



**Lesson Breadth:**

**As Writers:**

- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.
- Plan, draft, write, edit and improve.
- Perform compositions, using appropriate intonation and volume.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Write their own free verse poem, following the structure of an original
- Use the techniques that authors use to create characters, setting and plots.
- Interweave descriptions of characters, setting and atmosphere with dialogue.
- Choose effective grammar and punctuation.
- Ensure correct use of tenses throughout a piece of writing.

**Texts:**

**Key Texts:** The Lost Words- Robert Macfarlane and Jackie Morris,  
The Last Bear- Hannah Gold  
Ducks Overboard

**As Geographers**

**Climate zones and climate change**

- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Collect and analyse statistics to draw clear conclusions.
- Describe how countries and geographical regions are connected.
- Describe and understand some key aspects of physical geography (climate, biomes) and human geography (land use, economic activity, distribution of natural resources).
- Describe geographical diversity across the world.

**As Mathematicians:**

**Decimals**

- Place value within 1
- Place value- integers and decimals
- Round decimals
- Add and subtract decimals
- Multiply and divide by 10, 100 and 1000
- Multiply and divide decimals by integers
- Multiply and divide decimals in context

**Decimals, fractions and percentages**

- Decimal and fraction equivalents
- Fractions as division
- Understand percentages
- Fractions to percentages
- Equivalent fractions, decimals and percentages
- Order fraction, decimals and percentages
- Percentage of an amount
- Percentages- missing values

**As Scientists:**

- Ask relevant questions.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.

**Living things and their habitats**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe how living things are classified into broad groups according to common observable characteristics.
- Give reasons for classifying plants and animals based on specific characteristics.

<p><b>As Readers:</b></p> <ul style="list-style-type: none"> <li>Understand and explore the meaning of words in context.</li> <li>Ask questions to improve understanding.</li> <li>Draw inferences.</li> <li>Make predictions from what is stated and implied.</li> <li>Summarise and justify ideas.</li> <li>Discuss and evaluate how writers use language, including figurative language, considering the impact on the reader.</li> <li>Compare and contrast ideas accurately.</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> </ul> <p><b>Guided reading:</b> New and Collected Poems for Children- Carol Ann Duffy</p>	<p><b>As Computer Experts:</b></p> <p><b>Data and information- spreadsheets.</b></p> <ul style="list-style-type: none"> <li>Create a data set in a spreadsheet.</li> <li>Build a data set in a spreadsheet.</li> <li>Choose and apply an appropriate format for a cell.</li> <li>Explain that formulas can be used to produce calculated data.</li> <li>Identify that changing inputs changes outputs.</li> <li>Apply a formula to multiple cells by duplicating it.</li> <li>Create a spreadsheet to plan an event.</li> </ul>	<p><b>As Musicians:</b></p> <ul style="list-style-type: none"> <li>Identify how different styles of music contribute to the feel of a film.</li> <li>Use the terms 'major' and 'minor'.</li> <li>Identify different instruments to describe how music evokes different emotions.</li> <li>Identify pitch, tempo and dynamics, and use these to explain and justify their answers.</li> <li>Give reasonable and thoughtful suggestions for what different graphic scores represent.</li> <li>Use their body, voice and instruments to create sounds to represent a given theme.</li> <li>Create sounds that relate to the scene of a film.</li> </ul>	<p><b>As Citizens (PSHCE):</b></p> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Take responsibility for my health and make choices that benefit my health and well-being.</li> <li>Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</li> <li>Understand that some people can be exploited and made to do things that are against the law.</li> <li>Know why some people join gangs and the risks this involves.</li> <li>Understand what it means to be emotionally well and explore people's attitudes towards mental health/illness.</li> <li>Recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse.</li> </ul>
<p><b>Being Physically Active:</b></p> <ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc...</li> <li>Work alone or with team mates in order to gain points or possession.</li> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Learn the rules of flag football.</li> <li>Play in competitive situations- inter-class competition.</li> </ul>	<p><b>As Artists:</b></p> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Create original pieces that show a range of influences and styles.</li> <li>Exploring how found objects can be recycled to create new imagery.</li> </ul> <p><b>Artists:</b> Tony Cragg, Jane Perkins</p>	<p><b>Religious Education:</b></p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Is anything ever eternal?</p> <ul style="list-style-type: none"> <li>Discuss the Christian beliefs in forgiveness and eternal life and how this might motivate a Christian to do good.</li> <li>Explain my own beliefs about whether anything is ever eternal.</li> <li>Make links between different Christian beliefs and their views on whether anything is ever eternal.</li> </ul> <p><b>Enquiry Question:</b> Is Christianity still a strong religion over 2000 years after Jesus was on Earth?</p> <p><b>Theme:</b> Beliefs and Meanings / Salvation</p> <p><b>Religion:</b> Christianity</p> <ul style="list-style-type: none"> <li>Explain who has been an influence or inspiration in my life and why.</li> <li>Discuss different types of festivals and celebrations and discuss what they demonstrate about Christianity.</li> </ul>	
<p><b>Key Vocabulary:</b></p>	<p>Climate, weather, adapt, carbon dioxide, methane, excretion, fossil fuels, deforestation, extinction, emissions, sustainability, renewables, conservation, climate zones, natural resources, biomes, great garbage patch, recycle, gyres, pollution, diversity, permafrost, ecosystems, nature, continuous, garbage, latitude, permafrost, flotsam, microscopic, categorise, inhabit, terrestrial, aquatic, habitat, life cycle, classification, characteristics.</p>		

<b>Curriculum Drivers:</b>	<b>Curiosity:</b> Explore climate change. Why does climate change matter to me? How does it affect us in Wantage? How is our planet changing? Where in the world is affected by climate change? How can we make it better? What is COP27? Where in the world is the great garbage patch?	<b>Knowledge of the wider world:</b> Understanding the term 'climate change' and how it is changing the world around us. Explore the fragile beauty of our planet. Exploration of the lives of others - particularly children - and the effects of climate change on them. The positive actions being put into place to combat climate change. Areas of the world which are particularly affected by climate change. The great garbage patch. Understand how things are carried on ocean currents.	<b>Aspirations:</b> How could you change the world for the better? Introduction of STEM opportunities. Introduction of inspirational young people making a difference to the world. How could we make a change? Explore climate change achievements of the past. Understand the power of children's voices. Write to the local MP about local issues close to their heart.
<b>Home learning:</b>	Year 6 homework for this term will be the following: <ul style="list-style-type: none"> <li>• <b>Spellings:</b> Weekly logging into Spelling Shed to practise the weekly spellings - 5 games to unlock other games</li> <li>• <b>Maths:</b> SATs buster booklet. 1 section to be completed weekly. This should be brought into school on <b>Tuesday</b> each week to go through in class.</li> <li>• <b>SPAG:</b> SATs buster booklet. 1 section to be completed weekly. This should be brought into school on <b>Tuesday</b> each week to go through in class.</li> <li>• <b>Reading-</b> recorded into the reading diary to be entered into the reader's raffle on a <b>Tuesday</b>. Minimum 4 home reads per week (1 raffle ticket for 4 reads, 2 raffle tickets for 5 or more reads).</li> <li>• At least two items to be chosen from the homework menu across the term- to be <b>handed in by Wednesday 27<sup>th</sup> March.</b></li> </ul>		