

Year 6 Spring Term Programme of Study

English	History
<p>To ask relevant questions to extend their understanding and knowledge</p> <p>To read and discuss an increasingly wide range of non-fiction and fiction</p> <p>To read books that are structured in different ways, making comparisons within and across books</p> <p>To learn a wider range of poetry by heart</p> <p>To prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>To ask questions to improve their understanding</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>To distinguish between statements of fact and opinion</p> <p>To retrieve, record and present information from non-fiction</p> <p>To write legibly, fluently and with increasing speed</p> <p>To plan, evaluate and edit their writing</p> <p>To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>To note and develop initial ideas, drawing on reading and research</p> <p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>To use a wide range of devices to build cohesion within and across paragraphs</p> <p>To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>To assess the effectiveness of their own and others' writing</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects</p> <p>To ensure the consistent and correct use of tense throughout a piece of writing</p> <p>To ensure correct subject and verb agreement when using singular and plural,</p>	<p><u>The British Empire</u></p> <p>To recognise the characteristic features of the periods and societies studied including ideas, beliefs, attitudes and experiences of men, women and children</p> <p>To appreciate the social, ethnic, cultural, religious diversity of the societies studied</p> <p>To identify and describe reasons for, and results of events and changes</p> <p>To note connections, contrasts and trends over time</p> <p>To understand both the long arc of development and the complexity of specific aspects of a topic under study</p> <p>To recognise the past can be interpreted in different ways, and give reasons for this</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>To understand how our knowledge of the past is constructed from a range of sources</p> <p>To communicate their knowledge and understanding in a variety of ways</p> <p><u>Life in World War Two</u></p> <p>To recognise the characteristic features of the periods and societies studied including ideas, beliefs, attitudes and experiences of men, women and children</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>To identify connections between British, local and world history</p> <p>To recognise the past can be interpreted in different ways, and give reasons for this</p> <p>To understand how our knowledge of the past is constructed from a range of sources</p> <p>To develop the appropriate use of historic terms</p> <p>To communicate their knowledge and understanding in a variety of ways</p>
	Geography

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<p>distinguishing between the language of speech and writing</p> <p>To proof-read for spelling and punctuation errors</p> <p>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>To use hyphens to avoid ambiguity</p> <p>To use semi-colons, colons or dashes to mark boundaries between clauses</p> <p>To use commas to clarify meaning or avoid ambiguity in writing</p> <p>To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>To locate the world's countries, using maps to focus on Europe (including the location of Russia and North America) concentrating on their key physical and human characteristics, countries and major cities</p> <p>To describe and understand key aspects of human geography, including: economic activity (including trade links and the distribution of natural resources)</p>
Mathematics	Art and Design
<p>To understand that the relationship between two numbers can be expressed additively or multiplicatively</p> <p>To understand the idea of ratio representing a multiplicative relationship between two amounts</p> <p>To explore the multiplicative relationship between values, now seeing it written using the ratio symbol, a colon</p> <p>To explore the differences and similarities between ratios and fractions</p> <p>To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>To solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p> <p>To solve problems involving similar shapes where the scale factor is known or can be found</p> <p>To express missing number problems algebraically</p> <p>To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>To find pairs of numbers that satisfy an equation with two unknowns</p> <p>To use, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>To generate and describe linear number sequences</p> <p>To recognise when it is possible to use formulae for area and volume of shapes</p> <p>To recognise, describe and build simple 3-D shapes, including making nets</p> <p>To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>To draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p> <p>To calculate the mean as an average</p> <p>Interpret and construct pie charts and line graphs and use to solve problems</p> <p><i>Latchmere follow the White Rose Maths scheme of learning</i></p>	<p>To identify different features within a painting and use the formal elements to describe it</p> <p>To be creative and imaginative in finding their own meaning in a painting</p> <p>To use their own art or personal experiences to justify their ideas</p> <p>To understand and choose a meaningful message to convey through imagery, creating some different composition ideas</p> <p>To select an appropriate artist</p> <p>To collect a range of information that is presented in an interesting and pleasing way in sketchbooks</p> <p>To generate an idea for a final piece, demonstrating some inspiration from their chosen artist</p> <p>To produce a final piece of work, selecting appropriate tools and materials to create an intended effect</p> <p>To experiment and revisit ideas, drawing on creative experiences.</p> <p>To work in a sustained way to complete a piece, making evaluations at each stage</p> <p><i>Latchmere follow the Kapow scheme of learning</i></p>

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Computing	RE
<p><u>iData – excel spreadsheets</u></p> <p>To identify some parts of a spreadsheet</p> <p>To identify cell references</p> <p>To understand that spreadsheets can be used to store numerical data and to make calculations</p> <p>To understand that recalculations with different values can be done quickly</p> <p>To enter a formula to calculate totals</p> <p>To enter numerical data into cells</p> <p>To understand the SUM function can be used to create formulas that will perform addition calculations</p> <p>To use a spreadsheet to model a costing exercise</p> <p><i>Latchmere follow the iCompute scheme of learning</i></p>	<p><u>Humanism</u></p> <p>The principle aim is to explore what people believe and what difference it makes to how they live.</p> <p>To identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>To make links with sources of authority that tell people how to be good</p> <p>To suggest reasons why it might be helpful to follow a moral code</p> <p>To make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p>
Science	PE
<p><u>Electrifying: circuit symbols, changing components within a circuit; creating an electronic game</u></p> <p>To recall circuit symbols for cell, battery, switch, motor and buzzer</p> <p>To construct simple circuits using bulbs, motors, buzzers and switches</p> <p>To recognise and explain what is needed for a circuit to work</p> <p>To present findings and conclusions</p> <p>To recognise from a diagram whether a circuit will work</p> <p>To represent circuits with symbols</p> <p>To plan how to investigate an idea by managing variables</p> <p>To change components in a circuit and explain patterns of change produced</p> <p>To design and build a circuit that matches a design brief</p> <p>To consider the impact of various ways of making electricity on the environment</p> <p>To consider alternative forms of electricity production</p> <p>To use results to make predictions and suggest further tests to conduct</p> <p><i>Latchmere follow the Switched On Science scheme of work.</i></p>	<p><u>Cricket</u></p> <p>Program of lessons being delivered by an external coach</p> <p><u>Basketball</u></p> <p>To dribble with control under pressure</p> <p>To move into and create space to support a teammate</p> <p>To choose when to pass and when to dribble</p> <p>To use the appropriate defensive technique for the situation</p> <p>To develop shooting technique and make decisions about when to pass, dribble or shoot</p> <p>To apply principles, rules and tactics to a tournament</p> <p><i>Latchmere follow the Getset4PE scheme of learning</i></p>
Languages	Music
<p><u>French</u></p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>To appreciate stories, songs, poems and rhymes in the language</p> <p>To describe people, places, things and actions orally and in writing</p> <p>To understand basic grammar appropriate to the language</p> <p>To understand key features and patterns of the language</p>	<p><u>Spring : Theme and Variations</u></p> <p>To know that a 'theme' is a main melody in a piece of music.</p> <p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p> <p>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</p> <p>To be able to identify the sounds of different instruments and discuss what they sound like.</p> <p>To be able to discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</p> <p>To be able to recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts.</p>

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	<p>To perform with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>To represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p>
Design & Technology	PSHE
<p><u>Anderson shelter – to design and make a model of an Anderson shelter</u></p> <p>To identify stronger and weaker shapes.</p> <p>To recognise that supporting shapes can help increase the strength of a shelter, allowing it to hold more weight.</p> <p>To identify beam, arch and truss bridges and describe their differences.</p> <p>To understand why material selection is important based on their properties.</p> <p>To follow each stage of the truss bridge creation as instructed by their teacher.</p> <p>To complete a shelter, with varying ranges of accuracy and finish</p> <p>Identify some areas for improvement, reinforcing their shelter as necessary.</p> <p><i>Latchmere follow the Kapow scheme of learning</i></p>	<p><u>Safety</u></p> <p>Lesson 1: Alcohol</p> <p>To begin to understand the risks of alcohol</p> <p>Lesson 2: Critical digital consumers</p> <p>To start to become a discerning consumer of information online</p> <p>Lesson 3: Social media</p> <p>To understand that online relationships should be treated in the same way as face to face relationships</p> <p>Lesson 4 Choking</p> <p>To understand how to help someone who is choking</p> <p>Lesson 5: First Aid: Basic life support</p> <p>To understand how to help someone who is unresponsive</p> <p><u>Relationships:</u></p> <p><u>All children should be able to...</u></p> <p>understand what successful teamwork skills are.</p> <p>express opinions respectfully.</p> <p>explain what collaborative working is.</p> <p>discuss what a compromise is.</p> <p>discuss different types of unkind behaviour.</p> <p>identify ways of showing care to others in their team</p> <p>list shared responsibilities within the class team.</p> <p>share ideas for ways we can care for our VIPs;</p> <p>create a poster to show a calming technique with support;</p> <p>discuss how a disagreement could be handled with support;</p> <p>explain ways to resist pressure with support;</p> <p>identify which secrets are OK to keep and which need to be shared with support;</p> <p>identify some aspects of healthy and unhealthy relationships;</p> <p>identify different types of relationships.</p> <p>discuss scenarios where children are torn between 'fitting in' and being true to themselves;</p> <p>explain how to communicate their feelings in different situations;</p> <p>create a role play to show different ways to manage uncomfortable feelings;</p> <p>discuss which situations would make people fight or flee and why;</p> <p>create resolutions to different tricky situations;</p> <p>identify the feelings involved in making a mistake and understand how to make amends.</p>