

Year 6 Long Term Intent

Summer 1

Key Texts	The Tempest and Macbeth											
Genres	Narrative, Informal letter, Persuasive Argument											
Trips/Visits/Visitors/Experiences	Safari Stu											
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 persuasive arguments, informal letters, non-chronological reports and balanced arguments and narrative • 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 • Select level of formality needed • 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 • 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 • Use hyphens to avoid ambiguity • 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 • 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 • Justify personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily • Consider when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage • Explain how a personal response has altered at various points across a text as the narrative viewpoint changes • Express and justify personal preferences regarding significant authors/poets 											
Spelling	<table border="1"> <tr> <td>Special Focus 9</td> <td>Hyphens</td> </tr> <tr> <td>Unit 10</td> <td>Words ending in -ible and -able</td> </tr> <tr> <td>Unit 10</td> <td>Words ending in -ible and -able</td> </tr> <tr> <td>Special Focus 10</td> <td>Common mistakes</td> </tr> <tr> <td>Unit 11</td> <td>Plural nouns (1)</td> </tr> </table>	Special Focus 9	Hyphens	Unit 10	Words ending in -ible and -able	Unit 10	Words ending in -ible and -able	Special Focus 10	Common mistakes	Unit 11	Plural nouns (1)	
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Maths	<ul style="list-style-type: none"> • Draw 2-D shapes using given dimensions and angles • Compare and classify geometric shapes based on their properties and sizes • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Recognise, describe and build simple 3-D shapes, including making nets • Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane and reflect them in the axes 											
Science Electricity	<ul style="list-style-type: none"> • Compare and give reasons for why components work and do not work in a circuit • Draw circuit diagrams using correct symbols • Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer <p>Working Scientifically</p>											

	<ul style="list-style-type: none"> • Explanations set out clearly why something has happened and its possible impact on other things • Make accurate predictions based on information gleaned from their investigations and create new investigations as a result • 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 that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons • Know what domestic life was like for the Vikings • Know the importance of storytelling for the Vikings • 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"> • Explore simple surveys • Create a survey to explore human and physical features in the local area • Collect data using a survey • Analyse and present data
<p style="text-align: center;">Religious Education</p>	<ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts using examples from texts/sources of authority in religions • 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 • 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 • 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 • 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. • Describe why people belong to religions • Explain how religious stories and texts are used within different world religions
<p style="text-align: center;">Physical Education</p>	<p>Young Olympians</p> <ul style="list-style-type: none"> • Demonstrate stamina and increase strength when running at distance and sprinting • Use a body shape to decrease air resistance when running. • Demonstrate good arm and leg technique. • Learn the pull technique for throwing • Use the correct action to throw a javelin with a run up. • Use toe and heel to spin and throw a discus and shot put. • Understand how to perform a standing broad jump • Jump: one foot to same foot to two feet • Put skills into practice, aiming to improve on previous results. • Know which sports they are good at and find out how to improve further

	<ul style="list-style-type: none"> Evaluate own and the team's performance and suggest improvements <p>GymFit Circuits</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. Combine own work with that of others Sequences to specific timings Hold different positions when balancing and use different shapes to express a given theme/mood. Create sequences that have changes of speed, balances and level with and without a partner Select the most appropriate ways to travel from one balance to another. Use and refine the following skills: flexibility, strength, balance, power and mental focus. Develop skills for movement, including rolling, bridging and dynamic movement Use own and others' bodyweight to balance. Complete a range of circuit-based activities and understand the reason for doing them. Understand what happens to heart rate during exercise.
<p>Computing 6.7 Quizzing</p>	<ul style="list-style-type: none"> To create a picture-based quiz for young children. To learn how to use the question types within 2Quiz. To explore the grammar quizzes To make a quiz that requires the player to search a database. To develop skills in creating surveys and questionnaires. To use a survey to gain information rather than scores
<p>DT Design and Create an electric-powered boat</p>	<ul style="list-style-type: none"> use electrical systems correctly and accurately to enhance a given product know which IT product would further enhance a specific product use knowledge to improve a made product by strengthening, stiffening or reinforcing know how to test and evaluate designed products explain how products should be stored and give reasons evaluate product against clear criteria use market research to inform plans and ideas. follow and refine original plans justify planning in a convincing way show that culture and society is considered in plans and designs To know what each tool is for
<p>Music</p>	<ul style="list-style-type: none"> Sing You've Got a Friend by Carole King expressively combining dynamics, tempo and pitch. Perform parts of You've Got a Friend by Carole King from memory Accurately recall a part of different songs by Carole King Analyse features within different pieces of music by Carole King Explain how the music of Carole King reflected the society of the time

<p align="center">Personal, Social, Health Education Health and Wellbeing: Physical Health and Mental Wellbeing</p>	<ul style="list-style-type: none"> • Consider the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. • Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. • Understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. • Explore strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. • To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. • Know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. • Explore problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.
<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 • Tell simple stories in the language • 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 • Use 'il y a/il n'y a pas' to say what challenges there are in their local area • Say what environmental actions they would like to take • Use a range of linking words to make longer sentences • Use the near future in the 3rd person singular and plural