

# Year 6 Term Three Planning

## 2021-2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Topic: Child's War</b> <b>Key Texts: Letters from the Lighthouse/ Rose Blanche</b>						
<b>English: Reading</b>	TBAT infer. TBAT write extended responses.	TBAT clarify key vocabulary. TBAT answer a range of questions about a text.	TBAT infer. TBAT write extended responses.	TBAT clarify key vocabulary. TBAT answer a range of questions about a text.	TBAT infer. TBAT write extended responses.	TBAT clarify key vocabulary. TBAT answer a range of questions about a text.
<b>English: Writing</b>	<u>The Piano</u> <b>TBAT plan and write a narrative with flash backs.</b>  TBAT describe characters and settings.  TBAT use transition sentences into flashbacks and  TBAT use a variety of punctuation for parenthesis.	<u>LTL</u> <b>TBAT plan and write an action narrative.</b>  TBAT use dialogue to move the story on.  TBAT use a range of sentences to build suspense.  TBAT proof-read and edit written work.	<u>LTL</u> TBAT explore a character's range of emotions. TBAT write a free-form poem about refugees. TBAT perform a poem. TBAT publish a poem for display.	<u>Rose Blanche</u> TBAT identify use 'show not tell'. To be able describe settings characters and atmosphere using powerful, emotive language. TBAT use dialogue to advance the action. TBAT write a first person recount in role.	Assess and Review	<u>Rose Blanche</u> TBAT discuss images, make predictions and ask questions. TBAT generate and use effective vocabulary. TBAT explore the main themes of a story. TBAT consider a character's thoughts, feelings and motives.
<b>English: GPaS</b>	TBAT revise word classes.	TBAT revise main and subordinate clauses.  TBAT revise and identify tenses.  TBAT correctly punctuate dialogue.	TBAT identify determiners. TBAT use a word as both a verb and a noun. TBAT identify relative pronouns and relative clauses.	TBAT identify where capital letters should be placed in a sentence. TBAT revise formal and informal language.	TBAT identify subject, object, verb and article. TBAT revise active and passive voice. TBAT identify where ellipsis should be used to avoid repetition.	TBAT identify the difference between subordinating conjunctions and prepositions. (e.g. after)
<b>English: Spelling</b>	TBAT add suffixes beginning with vowel letters to words ending in -fer	TBAT spell words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	TBAT spell words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	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 learn the statutory spelling Challenge Words
<b>Maths</b>	<u>Geometry and Roman Numerals.</u>  TBAT draw and translate simple shapes on four quadrants.	<u>Ratio, Proportion and Geometry.</u>  TBAT solve ratio problems.	<u>Statistics and Time</u>  TBAT use and interpret Venn and Carroll Diagrams.	<u>Number and Algebra</u> TBAT order and compare. TBAT sequence numbers.	<u>Assess and Review</u>  TBAT solve reasoning questions.  Assessment Week	

	TBAT recognise lines of symmetry. TBAT understand Roman Numerals. TBAT recap arithmetic –style calculations.	TBAT solve proportion problems. TBAT identify properties of 3D shapes.	TBAT calculate time differences. TBAT unread and interpret timetables. TBAT to read and interpret graphs. TBAT recap arithmetic –style calculations.	TBAT calculate nth term. TBAT use simple algebra. TBAT recap arithmetic –style calculations.		
<b>Science</b>				<b>Science Week</b>  TBAT complete a pre-assessment.  TBAT to use recognised symbols when representing a simple circuit in a diagram  TBAT associate the brightness of a lamp or the volume of a buzzer with the number of cells used in a circuit.	<u>LOVE To INVESTIGATE</u> TBAT design and make a switch.  TBAT use our knowledge of circuits to build a Morse code machine.  TBAT complete Science Assessment.	
<b>Geography</b>						
<b>History</b>	TBAT evaluate the human impact of war on everyday life including food rationing.	TBAT understand how clothing rations affected families.		TBAT to understand the different methods of communication in WW2; including Morse Code	TBAT understand the impact of the holocaust.	TBAT understand how the end of the war was celebrated (VE Day) and how life was impacted thereafter.  TBAT understand how life has changed since the 1940s.
<b>Art</b>						
<b>D&amp;T</b>	TBAT follow a wartime recipe.  TBAT evaluate a product.	TBAT design and make a make-do and mend toy.	TBAT join materials using a variety of stitches.  TBAT evaluate a wartime toy.	Morse code machine: TBAT select the most appropriate materials and frameworks for different structures, explaining what makes them strong.		
<b>Computing</b>	TBAT use appropriate software and other tools effectively to write a film script.	TBAT locate and check appropriate digital content, and provide accurate crediting of sources.	TBAT use digital recording devices to film and import into video editing software.	TBAT plan, conduct and import video interviews as part of a short film.	TBAT use video editing software to create a short film.	TBAT use video editing software to turn a film project into a finished movie and present it.

<b>Music</b>	TBAT remind children of what they learned on the ukulele in Year 4. Recap on the C, C7, A7 and F chords.	TBAT introduce the Am chord and be able to move from the C chord to the Am chord.	TBAT introduce the A major chord. To be able to play a piece using A, Am and A7 chords. To introduce a strumming pattern based on 4/4 - the Island strum.	TBAT practice the F chord and be able to move from this to the C chord	TBAT practise playing a piece with a three-chord transition. To be able to play this in 3/4 and 4/4 time. To show how strumming patterns relate to rhythmic values.	TBAT learn the G7 chord. To be able to play a piece transitioning from G7 to C, using a regular 4/4 strum and the Island strumming pattern.
<b>Physical Education</b>	Basketball: TBAT develop protective dribbling against an opponent.  Football: To be able to dribble the ball under pressure.	Basketball: To be able to move into space to support a teammate.  Football: To pass the ball accurately to a target to help to maintain possession.	Basketball: To be able to choose when to pass and when to dribble.  Football: To use different turns to keep the ball away from defenders.	Basketball: To be able to track an opponent and use defensive techniques to win the ball.  Football: To develop defending skills to gain possession.	Basketball: To be able to perform a set shot and a jump shot.  Football: To develop goalkeeping skills to stop the opposition from scoring.	Basketball: To be able to apply the rules and tactics you have learnt to play in a basketball tournament.  Football: To be able to apply the rules and tactics you have learnt to play in a football tournament.
<b>PSHE Global Citizenship</b>	I can talk about and understand how we can be responsible global citizens.	I can describe what global warming is and what we can do to help prevent it from getting worse.	I can explain how our energy use can harm the environment and describe what we can do to help.	I can describe how we can use water responsibly and understand the importance of doing this.	I can understand what biodiversity is and explain the importance of doing all we can to encourage it	I can make choices which make the world a better place and that help people across the world
<b>Religious Education</b>	TBAT express their own thoughts and feelings about some special places. Understand different reasons why some buildings are sacred	TBAT understand why mosques matter to the Muslim community. Consider, discuss and weigh up different views about why mosques are important.	TBAT find out about some great examples of Muslim creativity and present their reasons for choosing those they find most impressive;	TBAT apply ideas about worship and belief for themselves in a creative activity, using Christian scripture. Find out about some great examples of religious art and present their reasons for choosing those they find most impressive;	TBAT notice, list and explain similarities and differences between Christian and Muslim sacred buildings.	TBAT discuss Muslim ideas (e.g. from scriptures and from charities with an Islamic character) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity.  TBAT consider why Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.
<b>French</b>	TBAT learn the vocabulary for animals. To have a simple conversation, explaining if they have a pet or not.	TBAT revise animals and colours. To write a short description of any pets they may have.	TBAT learn the body parts. To add adjectives to some body parts, understanding that they follow the noun	TBAT revise the vocabulary for clothing. To practice correct pronunciation.	TBAT learn the vocabulary for family members. To have a basic conversation about members of your family.	TBAT revise numbers and months of the year and to explain when your birthday is, using the number and month.

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