

Year Group: 6

Term: Spring 2 2019

Teachers: Mrs Symes, Ms Newman, Ms McCready, Ms Pile.

English:

What characterises the work of Neil Gaiman?

We will be focusing on 'The Graveyard Book' We will analyse the characters, themes and specific scenes from the novel. We will work on comprehension strategies including retrieval, inference, visualisation etc.



Fiction genres

We will identify, from text samples, various fiction genres and their features.

Can I write in a variety of sentence types?

Irony sentences; (Inside), Outside sentences; in addition to revising and applying all the other sentence types.

Can I use a variety of reading strategies?

Supporting opinions with evidence from the text (quotations)
Comparing and contrasting texts by the same author
Cause and effect relationships (linking to the plot of the novel)
Locating information – skimming and scanning
Reading for meaning – both literal and inferential

Writing outcomes

Can I consider an event from more than one viewpoint?

Choose a character and rewrite a scene from the novel, 'The Graveyard Book' from their point of view.

Can I write in role as a character?

Write a letter as the character Bod to Lizzie, comparing life within the graveyard to that outside.

Learning Values:

Determined to achieve our best; harmonious; respect and responsibility; collaborative learners; perseverance.

North Ealing Primary School



2018-2019

S.M.S.C.

Understanding the difference between right and wrong. Making ethical decisions. Thinking about how these decisions are related to the law and justice system.

Science

Electricity: What impact does electricity have on our lives?

We will be drawing circuit diagrams, investigating circuits, how to make bulbs brighter and dimmer, incorporating a range of circuits and components and assessing the impact of these.

Do more batteries mean a brighter bulb?

What is the voltage? How is current affected when component are added?

How does electricity help us at school and home?

How does a knowledge of circuitry help us outside of

Maths

We are revising all the strands and objectives in the lead up to our SATs with particular focus on...

Number:

Revising place value, fractions, decimals and percentages throughout the term. How and when do we apply these skills to problem solving and reasoning.

Data handling

Interpreting pie charts, line graphs, and bar graphs. Finding the mean, mode, median of a set of data. Using Carroll and Venn diagrams to sort numbers and shapes.

Measurement:

Calculating perimeter and area of simple and compound shapes. Calculating volume and convert units of capacity (ml, L) Interpreting timetables and solving elapsed time problems. Using measuring tools and conventional markings and labels for lines and angles.

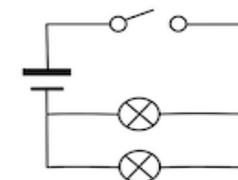
Geometry:

Reasoning about shapes and angles
Reflection of shapes and co-ordinates in the four quadrants
Drawing and naming parts of a circle (area and perimeter of circles)
Draw 2D shapes using given dimensions and angles
Using a protractor accurately.
How do we remember formulas?

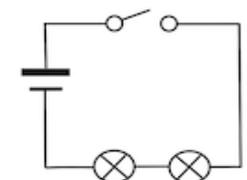
Algebra:

How do we find pairs of numbers that satisfy an equation with 2

Circuit Types



Parallel Circuit



Series Circuit

How have the Ancient Greeks influenced our lives? Trip to Houses of Parliament

History: Ancient Greece (continued) *How have the Ancient Greeks influenced our lives?*

We will learn about democracy and how it relates to modern life. We will be examining 'artefacts' to explain what they show us about that time.
-Examine 'artefacts' to explain what they show us about that time.
-Create historically valid questions about the causes and significance of how people lived in Ancient Greece.
What is the connection between Ancient Greece and the word democracy?

Music: ME Extra (linked to History)

Listening to Musical Elements:

- Structure eg of popular song (intro, verse, chorus, bridge)
- Texture—how these can be varied for different effects
- Pitch—variation and recognition

Link to a Greek Myth as common thread eg Orpheus in the Underworld.

Art/DT:

Artist focus: Picasso

Children will:

- Explore Picasso's portraits and identify the key features.
- How do we emulate his style using sketching, oil pastels and paints?
- How did he decide on a particular medium?

R.E.—Moral Dilemmas

How do we know the difference between right and wrong?

Children will begin to understand the complexities and responsibilities around making an ethical decision.

Lessons and discussions around:

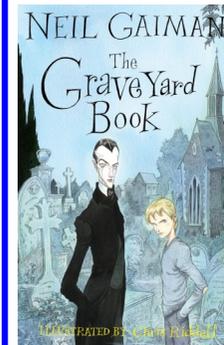
- The concept of right and wrong
- Morality linked with ideas of justice
- Ethics behind making choices
- The relationship between power and responsibility
- Moral issues around helping others

UNICEF:

Article 12—Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
Link to PSHE/Computing



Author focus: Neil Gaiman



Artist focus: Picasso



Computing:

Is democracy always a good thing?

Blogging

Pupils will blog and begin an online debate around the topic of democracy and how it can be abused or influenced.

Children comment and reply responsibly, showing an understanding of their digital footprint.

Spanish:

Spanish:

Can I conjugate regular verbs in the present tense?

This term we will be looking at forming simple and extended sentences using the correct present tense verb. We will also look at days of the week, 

P.E.

Fit for Sport curriculum

Physical skills:

- Jumping and landing
- Transferring skills and movements across a range confidently
- Perform a range of skills fluently and accurately in practice and competitive situations.

P.S.H.E.

Parliament, Democracy and Economics

Why do we have two houses in Parliament?

Recognising the roles of the House of Commons; House of Lords and the monarch. This learning leads to our trip to parliament on March 12th.

How can we manage our stress?

PSHE: Parliament and Democracy

