



Year 6 Term Two Planning

2021-2022

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Topic: Hola Mexico! / A Child's War Key Text: Holes/ Letters from the Lighthouse | | | | | | | |
| English: Reading | | TBAT clarify vocabulary. TBAT retrieve. | TBAT skim and scan. TBAT retrieve. TBAT explain the features of non-fiction layouts. | TBAT identify fact and opinion. TBAT decide whether statements are true or false using evidence from a text. | TBAT distinguish between fact and opinion. | TBAT infer. TBAT explain, using evidence from the text. TBAT order key events. | Assess and review |
| English: Writing | | 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. | TBAT write a book review. TBAT discuss how characters change over time. | <u>LFTL</u> TBAT infer and predict. TBAT identify the key features of a newspaper report. TBAT plan a newspaper report. TBAT write a newspaper report. | <u>LFTL</u> TBAT use technical vocabulary. TBAT use a variety of sentence structures. TBAT research and take succinct notes. TBAT write a non-chronological report. | <u>LFTL</u> TBAT edit and improve written work. TBAT use informal language. TBAT explore a character's thoughts and feelings. TBAT plan an informal letter. | Assess and Review |
| English: GPaS | | TBAT identify and correctly punctuate direct and reported speech. TBAT identify active and passive voice and convert between them. | TBAT identify prepositions. TBAT correctly insert semi-colons and colons for lists and to separate clauses. | TBAT use and identify adverb (including non-ly). TBAT identify adverbials. | TBAT identify and use apostrophes for possession and omission. TBAT identify, use and know the difference between co-ordinating and subordinating conjunctions. | TBAT revise preposition. TBAT identify and use punctuation for parenthesis. TBAT identify different word classes | Assess and review TBAT revise sentence types. TBAT identify progressive and perfect tenses. |
| English: Spelling | | TBAT spell words ending in -able. | TBAT spell words ending in -able. | TBAT spell words ending in -ably. | TBAT spell word families based on common words, showing how words are related in form and meaning | TBAT spell word families based on common words, showing how words are related in form and meaning | TBAT create diminutives using prefixes micro or mini. |
| Maths | | <u>Fractions, Number and Place Value</u> TBAT find F.D.P equivalents. TBAT solve FDP word problems. | <u>Place Value</u> TBAT solve capacity problems. TBAT solve mass problems. | <u>Geometry</u> TBAT calculate volume. TBAT solve area and perimeter problems. TBAT calculate the area of a circle. | <u>Geometry</u> TBAT find missing angles on a line. TBAT find missing angles around a point. | <u>Geometry</u> TBAT to find missing angles in quadrilaterals. TBAT find missing angles. | <u>Assess and Review</u> TBAT solve reasoning questions. Assessment Week |

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| | | TBAT convert between km and miles. TBAT solve length problems. TBAT recap arithmetic –style calculations. | TBAT recap arithmetic –style calculations. | TBAT calculate surface area. TBAT recap arithmetic –style calculations. | TBAT find missing angles in a triangle. TBAT recap arithmetic –style calculations. | TBAT recap arithmetic –style calculations. | |
| 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 | | | | | | | |
| History The Mayan Civilisation | | TBAT use a variety of historical sources to investigate the Maya way of life. TBAT explore the religious beliefs of the Maya people. TBAT explore the achievements of the Maya people. | TBAT investigate the decline of the Mayan Civilisation. TBAT compare the Mayan Civilisation with modern life and other periods of history. TBAT devise historically valid questions and use a range of sources to investigate. | | TBAT know when and why WWII started. TBAT find out about a time in history- the Blitz. | | |

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| Art | | | | | | TBAT investigate the artist Henry Moore and his sketching of the people during the Blitz. TBAT sketch in the style of an artist. | TBAT create a blitz skyline, using a variety of techniques. |
| D&T | | | | | | | |
| Computing: Spreadsheets | | TBAT enter data and formulae into a spreadsheet. | TBAT order and present data based on calculations. | TBAT add, edit and calculate data. | TBAT use a spreadsheet to solve problems. | TBAT plan and calculate a spending budget. | TBAT design a spreadsheet for a specific purpose. |
| 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 Yoga and Tag Rugby | | TBAT develop an understanding of yoga. TBAT develop attacking principles, understanding when to run and when to pass | TBAT develop strength through yoga flows. TBAT use the 'forward pass' and 'offside' rules. | TBAT create your own flow, showing quality in control, balance and technique. TBAT play games using tagging rules. | TBAT develop balance through yoga flows. TBAT develop dodging skills to lose a defender. | TBAT work collaboratively to create a controlled paired yoga flow. TBAT develop drawing defence and understanding when to pass. | TBAT create your own yoga flow that challenges technique, balance and control. TBAT apply the rules and tactics you have learnt to play in a tag rugby tournament. |
| PSHE Safety First | | TBAT to take responsibility for my own safety. | TBAT assess and manage risks in different situations. | TBAT confidently identify and manage pressure to get involved in risky situations. | TBAT act sensibly and responsibly in an emergency. | TBAT understand how to use mobile devices and the Internet safely and responsibly. | TBAT understand that everyone has a right to feel safe and happy when using mobile phones and the Internet. |
| Religious Education What matters most to Christians and Humanists? | | Do rules matter? Why? What is a code of living? | Who is a humanist? What codes for living do non-religious people use? | What can we learn from discussion and drama about good & bad, right & wrong? | What codes for living do Christians try to follow? | What can we learn from a Values game? | Peace: Is it more valuable than money? |
| French | | TBAT Understand important facts about France – currency, religion, language, how it has a President rather than a Monarchy, important landmarks and famous French people. | TBAT Understand and follow classroom instructions and to pronounce them accurately. | TBAT Revise colours and school equipment. To use a simple phrase to explain what is in your pencil case | TBAT Continue with colours and school equipment. To understand that the colour follows the noun in French e.g. un stylo rouge | TBAT learn numbers 21 to 40. To have a simple conversation using greetings, name and age, using accurate pronunciation. | TBAT Understand how Christmas is celebrated in France, comparing this to Christmas celebrations in England. To learn basic Christmas vocabulary. |