

Science

Animals including humans

- I can identify the components of blood, describe their functions and note the different blood groups
- I can explore the structure and function of the human heart
- I know that nutrients and water are transported around the body in blood
- I know that diffusion and osmosis are processes that move nutrients and water in the body
- I can investigate the effect of exercise on heart rate
- I can identify those aspects of a diet that are healthy and unhealthy, and the impact diet can have on the body, using scientific evidence

The Environment

- I can explore food chains and energy flow
- I can predict what might happen if one part of a food chain breaks.
- I can identify complex feeding relationships to create food webs.

Music

We will be studying 'Mars' by Gustav Holst, which is one of the BBC Ten Pieces

- I can learn musical motifs from Holst's 'Mars' and structure them into a piece
- I can invent my own musical motifs and structure them into a piece
- I can perform as part of an ensemble

Physical Education

- *Gymnastics (Tuesday)* - We will be learning about variations in level, direction and pathway, how to combine and link actions and how to relate to a partner and apparatus, when developing sequences.
- *Netball (Wednesday)* - We will focus on using rules consistently and creating tactics when playing in a team.

Please ensure your child's PE kit is in school every day



Computing

Coding and Programming

Children will use the iPads during these terms.

We will be using coding and programming on the app 'Cargo-bot' to solve problems.

Holy Trinity Church of England Academy, Calne Year 6 – Terms 3 and 4



We have more busy terms ahead! There will be a meeting for parents about our forthcoming residential trip to the Beacon centre at the beginning of term - please look out for a letter about this.

Buddies - Each Y6 child will continue to be 'buddied' up with a child from Reception class. The children will share a book with their buddy every Friday.

Homework - Mathematics homework will be given out on Friday and Literacy (SPAG) homework will be given out on Monday. If there is a problem with homework, please let us know.

Please do not hesitate to contact us if you are unsure of anything.
Mrs. Brown and Mrs. Addinell

Numeracy

- Use place value to add and subtract.
- Multiply and divide by 10, 100 and 1000 to give answers with three decimal places.
- Round numbers with 3 decimal places
- Plot points in 4 quadrants.
- Draw polygons and identify the co-ordinates of their vertices.
- Reflect polygons in the y-axis and x-axis.
- Solve word problems.
- Use mental strategies to scale up and down.
- Understand and use simple formulae
- Express missing number problems algebraically.
- I can find a formula to find the area of a triangle
- I can find areas and perimeters of rectilinear shapes.

Literacy - Fiction and Non-fiction

Autobiographies and biographies

We will consider biographies of fictional characters, celebrities and sportsmen/women.

We will focus on viewpoint and using a variety of sentence structures

Narrative - Based on the following texts:

- 'Eric' by Shaun Tan
- 'Fleming Boy' by Michael Morpurgo

Work will focus on using adverbials to create cohesion.

Argument - We will be looking at key features of a balanced argument

Grammar and Punctuation

This will be integrated and taught within each unit. The focus in Terms 3 and 4 will be on revising the correct use of several types of punctuation including apostrophes, inverted commas and hyphens. In grammar we shall be looking at identifying and correctly using the following: prepositions, modal verbs, synonyms, antonyms, the subjunctive form and fronted

PSHE

Looking forward

- I understand that having money gives us choices
- I know that being happy does not rely on money
- I understand that replacing items cost money
- I understand that budgets help us plan

Healthy Bodies, healthy minds

- I can accept myself for who and what I am
- I can tell someone my good and bad points
- I can recognise a risky situation and decide to behave responsibly
- I can identify situations where resilience is useful

Geography - Volcanoes

This will take the form of a study of the formation and distribution of volcanoes and the impact of volcanoes on the physical and human geography of the surrounding area.

- I can identify, recognise and describe volcanoes in the landscape.
- I can identify the external and internal features of volcanoes.
- I can explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible reasons for this distribution.
- I can classify volcanoes in terms of their propensity to erupt.
- I understand how different types of eruption leads to the formation of different types of volcanoes
- I can understand the effects of a volcanic eruption on people's lives.
- I can understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey.
- I can make a reasoned geographical judgement, using evidence and logical argument,

Art / D.T.

This will involve using a variety of media to draw, paint, design and create erupting volcanoes.

- I use a variety of different shaped lines to indicate movement in my drawings.
- I am aware of the different brush strokes that can be created and choose appropriate brush strokes for my desired effect.
- I can draw inspiration from the work of Margaret Godfrey to create a collage.
- I can design and make a model of a volcano with the purpose of creating an active volcanic eruption.

Religious Education

Christianity

Creation and Science: Conflicting or Complimentary?

- I can outline the importance of Creation on the timeline of the 'big story' of the Bible
- I can identify what type of text some Christians say Genesis 1 is, and its purpose
- I can take account of the context and suggest what Genesis 1 might mean and compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- I can show an understanding of why many Christians find Science and faith go together

What kind of a king is Jesus?

- I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.
- I can consider different possible meanings for the biblical texts studied, showing an awareness of different interpretations