

# Year 6 Long Term Intent

## Summer 2

<b>Key Texts</b>	Pig Heart Boy, The Tempest		
<b>Genres</b>	Non-chronological report, balanced argument		
<b>Trips/Visits/Visitors/Experiences</b>	Residential, Leavers' Assembly, Local Walk, Afternoon Tea		
<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 (non-chronological report and a balanced argument)</li> <li>Use headings, subheadings, columns, bullets or tables to aid presentation</li> <li>Link ideas across paragraphs using a wider range of cohesive devices: pronouns, adverbials, repetition of a word or phrase and ellipsis</li> <li>Select level of formality needed</li> <li>Write effectively for a range of purposes and audiences, using organisational and presentation devices appropriate to genre: fiction, diary entries and persuasive texts</li> <li>Increase effectiveness of narrative writing by describing characters, settings, and atmosphere</li> <li>Consistently use bullet points to list information</li> <li>Link ideas across paragraphs using a wider range of cohesive devices: pronouns, adverbials, repetition of a word or phrase and ellipsis</li> <li>Use a variety of simple, compound and complex sentences where appropriate according to the demands of the text type</li> <li>Maintain tense and person consistently where shifts occur and moves between them with some confidence</li> <li>Use commas to mark grammatical boundaries within sentences</li> <li>Use semi-colons and dashes to mark the boundary between two main clauses</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>Proofread for spelling and punctuation errors</li> <li>Use subjunctive forms of verbs to show levels of formality</li> <li>Vary length and focus of sentences to express subtleties in meaning and focus on key ideas</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Understand how words are related by meaning as synonyms and antonyms</li> </ul>		
<b>Reading</b>	<ul style="list-style-type: none"> <li>Analyse dialogue at certain points in a story and summarise its purpose e.g. to explain plot, show character and relationships, convey mood or create humour</li> <li>Discuss main ideas from a text within a group and summarise the discussion</li> <li>Generate open questions to explore a range of possibilities and justify responses in relation to the text</li> <li>Express and justify personal preferences regarding significant authors/poets</li> <li>Analyse, and explain the impact of, authors' techniques and use of language</li> <li>Justify personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily</li> <li>Explain how a personal response has altered at various points across a text as the narrative viewpoint changes</li> <li>Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</li> <li>Notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs</li> </ul>		
<b>Spelling</b>	Unit 11	Plural nouns (1)	
	Unit 12	Plural nouns (2)	
	Special Focus 12	Homophones and other words that are often confused	
<b>Handwriting</b>	Recap key handwriting patterns		
<b>Maths</b> <b>White Rose Tours Project and</b> <b>White Rose Bakery Project</b>	<ul style="list-style-type: none"> <li>Scale recipes depending on how many of the final quantity are needed</li> <li>Look at efficient strategies for calculation, unit conversions, comparisons, percentages and other purchase deals (Buy 1 Get 1 Free etc.)</li> <li>Be introduced to the concept of profit and loss and different methods to calculate.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Calculate how much they need to sell their cupcakes for to make their desired profit.</li> <li>• Create appropriately shaped packaging through exploring 3-D shapes, area and volume and how to draw accurate and sketched nets of cuboids</li> <li>• Sketch a net of their appropriately sized packaging and begin to develop ideas for names, logos, decorations etc.</li> <li>• Look at common real-life problems encountered when cooking and baking exploring areas such time, mass, algebra, fractions and ration and proportion</li> <li>• Interpret line graphs and bar charts</li> <li>• Complete a climate graph for their chosen destination</li> <li>• Solve comparison problems using the four operations with money</li> <li>• Explore currency unit conversions, including multiplying decimals and estimating</li> <li>• Explore important vocabulary linked to jobs and pay e.g. salary, gross pay, income tax and take-home pay. Monthly take-home pay is calculated from an annual salary following income tax deductions using percentages and different strategies for division.</li> </ul>
<p style="text-align: center;"><b>Science</b> <b>All Living Things and Their Habitats</b></p>	<ul style="list-style-type: none"> <li>• Classify living things into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> <li>• Know how living things have been classified</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>• 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</li> </ul>
<p style="text-align: center;"><b>History</b></p>	<ul style="list-style-type: none"> <li>• Know what domestic life was like for the Vikings</li> <li>• Know the importance of storytelling for the Vikings</li> <li>• Explore Viking Gods and their beliefs</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Make links between events and changes, giving reasons for them and explaining the result</li> <li>• Discuss the impact and causes of historical changes in Britain during the Viking era</li> <li>• Choose appropriate sources to answer questions</li> <li>• Place events, people and changes into correct periods of time and in chronological order</li> <li>• Analyse sources of information for accuracy, usefulness and relevance</li> <li>• Examine periods in world history and influences on British society at the time</li> <li>• Create historically valid questions about cause and significance</li> </ul>
<p style="text-align: center;"><b>Geography</b> <b>Our Town Sandy</b></p>	<ul style="list-style-type: none"> <li>• Create a survey to explore human and physical features in the local area</li> <li>• Make a simple sketch map of the human and physical features in local area</li> <li>• Take photographs of the local area to help produce a simple map</li> <li>• Describe and understand economic activity and the distribution of natural resources in the local area</li> <li>• Explore and explain topical geographical issues over time that impact the local area</li> <li>• Use photos and measurements to create an accurate map of the local area</li> </ul>
<p style="text-align: center;"><b>Religious Education</b> <b>Does Faith enable resilience?</b> <b>U2:12</b></p>	<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> <li>• Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>• 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.</li> </ul>
<p style="text-align: center;"><b>Physical Education</b></p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Swim a complete length of the pool, on front and back without stopping.</li> <li>• Use the correct arm and leg movements to swim breaststroke.</li> <li>• Tread water for at least 2 minutes.</li> <li>• Put head in the water when using different strokes.</li> <li>• Swim a distance of 25m without stopping and using a consistent stroke.</li> </ul>

	<ul style="list-style-type: none"> <li>• Swim using a range of strokes accurately</li> <li>• Perform different self-rescue actions</li> <li>• Synchronise breathing with stroke.</li> </ul>
<p style="text-align: center;"><b>Computing</b> <b>Unit 6.8 Binary and Unite 6.9</b> <b>Spreadsheets using Google</b> <b>Sheets</b></p>	<p><b>Binary</b></p> <ul style="list-style-type: none"> <li>• To examine how whole numbers are used as the basis for representing all types of data in digital systems.</li> <li>• To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems).</li> <li>• To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</li> <li>• Examine how whole numbers are used as the basis for representing all types of data in digital systems through:</li> <li>• To examine how whole numbers are used as the basis for representing all types of data in digital systems.</li> <li>• To recognise that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11</li> <li>• To represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.</li> </ul> <p><b>Spreadsheets</b></p> <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>
<p style="text-align: center;"><b>Art</b> <b>Create a clay sculpture</b></p>	<ul style="list-style-type: none"> <li>• Know how to overprint to create different patterns</li> <li>• explain the style of art used and how it has been influenced by the local area</li> <li>• understand what an artist is trying to achieve in a sculpture</li> <li>• understand why sculptures can be very abstract and what message the artist is trying to convey</li> <li>• To know how to add detail to a sculpture</li> <li>• explain why different tools have been used to create art</li> <li>• explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art</li> </ul>
<p style="text-align: center;"><b>Music</b> <b>Preparation for Leavers'</b> <b>Assembly</b></p>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Sing expressively combining dynamics, tempo and pitch.</li> <li>• Perform parts from memory for Leavers Assembly</li> <li>• Take the lead in a performance for Leavers Assembly</li> <li>• Perform own rhythmic and melodic patterns on an instrument</li> </ul>
<p style="text-align: center;"><b>Personal, Social, Health</b> <b>Education</b> <b>Health and Wellbeing: Growing</b> <b>and Changing and Keep Safe</b></p>	<ul style="list-style-type: none"> <li>• Know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born how babies need to be cared for.</li> <li>• Consider the new opportunities and responsibilities that increasing independence may bring.</li> <li>• Develop strategies to manage transitions between classes and key stages.</li> <li>• Know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>• Understand the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</li> <li>• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>• Consider why people choose to use or not use drugs (including nicotine, alcohol and medicines)</li> <li>• Have an awareness of the mixed messages in the media about drugs, including alcohol and smoking/vaping.</li> <li>• Know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</li> <li>• Understand what is meant by first aid; know basic techniques for dealing with common injuries</li> </ul>

## Modern Foreign Languages

- 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