

Science

Evolution and Inheritance

- I can identify inherited characteristics that are passed on from parent to offspring
- I can explain how inherited characteristics can lead to variation.
- I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- I can demonstrate understanding of how ideas about evolution developed over time.
- I can explain the terms adaptation, evolution and natural selection.
- I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

PSHE

The tree of life

- Trunk and branches: What are our strengths? Hopes and dreams
- Leaves and fruits: Important people in my life. How can we be kind to others?
- Roots: What do we enjoy doing?
- Storms of life: How did you cope/react during the lockdown?

Our Happy School

- Rights and responsibilities in school
- Working well with others
- Listening to others' views

Computing

e-safety

Children will explore the key themes of:

- Privacy and sharing of information.
- Being safe digital citizens



Coding

Children will use 'Scratch' software to plan a game for other people, containing a quiz on World War 2.

Holy Trinity Church of England Academy, Calne

Year 6 – Terms 1 and 2



Welcome to Year 6! The first terms promise to be exciting and busy!

Homework – SPAG homework will be given out on Monday (by Mrs. Innes), to be returned the following Monday and Maths homework will be given on Friday (by Mrs. Brown), to be returned the following Friday.

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

Numeracy

- Place value in 6-digit numbers
- Using column addition/subtraction on pairs of 5-digit numbers with 6-digit answers.
- Adding 2 or 3 amounts of money using column addition; use rounding to check answers.
- Naming parts of circles.
- Measuring and calculating angles round a point on a line; finding missing angles.
- Know the totals of angles inside triangles and inside quadrilaterals and use these to find missing angles.
- Find equivalent fractions; simplify fractions using multiples and factors.
- Compare and order fractions with unrelated denominators

Literacy - Fiction and Non-fiction

Narrative - Barrowquest

- I can identify features of a quest
- I can use a variety of punctuation
- I can include direct and indirect speech in my story

Historical Narrative - War Horse by Michael Morpurgo

- I can discuss the historical context of a book
- I can integrate dialogue in a narrative to convey character and advance the action
- I can write a play script based on a narrative text

Instructions

- I can compare different types of instruction and explanation texts and identify how they are structured.
- I can use passive verbs in instructions.
- I can include modal verbs in instructions.

Grammar and Punctuation

This will be integrated and taught within each unit. The focus in Term 1 will be nouns (common, proper, compound, collective and abstract) and verbs (perfect, past, auxiliary). In term 2 we will cover punctuation, conjunctions, prefixes, suffixes, adverbs and determiners.

Physical Education

Fitness

- I can develop an awareness of what my body is capable of.
- I can support and encourage others.
- I can test and record baseline fitness scores
- I can develop sprinting technique and speed
- I can develop strength using my own body weight
- I can develop coordination through skipping
- I can perform actions which develop agility

History and Geography

World War 2

- I can understand how the current world order has been established through two world wars.
- I can bring knowledge gathered from several sources together in a fluent account. (Dunkirk)
- I confidently use reference books/texts and internet for research (The Battle of Britain)
- I can identify, & describe reasons for, the results of historical events, situations & changes in the periods & societies studied. (Evacuees)
- I can combine primary and secondary sources to support an interpretation of an historical person or event. (Life on the Home Front)

Art / D.T.

World War 2

- Dunkirk - Watercolour paintings - I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
- The Blitz - I know when different materials can be combined and can use this to good effect.
- Still life drawings of WW2 artefacts - I can blend tones of pencils effectively.
- Designing and building Anderson shelter models
- Henry Moore Shelter drawings - pencil line drawings

Music

Our music will be based around a piece from the BBC 10 pieces - 'No Place like' by Kerry Andrew

- I can listen with attention to detail and recall sounds with increasing aural memory
- I can understand differences in dynamics and pitch
- I can make a graphic score or diagram of these sounds

Religious Education

Islam What is the best way for a Muslim to show commitment to God?

- I can explain what 'commitment' is
- I can describe how Muslims show commitment to God through prayer (Salat), giving money to charity (Zakah) and by fasting (Sawm).
- I understand that some of the ways in which Muslims show commitment to God will be more significant to some Muslims than others.

Christianity What would Jesus do?

- I can identify features of Gospel texts and suggest meanings for these.
- I can make clear connections between Gospel texts
- I can relate biblical ideas, teachings and beliefs (for example about peace, forgiveness, healing) to the issues, problems and opportunities in my own community