

Year 6 Long Term Intent

Spring 2

Key Texts	Beowulf													
Genres	<i>Diary entry (x2) and Narrative</i>													
Trips/Visits/Visitors/Experiences	Viking Day													
Writing	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, using organisational and presentation devices appropriate to genre including diary entries and narrative Increase effectiveness of narrative writing by describing characters, settings and atmosphere Increase the effectiveness of narrative writing by integrating dialogue to convey characters and advance action Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing Use expanded noun phrases to convey complicated information concisely Use adverbials to build cohesion across sentences and paragraphs Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own Use colons to introduce a list and use semi-colons within lists 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 													
Reading	<ul style="list-style-type: none"> Analyse, and explain the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc. Identify stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody Justify personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily Identify and compare underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout. Identify how an author varies pace by using direct or reported speech at different points in a story Comment on how a character is built and presented, referring to dialogue, action and description Express and justify personal preferences regarding significant authors/poets 													
Spelling	<table border="1"> <tr><td>Special Focus 7</td><td>Orange words</td></tr> <tr><td>Unit 8</td><td>Silent letters</td></tr> <tr><td>Unit 8</td><td>Silent letters</td></tr> <tr><td>Special Focus 8</td><td>Orange words</td></tr> <tr><td>Unit 9</td><td>The spelling ei and ie</td></tr> <tr><td>Unit 9</td><td>The spelling ei and ie</td></tr> </table>	Special Focus 7	Orange words	Unit 8	Silent letters	Unit 8	Silent letters	Special Focus 8	Orange words	Unit 9	The spelling ei and ie	Unit 9	The spelling ei and ie	
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Maths	<ul style="list-style-type: none"> Solve problems involving the calculation of percentages and the use of percentages for comparison Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units (cm³ and m³) and extending to other units (mm³ and km³) Draw 2-D shapes using given dimensions and angles Compare and classify geometric shapes based on their properties and sizes 													

	<ul style="list-style-type: none"> • Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average
<p style="text-align: center;">Science Evolution and Inheritance</p>	<ul style="list-style-type: none"> • Know how the Earth and living things have changed over time • Know how fossils can be used to find out about the past • Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) • Know how animals and plants are adapted to suit their environment • Link adaptation over time to evolution • Know about evolution and can explain what it is <p>Working Scientifically</p> <ul style="list-style-type: none"> • Able to give an example of something they have focused on when supporting or refute a scientific theory e.g. evolution • Explanations set out clearly why something has happened and its possible impact on other things • 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 where the Vikings originated from and show this on a map • Know about Viking exploration and travel • Know how longboats were designed and why the Vikings were such good sailors • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons • Suggest reasons for conflicting historical accounts by the Anglo-Saxons and Vikings <p>Historical Skills</p> <ul style="list-style-type: none"> • Make links between events and changes, giving reasons for them and explaining the result • Discuss the impact and causes of historical changes in Britain during the Viking era • Choose appropriate sources to answer questions • Place events, people and changes into correct periods of time and in chronological order • Analyse sources of information for accuracy, usefulness and relevance • Examine periods in world history and influences on British society at the time • Create historically valid questions about cause and significance
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • Make a simple sketch map of the human and physical features in local area • Take photographs of the local area to help produce a simple map • Know what most of the ordnance survey symbols stand for • Know how to use six-figure grid references • Use photos and measurements to create an accurate map of an area
<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. • 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 how religious sources are used to provide answers to ultimate questions and ethical issues.
<p style="text-align: center;">Physical Education</p>	<p>Striking and Fielding</p> <ul style="list-style-type: none"> • Demonstrate good agility and balance in order to throw accurately • Use fielding skills to stop the ball effectively • Practise batting technique and how to direct the ball

	<ul style="list-style-type: none"> • Learn the role of backstop. • Work as a team and communicate a plan • Lead others in a game situation when the need arises • Hit a ball into space to help increase score within a game. <p>Cool Core</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. • Apply balance techniques when performing cool core exercises.
<p align="center">Computing 6.5 Text Adventures</p>	<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. <p>To independently design and implement improvements to a text adventure game.</p> <p>Networks</p> <ul style="list-style-type: none"> • To discover what the children know about the Internet. • To find out what a LAN and WAN are. • To find out how we access the internet in school. • To research and find out about the age of the internet. • To think about what the future might hold.
<p align="center">DT Design and Create hand puppets</p>	<ul style="list-style-type: none"> • Follow and refine original plans on what makes the best puppet • Cut internal shapes • Create own simple sewing pattern or printing block to use in designing a puppet based on a Viking • Evaluate Viking inspired puppet against clear criteria • Use knowledge to improve a made puppet by strengthening, stiffening or reinforcing
<p 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 align="center">Personal, Social, Health Education Living in the Wider World: Digital Resilience</p>	<ul style="list-style-type: none"> • Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. • Understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. • Recognise ways in which the internet and social media can be used both positively and negatively. • Know about some of the different ways information and data is shared and used online, including for commercial purposes.
<p align="center">Modern Foreign Languages</p>	<ul style="list-style-type: none"> • Hold a simple conversation with at least 4 exchanges and questions • Use knowledge of grammar to speak correctly • Use accurate pronunciation in spoken tasks and use intonation to make meaning clear • Demonstrate and understanding of basic grammatical rules for the language in written work • Substitute words and phrases to create new sentences and express ideas clearly • Say and write a sentence to tell the time (o'clock and half past) • Understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir • Tell the time in 24-hour time - o'clock and half past • Read and interpret timetables in 24-hour times - o'clock and half past.