

Year 6 Long Term Intent

Spring 1

Key Texts	The Highwayman Life of Frida Kahlo
Genres	Non-Chronological report, Narrative and Persuasive argument
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: non-chronological report, narrative and persuasive argument. • Increase effectiveness of narrative writing by describing characters, settings, and atmosphere • Consistently use bullet points to list information • Use headings, subheadings, columns, bullets or tables to aid presentation • 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 • Note and develop initial ideas, drawing on research and reading where necessary • Proofread for spelling and punctuation errors • Use subjunctive forms of verbs to show levels of formality • 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 • Note and develop initial ideas, drawing on research and reading where necessary
Reading	<ul style="list-style-type: none"> • Discuss main ideas from a text within a group and summarises the discussion • Draw reasoned conclusions from non-fiction texts which present differences of opinion • Retrieve information, referring to more than one place in the text, and where there is competing (distracting) information • Recognise how the author of non-fiction texts expresses, sequences and links points • Identify and analyse conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups • Generate open questions to explore a range of possibilities and justifies responses in relation to the text • Analyse and explain the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc • Discuss main ideas from a text within a group and summarises the discussion • Analyse why and how scene changes are made and how they affect characters and events • Identify and summarise underlying themes in a range of narrative texts noting where there are several themes competing in a text • Identify stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody • Explain how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading • 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 e.g. 'I didn't like this character at the beginning because but now I understand why • 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

Spelling	Special Focus 5	Orange words
	Special Focus 6	Homophones and other words that are often confused
	Unit 6	The sh sound spelt ti or ci
	Unit 6	The sh sound spelt ti or ci
	Unit 7	The sh sound spelt si or ssi
	Unit 7	The sh sound spelt si or ssi
Handwriting	Unit 13: practising fluency, speed and legibility	
	Unit 14: practising the diagonal join	
	Unit 15: practising the horizontal join	
	Unit 16: practising forming letters at the correct height/size	
	Unit 17: leaving the correct space between letters	
	Unit 18: practising joining to the letter r	
Maths	<ul style="list-style-type: none"> 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. Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables Identify the value of each given digit in numbers given to three decimal places Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction Recall and use equivalences between simple fractions, decimals and percentages, including different contexts Solve problems involving the calculation of percentages and the use of percentages for comparison 	
Science Light	<ul style="list-style-type: none"> Know how light travels and that light appears to travel in straight lines Know and demonstrate that, to see, light travels from light sources, reflects from objects then to our eyes Know why shadows have the same shape as the object that casts them Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. Explanations set out clearly why something has happened and its possible impact on other things <p>Working Scientifically</p> <ul style="list-style-type: none"> 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 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 Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs 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 	
History	<ul style="list-style-type: none"> Know what the Mayans invented and how they affect our lives today <p>Historical Skills</p> <ul style="list-style-type: none"> Suggest reasons for conflicting historical accounts 	

	<ul style="list-style-type: none"> • 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 • 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 the names of and locate the deserts in Mexico • Explore and explain topical geographical issues facing Mexico's deserts • 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"> • Make clear connections between what people believe and how they live, individually and in communities. • Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures. <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain the impact of beliefs on individuals and communities. • Explain how beliefs, symbols and actions impact on the everyday lives of religious individuals. • Describe why people belong to religions. • Ask, and suggest answers to, questions of values and commitments.
<p style="text-align: center;">Physical Education</p>	<p>Nimble Nets</p> <ul style="list-style-type: none"> • Practise ball-handling skills • Agree and explain rules to others • Improve spatial awareness • Know how to react quickly • Intentions <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 6.4 Blogging 6.5 Text adventures</p>	<p>Bloggng</p> <ul style="list-style-type: none"> • To identify the purpose of writing a blog. • To identify the features of successful blog writing. • To plan the theme and content for a blog. • To understand how to write a blog and a blog post. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand how to contribute to an existing blog. • To understand the importance of commenting on blogs. • To peer-assess blogs against the agreed success criteria. • To understand how and why blog posts and comments are approved by the teacher. <p>Text Adventures</p> <ul style="list-style-type: none"> • To find out what a text-based adventure game is and to explore an example made in 2Create a Story. • To use 2Connect to plan a 'Choose your own Adventure' type story. • To use 2Connect plans for a story adventure to make the adventure using 2Create a Story. • To read and understand given code for a text adventure game. • To debug a text adventure. • To independently design and implement improvements to a text adventure game.

<p style="text-align: center;">Art Create a self-portrait inspired by <i>Frida Kahlo</i></p>	<ul style="list-style-type: none"> • Explain why different tools have been used to create art based on the work of Frida Kahlo • Explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art • Know which media to use to create maximum impact • Use a full range of pencils and paints when creating a piece observational art • Explain the style of art used and how it has been influenced by Frida Kahlo • Understand what Frida Kahlo is trying to achieve in with her work • Understand why art can be very abstract and what message the artist is trying to convey
<p style="text-align: center;">Music Inspiring Music – Violin Lessons</p>	<ul style="list-style-type: none"> • Perform own rhythmic and melodic patterns on a violin or viola • Perform parts from memory on a violin or viola • Analyse features within different pieces of music • Starting to interpret musical notation • Perform expressively using a violin or viola combining dynamics, tempo and pitch.
<p style="text-align: center;">Personal, Social, Health Education Living in the Wider World: Belonging to a Community and Money and Work</p>	<ul style="list-style-type: none"> • Learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. • Learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. • Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. • To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’. • Consider the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. • To identify the ways that money can impact on people’s feelings and emotions.
<p style="text-align: center;">Modern Foreign Languages</p>	<ul style="list-style-type: none"> • Hold a simple conversation with at least 4 exchanges and questions about France • Use knowledge of grammar to speak correctly in the context of where one city is in relation to another in France • Use accurate pronunciation in spoken tasks and use intonation to make meaning clear in relation to famous French people • Demonstrate an understanding of basic grammatical rules for the language in written work explaining where famous French landmarks are • Prepare a short presentation to describe people, places, things or actions in France • Substitute words and phrases to create new sentences and express ideas clearly