

Year 6 Long Term Intent

Autumn 1

Key Texts	<i>Voices in the Park and Oh Maya Gods</i>															
Genres	<i>Narrative, trip advisor review, informal letter</i>															
Trips/Visits/Visitors/Experiences	N/A															
Writing	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, using organisational and presentation devices appropriate to genre: narrative, review and informal letter Increase effectiveness of narrative writing by describing characters, settings, and atmosphere Link ideas across paragraphs using a wider range of cohesive devices: pronouns, adverbials, repetition of a word or phrase and ellipsis Use a variety of simple, compound and complex sentences where appropriate according to the demands of the text type Maintain tense and person consistently where shifts occur and moves between them with some confidence Use commas to mark grammatical boundaries within sentences Use semi-colons and dashes to mark the boundary between two main clauses Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own Proofread for spelling and punctuation errors Vary length and focus of sentences to express subtleties in meaning and focus on key ideas Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Understand how words are related by meaning as synonyms and antonyms 															
Reading	<ul style="list-style-type: none"> Analyse dialogue at certain points in a story and summarise its purpose e.g. to explain plot, show character and relationships, convey mood or create humour Discuss main ideas from a text within a group and summarise the discussion Generate open questions to explore a range of possibilities and justify responses in relation to the text Express and justify personal preferences regarding significant authors/poets Analyse, and explain the impact of, authors' techniques and use of language Justify personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily Explain how a personal response has altered at various points across a text as the narrative viewpoint changes Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text Notifies where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs 															
Spelling	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Unit 1</td><td>Suffixes (1)</td></tr> <tr><td>Unit 1</td><td>Suffixes (1)</td></tr> <tr><td>Special Focus 1</td><td>Words containing the letter string -ough</td></tr> <tr><td>Unit 2</td><td>Suffixes (2)</td></tr> <tr><td>Unit 2</td><td>Suffixes (2)</td></tr> <tr><td>Special Focus 2</td><td>Orange words</td></tr> <tr><td>Unit 3</td><td>Suffixes (3)</td></tr> </table>	Unit 1	Suffixes (1)	Unit 1	Suffixes (1)	Special Focus 1	Words containing the letter string -ough	Unit 2	Suffixes (2)	Unit 2	Suffixes (2)	Special Focus 2	Orange words	Unit 3	Suffixes (3)	
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Maths	<ul style="list-style-type: none"> Read, write, order and compare numbers up to 10 million and determine the value of each digit. Round any number to a required degree of accuracy. 															

	<ul style="list-style-type: none"> • Use negative numbers in context, and calculate intervals across zero. • Solve number and practical problems that involved all the above. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • Multiply multi-digit numbers up to 4 digits by a 2-digit number using the formal written method of long multiplication. • Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. • Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. • Identify common factors, common multiples and prime numbers. • Perform mental calculations, including with mixed operations and large numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations • Solve problems involving addition, subtraction, multiplication and division. • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
<p style="text-align: center;">Science Animals including humans</p>	<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system. • Know the function of the heart, blood vessels and blood. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie • Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class • Know which type of investigation is needed to suit a particular scientific enquiry e.g. looking at the relationship between pulse and exercise • Set up a fair test when needed • Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood? • Know what the variables are in a given enquiry and can isolate each one when investigating • Justify which variable has been isolated in scientific investigation • Make accurate predictions based on information gleaned from their investigations and create new investigations as a result • Plan scientific enquiries to answer questions, controlling variables where necessary • Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases • Clear about what has been found out from their enquiry and can relate this to others in class • Explanations set out clearly why something has happened and its possible impact on other things • Aware of the need to support conclusions with evidence • Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups
<p style="text-align: center;">History</p>	<ul style="list-style-type: none"> • Know why the Mayans were considered an advanced society in relation to that period of time in Europe • Know why their Gods were important to them • Explore Maya beliefs and religion and how these impacted their lives • Explore rituals that the Maya used to honour their gods • Historical Skills • Use and understand abstract terms such as: Empire, civilisation, parliament and peasantry • Place events, people and changes into correct periods of time and in chronological order • Create historically valid questions about cause and significance • Examine periods • Examine and compare artefacts • Examine artefacts and explain what they show us about that time in history • Make links between events Suggest reasons for conflicting historical accounts • and changes, giving reasons for them and explaining the result
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • Know about time zones and work out differences between the UK and Mexico • Know the names of, and locate, a number of South American countries • Use longitude and latitude as a guide to a location on an atlas to locate Mexico • Identify and name the different tectonic plates

	<ul style="list-style-type: none"> • Locate where tectonic plates are • Explore the vibrant and varied culture in Mexico through food and art • Explore the capital city, Mexico City, its landmarks, history and why it is attractive to tourists 									
<p style="text-align: center;">Religious Education</p>	<ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions. • Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts. • Make clear connections between what people believe and how they live, individually and in communities. • Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists). • Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. • Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. • Explain the impact of beliefs on individuals and communities. • Explain how beliefs, symbols and actions impact on the everyday lives of religious individuals. • 									
<p style="text-align: center;">Physical Education</p>	<p>Tag Rugby</p> <ul style="list-style-type: none"> • Understand the basic rules of tag rugby • Know how to tag • Practise ball-handling skills • Agree and explain rules to others • Improve spatial awareness • Practise footwork and dodging skills while carrying the ball. • Practise moving into a space. • Know how to react quickly • Demonstrate good agility and balance in order to throw accurately • Work as a team and communicate a plan • Lead others in a game situation when the need arises • In a game, select the most appropriate person to pass to and the style of pass to use • Use a range of attacking and defending skills when playing a team game. <p>Boxercise</p> <ul style="list-style-type: none"> • Develop a personal programme that is suitable for each child, using the knowledge and understanding they have learned from previous fitness sessions. • Combine own work with that of others • Sequences to specific timings • Develop sequences in a specific style • Choose own music and style • Perform longer routines from memory adding expression and extension to movements. • Choreograph short routines to portray a particular mood or style. • Work as a group and co-operate to adapt two routines and put them together. • Perform in front of an audience. 									
<p style="text-align: center;">Computing Unit 1 Networks</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Children will know that:</th> <th style="width: 50%; text-align: left;">Children will know how to:</th> </tr> </thead> <tbody> <tr> <td>To know a network describes a group of connected computers that can share information and hardware resources.</td> <td> <ul style="list-style-type: none"> • Identify types of computer networks locally and globally. • Explain the hardware resources that a network might share. </td> </tr> <tr> <td>To know that LAN and WAN are different kinds of networks,</td> <td> <ul style="list-style-type: none"> • Explain the difference between LAN and WAN. </td> </tr> <tr> <td>To know that certain hardware is required to create a network.</td> <td> <ul style="list-style-type: none"> • Create a network diagram that includes hardware such as a router and different connected devices and peripherals. </td> </tr> </tbody> </table>		Children will know that:	Children will know how to:	To know a network describes a group of connected computers that can share information and hardware resources.	<ul style="list-style-type: none"> • Identify types of computer networks locally and globally. • Explain the hardware resources that a network might share. 	To know that LAN and WAN are different kinds of networks,	<ul style="list-style-type: none"> • Explain the difference between LAN and WAN. 	To know that certain hardware is required to create a network.	<ul style="list-style-type: none"> • Create a network diagram that includes hardware such as a router and different connected devices and peripherals.
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	To know that networks can be wired or wireless or a combination of both.	• Identify the terms Wi-Fi, mobile data and 5G as pertaining to wireless network connections.
	To know the difference between the World Wide Web and the Internet.	• Describe the difference between the Internet and World Wide Web giving examples of the services that both provide.
	To know that web browsers are used to access the World Wide Web.	• Give examples of web browser tools.
	To know that the existence of networks has opened online communication.	• Give examples of online communication. • Give safety tips related to online communication
	To know that internet filtering and censorship are both used to make parts of the internet less accessible for different reasons.	• Explain the differences between internet filtering and censorship and why they are used.
Art Create a piece of work inspired by Trisha Thompson Adams	<ul style="list-style-type: none"> • Explain why different tools have been used to create art based on the work of Trisha Thompson Adams • Explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art • Use a full range of pencils and charcoal when creating a piece of observational anatomical art and floral still life • Explain the style of art used and how it has been influenced by Trisha Thompson Adams • Understand what Trisha Thompson Adams is trying to achieve in with her work • Understand why art can be very abstract and what message the artist is trying to convey • Know how to use a range of e-resources to create art inspired by Trisha Thompson Adams 	
Music	<ul style="list-style-type: none"> • Sing <i>Happy</i> expressively combining dynamics, tempo and pitch. • Perform parts from memory • Take the lead in a performance • Accurately recall a part of the music listened to • Analyse features within different pieces of music • Evaluate how the venue, occasion and purpose affects the way a piece of music is created 	
Personal, Social, Health Education Relationships and Families E-Safety – Self Image and Identity	<p>Relationships and families</p> <ul style="list-style-type: none"> • To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • Know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. • Understand marriage and civil partnership is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. • Know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. • Know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. • Recognise that a feature of positive family life is caring relationships; about the different ways in which people care for one another. • To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. <p>E-Safety</p> <ul style="list-style-type: none"> • Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. • Describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. • Explain the importance of asking until I get the help needed. 	

Modern Foreign Languages

- Use a bilingual dictionary or glossary to look up new words
- Find patterns in spelling, sounds and meanings of words when listening to songs and rhyme
- Hold a simple conversation with at least 4 exchanges and questions with habiter (to live)
- Use knowledge of grammar to speak correctly
- Tell simple stories in the language
- Generate questions about where they live (habiter) covered
- Use accurate pronunciation in spoken tasks and use intonation to make meaning clear
- Use the context to work out unfamiliar words
- Write a paragraph of 2-3 sentences
- Recognise key words and phrases and respond
- Use gestures to support what they are saying
- Identify places in a French town or City
- Listen for familiar vocabulary
- Recognise ordinal numbers
- Recognise a spelling pattern
- Substitute words and phrases to create new sentences and express ideas clearly