

Year 6 Long Term Intent

Autumn 2

Key Texts	Pig-Heart Boy, The Christmas Truce															
Genres	News Bulletin, Diary Entry, Persuasive letter, Informal letter															
Trips/Visits/Visitors/Experiences	Fajita making at secondary school.															
Writing	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, using organisational and presentation devices appropriate to genre: news bulletin (Day of the Dead Celebration), Diary Entry, persuasive letter (Pig-Heart Boy) and an informal letter (The Christmas Truce) • Select level of formality needed when writing an informal letter about The Christmas Truce and a news bulletin about Day of the Dead celebrations • Use a variety of simple, compound and complex sentences where appropriate according to the demands of the text type • Use full range of punctuation accurately to demarcate sentences including apostrophes • Use commas to mark grammatical boundaries within sentences • Understand the difference between vocabulary typical of informal letters and vocabulary appropriate for formal letters. • Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own • Note and develop initial ideas, drawing on research and reading where necessary • Assess the effectiveness of their own and other's writing • Proofread for spelling and punctuation errors • Select level of formality needed • Vary length and focus of sentences to express subtleties in meaning an focus on key ideas 															
Reading	<ul style="list-style-type: none"> • Analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc • Analyses why and how scene changes are made and how they affect characters and events • Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody • Justifies personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily • 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 • Explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader • 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 • Discusses main ideas from a text within a group and summarises the discussion • Generates open questions to explore a range of possibilities and justifies responses in relation to the text • Expresses and justifies personal preferences regarding significant authors/poets 															
Spelling	<table border="1"> <tr><td>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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<p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions > 1 • 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 $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ • Divide proper fractions by whole numbers • Multiply simple pairs of proper fractions, writing the answer in its simplest form • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • 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 • Convert between miles and kilometres • 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 • Recall and use equivalences between simple fractions, decimals and percentages, including different contexts • Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • Solve problems involving the calculation of percentages and the use of percentages for comparison • Solve problems involving similar shapes where the scale factor is known or can be found • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
<p style="text-align: center;">Science Animals Including Humans</p>	<ul style="list-style-type: none"> • Know the impact of diet, exercise, drugs and lifestyle on health • Know the ways in which nutrients and water are transported in animals, including humans <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 • Frequently carry out research when investigating a scientific principle or theory <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;">History</p>	<ul style="list-style-type: none"> • Know what impact the Mayan society had on the world • Know what daily life for a Mayan was like <p>Historical Skills</p> <ul style="list-style-type: none"> • Suggest reasons for conflicting historical accounts • Examine artefacts and explain what they show us about that time in history • Make links between events and changes, giving reasons for them and explaining the result • Examine and compare artefacts • Use and understand abstract terms such as: Empire, civilisation, parliament and peasantry

	<ul style="list-style-type: none"> Place events, people and changes into correct periods of time and in chronological order Create historically valid questions about cause and significance
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> Know key differences between living in the UK and in Mexico – times zones, climate, rainfall and temperature Describe and understand economic activity and the distribution of natural resources Explore and explain topical geographical issues over time
<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. Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority. <p>Knowledge and Skills</p> <ul style="list-style-type: none"> Ask and suggest answers to important questions about religion and beliefs Describe why people belong to religions. Explain how religious sources are used to provide answers to ultimate questions and ethical issues. Ask, and suggest answers to, questions of values and commitments Raise questions that cause wonder and take part in a discussion exploring beliefs and ideas. Explain the impact of beliefs on individuals and communities. Suggest possible reasons for similarities and differences within different religions. Explain how religious stories and texts are used within different world religions. Explain how beliefs, symbols and actions impact on the everyday lives of religious individuals.
<p style="text-align: center;">Physical Education</p>	<p>Dance</p> <ul style="list-style-type: none"> 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. Explore different styles of dance and develop short routines in those styles. Know how to use expressive movements in dance. Work as a group and co-operate to adapt two routines and put them together. Perform in front of an audience. <p>Fitness</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. Identify exercises that will improve core strength and stability. Combine own work with that of others Use and refine the following skills: flexibility, strength, balance, power and mental focus. Complete a range of circuit-based activities and understand the reason for doing them. Understand what happens to heart rate during exercise.
<p style="text-align: center;">Computing</p> <p style="text-align: center;">Blogging Databases</p>	<p>Blogging</p> <ul style="list-style-type: none"> Give examples of topics for existing or prospective blogs. Create a blog post. Plan the hook, look and feel, conclusion and reader engagement for a blog post. Use an appropriate hook for a blog post by including either a quote, a story, a question or an observation to grab the reader's interest Write a blog post that is easy to follow, uses lists or bullets, bolds key information and uses an appropriate conversational style. Write a conclusion that summarises the main points of the post and might give the reader advice. Follow the plan, draft, revise and edit process before publishing a blog post. Read and respond to comments on their blog post. Use commenting to increase engagement and guide future blog posts. Decide whether content conforms to appropriate netiquette guidance. Report posts or comments that violate community or legal guidelines. <p>Databases</p>

	<ul style="list-style-type: none"> • Identify tables, records and fields. • Explain the data types contained within each field on a record. • Identify any format type applied to fields. • Use query tools to find useful information. <ul style="list-style-type: none"> • Use the filter tool to create conditions. • Use the grouping tool to group related information together as part of a query. • Use the calculate tool to apply calculations to selected data that provides meaningful results. • Use the sort tool to change the order records are presented according the field selected and the value order (increase/decrease). <ul style="list-style-type: none"> • Use the chart tool to select specific fields from a database for the x and y values on a graph. • Select the most appropriate graph type to display selected data so it makes sense in relation to a query given. <ul style="list-style-type: none"> • Identify differences in data held in individual tables that make a complete database. • Explain why the data can't be all held on one table. <ul style="list-style-type: none"> • Link tables together by using a common field. • Produce queries that query data from linked tables. <ul style="list-style-type: none"> • Create multiple condition and can join those using the AND/OR operator. • Use the AND/OR operator correctly and recognise the difference between the two and the impact this has on results when run. • Use brackets to contain multiple conditions and apply a general condition that applies to all conditions made.
<p style="text-align: center;">DT Design and make a vegetable fajita</p>	<ul style="list-style-type: none"> • Use market research to inform plans and ideas • Explain how food ingredients should be stored and give reasons • Know how to use a knife correctly and safely • Show that culture and society is considered in plans and designs • Justify planning in a convincing way • Understand the difference between a savoury and sweet dish • Select the appropriate tools to follow a recipe to make a vegetable fajita • Test and evaluate a piece of food that they have made/products against clear criteria • Work within a budget to create a meal • Explain how products should be stored and give reasons
<p style="text-align: center;">Music</p>	<ul style="list-style-type: none"> • Perform parts from memory of a jazz piece on a glockenspiel • Take the lead in a classroom jazz performance • Perform own rhythmic and melodic patterns on an glockenspiel • Use a variety of different musical devices in composition • Reflect on own composition's dynamics, tempo and timbre. • Evaluate others' work thinking about texture, structure, timbre and dynamics.
<p style="text-align: center;">Personal, Social, Health Education: Safe relationships</p> <p>E-Safety: Online Relationships</p>	<ul style="list-style-type: none"> • Explore seeking and giving permission (consent) in different situations • Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. • Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • Recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online. • Know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. • Have an understanding of discrimination: what it means and how to challenge it. <p>E-Safety:</p> <ul style="list-style-type: none"> • explain how sharing something online may have an impact either positively or negatively. • describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. • describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. • explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.

Modern Foreign Languages

- Write money amounts in French, up to 500 € in multiples of 50
- Tell simple stories in French
- Understand a short story and note the main points
- Hold a simple conversation with at least 4 exchanges and questions
- Use knowledge of grammar to speak correctly
- Generate questions about topics covered
- Use accurate pronunciation in spoken tasks and use intonation to make meaning clear
- Use the context to work out unfamiliar words
- Use a bilingual dictionary or glossary to look up new words
- Write a paragraph of 2-3 sentences
- Substitute words and phrases to create new sentences and express ideas clearly