

# Year 6 Long Term Intent

## Autumn 2

	<b>Autumn 2</b>															
<b>Key Texts</b>	The Nowhere Emporium, The Christmas Truce															
<b>Genres</b>	Narrative, News Bulletin, Setting Description, Informal letter															
<b>Trips/Visits/Visitors/Experiences</b>	Queen's Park Faith Tour															
<b>Writing</b>	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, using organisational and presentation devices appropriate to genre: news bulletin (Day of the Dead Celebration), setting description and narrative (Nowhere Emporium) and an informal letter (The Christmas Truce)</li> <li>Select level of formality needed when writing an informal letter about The Christmas Truce and a news bulletin about Day of the Dead celebrations</li> <li>Use a variety of simple, compound and complex sentences where appropriate according to the demands of the text type</li> <li>Use full range of punctuation accurately to demarcate sentences including apostrophes</li> <li>Use commas to mark grammatical boundaries within sentences</li> <li>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Note and develop initial ideas, drawing on research and reading where necessary</li> <li>Assess the effectiveness of their own and other's writing</li> <li>Proofread for spelling and punctuation errors</li> <li>Increase effectiveness of narrative writing by describing characters, settings and atmosphere</li> <li>Increase the effectiveness of narrative writing by integrating dialogue to convey characters and advance action</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Select level of formality needed</li> <li>Vary length and focus of sentences to express subtleties in meaning and focus on key ideas</li> </ul>															
<b>Reading</b>	<ul style="list-style-type: none"> <li>Analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc</li> <li>Analyses why and how scene changes are made and how they affect characters and events</li> <li>Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody</li> <li>Justifies personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily</li> <li>Identifies how authors use a range of narrative structures e.g. stories within stories, flashbacks and can demonstrate understanding by re-telling/writing the narrative using a different structure</li> <li>Explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader</li> <li>Analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour</li> <li>Discusses main ideas from a text within a group and summarises the discussion</li> <li>Generates open questions to explore a range of possibilities and justifies responses in relation to the text</li> <li>Expresses and justifies personal preferences regarding significant authors/poets</li> </ul>															
<b>Spelling</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30%;">Unit 3</td><td>Suffixes (3)</td></tr> <tr><td>Unit 4</td><td>Suffixes (4)</td></tr> <tr><td>Unit 4</td><td>Suffixes (4)</td></tr> <tr><td>Special Focus 4</td><td>Orange words</td></tr> <tr><td>Unit 5</td><td>Suffixes (5)</td></tr> <tr><td>Unit 5</td><td>Suffixes (5)</td></tr> <tr><td>Special Focus 5</td><td>Orange words</td></tr> </table>	Unit 3	Suffixes (3)	Unit 4	Suffixes (4)	Unit 4	Suffixes (4)	Special Focus 4	Orange words	Unit 5	Suffixes (5)	Unit 5	Suffixes (5)	Special Focus 5	Orange words	
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	Unit 11: practising spacing	
	Unit 12: practising writing instructions	
<p style="text-align: center;"><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li>• Compare and order fractions, including fractions <math>&gt; 1</math></li> <li>• Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math></li> <li>• Divide proper fractions by whole numbers</li> <li>• Multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>• Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation to up to three decimal places</li> <li>• Convert between miles and kilometres</li> <li>• Use, read, write and convert between standards units, converting measurement of time from a smaller unit of measure to a larger unit and vice versa</li> <li>• Recall and use equivalences between simple fractions, decimals and percentages, including different contexts</li> <li>• Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction</li> <li>• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>• Solve problems involving the calculation of percentages and the use of percentages for comparison</li> <li>• Solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul>	
<p style="text-align: center;"><b>Science</b> <b>Animals Including Humans</b></p>	<ul style="list-style-type: none"> <li>• Know the impact of diet, exercise, drugs and lifestyle on health</li> <li>• Know the ways in which nutrients and water are transported in animals, including humans</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie</li> <li>• Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class</li> <li>• Know which type of investigation is needed to suit a particular scientific enquiry e.g. looking at the relationship between pulse and exercise</li> <li>• Set up a fair test when needed</li> <li>• Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood?</li> <li>• Know what the variables are in a given enquiry and can isolate each one when investigating</li> <li>• Justify which variable has been isolated in scientific investigation</li> <li>• Make accurate predictions based on information gleaned from their investigations and create new investigations as a result</li> <li>• Plan scientific enquiries to answer questions, controlling variables where necessary</li> <li>• Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases</li> <li>• Clear about what has been found out from their enquiry and can relate this to others in class</li> <li>• Explanations set out clearly why something has happened and its possible impact on other things</li> <li>• Aware of the need to support conclusions with evidence</li> <li>• Frequently carry out research when investigating a scientific principle or theory</li> </ul> <p>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>	
<p style="text-align: center;"><b>History</b></p>	<ul style="list-style-type: none"> <li>• Know what impact the Mayan society had on the world</li> <li>• Know what daily life for a Mayan was like</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Suggest reasons for conflicting historical accounts</li> <li>• Examine artefacts and explain what they show us about that time in history</li> <li>• Make links between events and changes, giving reasons for them and explaining the result</li> </ul>	

	<ul style="list-style-type: none"> <li>• Examine and compare artefacts</li> <li>• Use and understand abstract terms such as: Empire, civilisation, parliament and peasantry</li> <li>• Place events, people and changes into correct periods of time and in chronological order</li> <li>• Create historically valid questions about cause and significance</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Know key differences between living in the UK and in Mexico – times zones, climate, rainfall and temperature</li> <li>• Describe and understand economic activity and the distribution of natural resources</li> <li>• Explore and explain topical geographical issues over time</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.</li> <li>• Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts.</li> <li>• Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.</li> </ul> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Ask and suggest answers to important questions about religion and beliefs</li> <li>• Describe why people belong to religions.</li> <li>• Explain how religious sources are used to provide answers to ultimate questions and ethical issues.</li> <li>• Ask, and suggest answers to, questions of values and commitments</li> <li>• Raise questions that cause wonder and take part in a discussion exploring beliefs and ideas.</li> <li>• Explain the impact of beliefs on individuals and communities.</li> <li>• Suggest possible reasons for similarities and differences within different religions.</li> <li>• Explain how religious stories and texts are used within different world religions.</li> <li>• Explain how beliefs, symbols and actions impact on the everyday lives of religious individuals.</li> </ul>
<b>Physical Education</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Develop sequences in a specific style</li> <li>• Choose own music and style</li> <li>• Perform longer routines from memory adding expression and extension to movements.</li> <li>• Choreograph short routines to portray a particular mood or style.</li> <li>• Explore different styles of dance and develop short routines in those styles.</li> <li>• Know how to use expressive movements in dance.</li> <li>• Work as a group and co-operate to adapt two routines and put them together.</li> <li>• Perform in front of an audience.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• Develop a personal programme that is suitable for each child, using the knowledge and understanding they have learned from previous fitness sessions.</li> <li>• Identify exercises that will improve core strength and stability.</li> <li>• Combine own work with that of others</li> <li>• Use and refine the following skills: flexibility, strength, balance, power and mental focus.</li> <li>• Complete a range of circuit-based activities and understand the reason for doing them.</li> <li>• Understand what happens to heart rate during exercise.</li> </ul>
<b>Computing 6.3 Spreadsheets</b>	<ul style="list-style-type: none"> <li>• To use a spreadsheet to investigate the probability of the results of throwing many dice.</li> <li>• To use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale.</li> <li>• To use a spreadsheet to plan how to spend pocket money and the effect of saving money.</li> <li>• To use a spreadsheet to plan a school charity day to maximise the money donated to charity</li> </ul>
<b>DT Design and make a vegetable fajita</b>	<ul style="list-style-type: none"> <li>• Use market research to inform plans and ideas</li> <li>• Explain how food ingredients should be stored and give reasons</li> <li>• Know how to use a knife correctly and safely</li> <li>• Show that culture and society is considered in plans and designs</li> </ul>

	<ul style="list-style-type: none"> <li>• Justify planning in a convincing way</li> <li>• Understand the difference between a savoury and sweet dish</li> <li>• Select the appropriate tools to follow a recipe to make a vegetable fajita</li> <li>• Test and evaluate a piece of food that they have made/products against clear criteria</li> <li>• Work within a budget to create a meal</li> <li>• Explain how products should be stored and give reasons</li> </ul>
<p style="text-align: center;"><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Perform parts from memory of a jazz piece on a glockenspiel</li> <li>• Take the lead in a classroom jazz performance</li> <li>• Perform own rhythmic and melodic patterns on an glockenspiel</li> <li>• Use a variety of different musical devices in composition</li> <li>• Reflect on own composition's dynamics, tempo and timbre.</li> <li>• Evaluate others' work thinking about texture, structure, timbre and dynamics.</li> </ul>
<p style="text-align: center;"><b>Personal, Social, Health Education: Safe relationships</b></p>	<ul style="list-style-type: none"> <li>• Explore seeking and giving permission (consent) in different situations</li> <li>• Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>• Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> <li>• Recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online.</li> <li>• Know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</li> <li>• Have an understanding of discrimination: what it means and how to challenge it.</li> </ul>
<p style="text-align: center;"><b>Modern Foreign Languages</b></p>	<ul style="list-style-type: none"> <li>• Write money amounts in French, up to 500 € in multiples of 50</li> <li>• Tell simple stories in French</li> <li>• Understand a short story and note the main points</li> <li>• Hold a simple conversation with at least 4 exchanges and questions</li> <li>• Use knowledge of grammar to speak correctly</li> <li>• Generate questions about topics covered</li> <li>• Use accurate pronunciation in spoken tasks and use intonation to make meaning clear</li> <li>• Use the context to work out unfamiliar words</li> <li>• Use a bilingual dictionary or glossary to look up new words</li> <li>• Write a paragraph of 2-3 sentences</li> <li>• Substitute words and phrases to create new sentences and express ideas clearly</li> </ul>