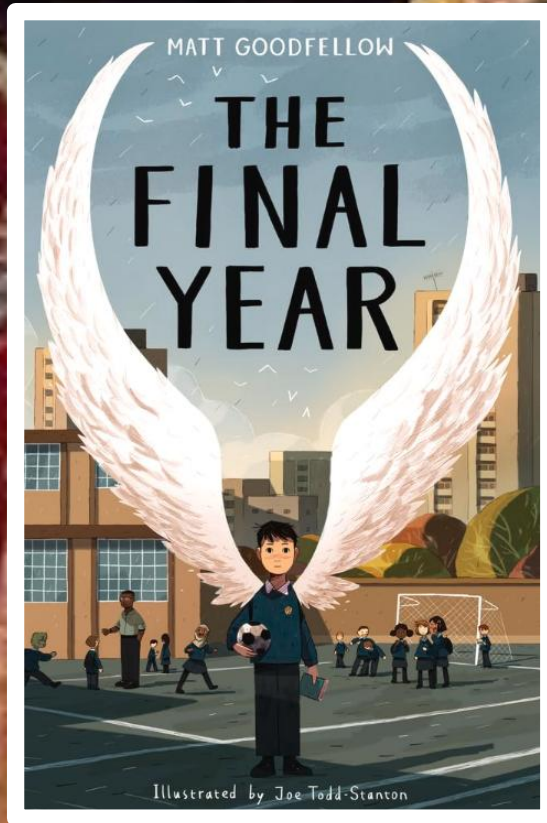
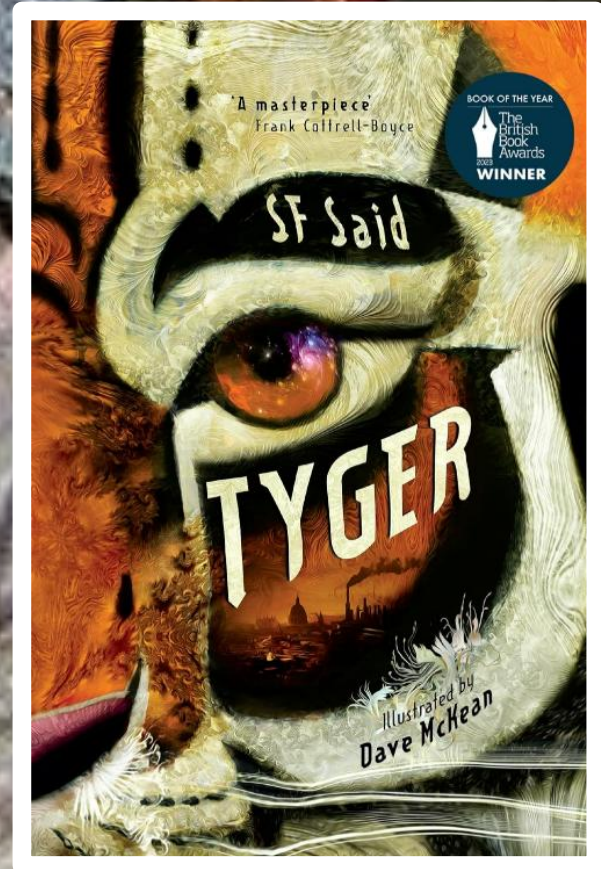




Year 6
What was life
like in Tudor
England?



English

Children will write:

A dystopian adventure story based on Tyger.

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using a wide range of devices to build cohesion within and across paragraphs
- Describe settings, characters, and atmosphere with sensory detail, developing characters through "show, don't tell" rather than just stating their traits
- **Evaluate and edit by:**
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural,
- proof-read for spelling and punctuation errors

Grammar and punctuation

- Integrate dialogue seamlessly to portray character personalities and move the storyline forward.
- Choose precise vocabulary to show the atmosphere and build tension.

Year 6

What was life like in Tudor England? Core Subjects

Book Talk

Core Texts

The Final Year-Matt Goodfellow

Understand what they read by:

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- participate in discussions about books that are read to them and those they can read
- for themselves, building on their own and others' ideas and challenging views courteously

Maths

Children will learn:

Position and Direction

- Read and plot coordinates in the first quadrant
- Read and plot points in four quadrants
- Solve problems with coordinates.
- Draw and translate simple shapes on the coordinate plane.
- To plot and reflect 2D shapes across a coordinate axis.

To apply keys skills to plan and budget for a holiday

- Interpreting line graphs and bar charts-compare the climates of different countries throughout the year to help choose a holiday destination.
- Conversions: converting between miles and kilometres
- Use the four operations (money) to plan a budget
- Time problems: Looking at real- life time problems encountered when travelling.

Spelling

Children will learn to spell:

- Adjectives used describe feelings
- Adjectives to describe characters
- Words that can be nouns and verbs
- Words with unstressed vowel sounds
- Adverbs synonymous with determination

Science

Looking after our environment

Children will:

- Learn about climate change
- Explore ways to reduce how much rubbish is sent to a landfill
- Explore ways to reduce energy consumption
- Explore how climate change affects our planet
- Explore what is being done to reduce climate change
- Explore how data can demonstrate climate change

Working scientifically:

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs

Computing

Sensing movement : Using the Micro:bit for primary to secondary transition

Children will:

- Create a program to run on a controllable device
- Explain that selection can control the flow of a program
- Update a variable with a user input
- Use an conditional statement to compare a variable to a value
- Design a project that uses inputs and outputs on a controllable device
- Develop a program to use inputs and outputs on a controllable device

Outdoor PE-Hockey
Indoor PE-Athletics

Year 6

Foundation Subjects

History

Children will:

- Extract information about Henry VIII from sources.
- Explain their interpretation of Henry VIII using evidence from sources.
- Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period.
- Describe why royal progresses are considered propaganda.
- Consider the reliability of primary sources.

D.T

Food Technology: Come dine with me

Children will:

- To research and design a three-course meal
- To explain recipe choices
- To apply culinary skills and knowledge
- To evaluate and appraise my design

RSHE: My Body

Children will:

- Describe how a sperm and an egg come together to start a pregnancy.
- Name the main male and female body parts involved in reproduction using the correct scientific words.
- explain what sexual intercourse is and
- how this leads to reproduction.

PSHE

Relationships

Children will learn to:

- Be aware of their own self-image and how their body image fits into that.
- Explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.
- Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.
- Know themselves well enough to maintain positive relationships with others whilst still keeping their own identity.
- Identify what they are looking forward to and what worries them about the transition to secondary school.

RE

Unit 42: Why do some people believe in God and some people not?

Children will learn:

- What we mean by agnostic, atheist or theist
- How psychology can help us understand what people mean when they think about the idea of God
- What we can learn from theology about the idea of God
- Why some people believe that God does not exist

Music

Composing and performing a Leavers' song

- To listen to and describe music
- To write lyrics for a song.
- To organise lyrics into a song structure
- To use vocal improvisation and known melodies against a backing track
- To compose a melody.