

### English: Discovery Narrative & Explanation Text

- Synonyms and antonyms
- Formal and informal speech
- Subjunctive form
- Expanded noun phrases
- Headings and subheadings
- Semi- colons, dashes to mark the boundary between independent clauses
- Colons to mark the boundary between independent clauses
- Colons in a list

### Geography- Mapping skills

- Use digi-maps to create field sketches and plans
- Use Google Earth to locate countries, continents, deserts and oceans
- Recognise the symbols of an OS Map
- Recognise and identify 6 figure grid references
- Understand why we have different time zones

### PE - Yoga

- Flexibility
- Strength
- Control, balance and technique
- Yoga flows
- Work collaboratively

### Maths:

- Why the product stays the same when one factor is doubled and the other is halved
- Equivalence, when scaling factors to solve problems
- Effect on the quotient when scaling the dividend and divisor by 10
- Explain the effect on the quotient when scaling the dividend and divisor by the same amount
- Long multiplication & division
- Explain how and why a quotient changes when a divisor changes multiplicatively
- How to calculate the area of a parallelogram & triangle
- Why shapes can have the same perimeters but different areas
- Describe the relationship between scale factors and side lengths of two shapes

### Computing -

- Understand the importance of planning, testing, and correcting algorithms.
- Demonstrate various strategies to solve problems, including abstraction, decomposition, logic, and evaluation.
- Recognize the importance of sequence and patterns when creating simple algorithms in complex programs.
- Provide reasoning for each step in algorithms and apply them to a program.
- Use variables to expand programming possibilities.
- Apply variables and relational operators (e.g., <, =, >) within loops to control program flow.
- Evaluate the effectiveness and efficiency of algorithms through continuous testing.
- Use logical reasoning to predict and debug more complex programs (e.g., with selection, variables, and operators)

### Year 6 Spring 1

### RE- Christianity

- Is anything ever eternal?
- Evaluate things in our life that have lasted a long time/ will last forever
- Recognise how vows in a Christian wedding explore the idea of eternal love
- Unconditional love
- Discuss the difference between heaven and hell
- What do children believe is important?

### Art- Exploring Identity

- I have seen how artists explore their identity by creating layered and constructed images.
- I can use my curiosity to think about how I might adapt techniques and processes to suit me
- I can use my sketchbook to record, generate ideas, test, reflect and record.
- I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning
- I can share my work with my classmates, articulate how I feel about the journey and outcome

### Science - Evolution.

- To recognise the meanings of inheritance and evolution
- Consider similarities and differences between apes, monkeys and primates.
- Create human evolution timeline to show the changes that could have occurred.
- Research whether certain conditions (such as Treacher-Collins Syndrome) are a result of evolution or inheritance
- Recognise who Charles Darwin was and explain his findings
- Consider other scientists views.
- Debate.
- Write a balanced argument considering the differing views regarding evolution.

### MFL- The World Around Us

- First and third persons using the verb 'To live, to be called and to have.'
- Include rooms in the house
- Produce spoken and written sentences
- Count forwards and backwards in 100 to 1000.
- Recognise names of places in town
- Produce spoken directions to specific places.

### PSHE-Dreams and goals

- I know my learning strengths and can set challenging but realistic goals for myself
- I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these
- I can identify problems in the world that concern me and talk to other people about them
- I can work with other people to help make the world a better place
- I can describe some ways in which I can work with other people to help make the world a better place
- I know what some people in my class like or admire about me and can accept their praise

### Grammar

- Synonyms and antonyms
- Adverbs to show possibility
- Root words
- Hyphens
- Coordinating conjunctions
- Assess and review