	TBAT choose appropriate paints, paper and implements to adapt and extend their own portraiture work, using the composition techniques for the artist.	TBAT compare the portraits of Frida Kahlo and Julian Opie.
D&T						
Computing: Online Safety	TBAT find similarities and difference between in-person and cyberbullying	TBAT identify secure websites by identifying privacy seals of approval	TBAT understand the benefits and pitfalls of online relationships -	TBAT identify information that I should never share	TBAT identify how the media plays a powerful role in shaping ideas about girls and boys	TBAT apply my e-safety knowledge to my online activities.

	TBAT identify good strategies to deal with cyberbullying					TBAT use my knowledge of e-safety to create a multiple-choice quiz.
Music (Alternating Terms)	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.	TBAT explore dynamics through singing and playing- link with aircraft and to continue to learn to read staff notation.	TBAT organise pitch to create the effect of flight.	TBAT identify, follow and conduct tempo changes. Continue to read staff notation.	TBAT Combine pitch, dynamics and tempo to create a composition.	TBAT refine and improve the composition for Air Fiesta. to perform, evaluate and celebrate the composition created this term.
Physical Education	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.
French	TBAT understand the position of France on a map. TBAT learn key facts about France and its culture.	TBAT revise simple greetings in French. To practice accurate pronunciation.	TBAT understand classroom instructions. To practice accurate pronunciation.	TBAT practice counting from 0 to 20, in and out of sequence. To practice writing French numbers.	TBAT revise colours in French. To complete a simple translation and listening task.	TBAT learn Halloween vocabulary in French. To practice accurate pronunciation and listening.