


Year 6 - Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p style="text-align: center;">Instructions and Explanations</p> <p>Children delve into the world of fake news, reading and discussing a wide range of texts. They explore technical language, answer comprehension questions on spoofs and instructions, fact-check some news articles and write a report on their findings.</p> <p>Grammar focus: Use modal verbs to indicate degrees of possibility. Use adverbs to indicate degrees of possibility.</p>	<p style="text-align: center;">Instructions and Explanations</p> <p>Children use modal verbs and adverbs to explore how headlines manipulate, to speculate about mysterious stories and to write rules for news creators.</p> <p>Grammar focus: Use modal verbs and adverbs to indicate degrees of possibility. Punctuate bullet points to list information</p>	<p style="text-align: center;">Graphic Novels</p> <p>Children read and discuss the first three chapters of When Stars Are Scattered. They explore the character of Omar in particular, discussing his dilemma about school and comparing his school with their own. They learn about the elements of a graphic novel.</p> <p>Grammar focus: Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p style="text-align: center;">Graphic Novels</p> <p>Children explore the use of speech in When Stars Are Scattered. They imagine speech for blank speech bubbles and practise writing properly punctuated sentences. They write a dialogue based on the conversation about futures between characters</p> <p>Grammar focus: Use inverted commas and other punctuation to indicate direct speech.</p>	<p style="text-align: center;">Poems on a theme</p> <p>Life Doesn't Frighten Me by Maya Angelou. Children explore poems about identity and feelings, reading, discussing and making comparisons. They answer comprehension questions, investigate figurative language and complete the unit writing a metaphor poem about themselves.</p> <p>Grammar focus: Use expanded noun phrases to convey complicated information concisely.</p>	<p style="text-align: center;">Poems on a theme</p> <p>Children read poems from Being Me: Poems About Thoughts, Worries and Feelings by Liz Brownlee which describe special places. They develop and use expanded noun phrases to describe real and mental happy places in a descriptive piece of writing.</p> <p>Grammar focus: Use adverbs to indicate degrees of possibility.</p>
Maths	<p style="text-align: center;">Ratio</p> <p>In this small step, children explore the fact that the relationship between two numbers can be expressed</p>	<p style="text-align: center;">Ratio</p> <p>In this small step, children build on the previous step to enlarge shapes and describe enlargements. Children</p>	<p style="text-align: center;">Algebra</p> <p>In this small step, children begin to formally look at algebra for the first time by exploring function machines. This</p>	<p style="text-align: center;">Algebra</p> <p>In this small step, children form equations from diagrams and word descriptions. Begin the step by looking at the</p>	<p style="text-align: center;">Decimals</p> <p>Children represent numbers with up to 3 decimal places using counters and place value charts, identify the values</p>	<p style="text-align: center;">Decimals</p> <p>Children use place value counters to represent a decimal number being divided by 10. As with the previous step, using</p>

	<p>additively or multiplicatively. For example, the relationship between 3 and 9 can be expressed as an addition ($3 + 6 = 9$) or a multiplication ($3 \times 3 = 9$). Children use this understanding to complete sequences of numbers, deciding whether each relationship is additive or multiplicative.</p>	<p>need to know that one shape is an enlargement of another if all the matching sides are in the same ratio. They can use familiar language such as “3 times as big” before being introduced to the language of scale factors, for example “enlarged by a scale factor of 3”. They can then draw the result of an enlargement by a given scale factor.</p>	<p>builds on their work in earlier years using operations and their inverses to find missing numbers. Children need to learn the meanings of the terms “input”, “output”, “function” and “rule”. At first, they are given a number, told what to do to it using any of the four operations and calculate the output. They then move on to finding the input from a given output, using inverse operations.</p>	<p>difference between an algebraic expression and an equation. An expression, such as $2x + 6$, changes value depending on the value of x, whereas in an equation, such as $2x + 6 = 14$, x has a specific value</p>	<p>of the digits in a decimal number and partition decimal numbers in a range of ways. Children know the relationship between the different place value columns, for example the size of thousandths and one-tenth the size of tenths.</p>	<p>language such as “10 times the size” and “one-tenth of the size” will support children in their understanding. Children recognise that dividing a number by 10 twice is the same as dividing the number by 100. They then use a place value chart with counters (and then digits) to divide a number by 10, 100 or 1,000 by moving the counters the correct number of places to the right</p>
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Science	Electrical Circuits and Components	
	<p>In the Electrical Circuits and Components project, your child will consolidate their understanding of the components that make up a circuit, such as a lamp, cell, wire and switch. They will make a range of circuits and use symbols to draw circuit diagrams. Your child will learn about electric currents and measure the voltage of different cells. They will discover how cells produce electricity and research questions about cells and batteries.</p>	<p>Your child will also learn how the voltage across a circuit affects the performance of different components. They will explore how programmable devices are used in everyday life and create a program to switch a light on and off via a light sensor. They will use the knowledge gained throughout the project to design, make and evaluate a programmable home device.</p>

<p>Guided Reading</p>	<p style="text-align: center;">Running on Empty</p> <div style="text-align: center;">  </div> <p>This book supports the study of plot, character development and emotional response to strong themes such as bereavement, identity, and growth in narrative fiction. The book is an emotionally engaging story, covering themes such as the death of a grandparent, coping as a child carer of parents with learning difficulties and managing financially in a low-income family. Activities in the sequence support children in recognising the emotions and needs of others, the importance of sharing their own emotions and in understanding that writing can act as a form of catharsis and for expressing and sharing emotions. In the course of the sequence, children will consider author intent and the impact on the reader using a range of teaching approaches.</p>		
	<p style="text-align: center;">Frozen Kingdom</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="230 1166 1182 1364"> <p>This half term, we're going to learn about the coldest places on Earth. We'll start by making and observing icebergs, finding out more about them using non-fiction books. We'll learn technical vocabulary so we can write reports in the role of engineers.</p> </td> <td data-bbox="1182 1166 2134 1364"> <p>Using globes and maps, we'll identify the polar regions, comparing the Arctic and Antarctic. We'll also think about how we can protect the polar environment. Then, we'll investigate the tragic story of the RMS Titanic, and find out about the people on board.</p> </td> </tr> </table>		<p>This half term, we're going to learn about the coldest places on Earth. We'll start by making and observing icebergs, finding out more about them using non-fiction books. We'll learn technical vocabulary so we can write reports in the role of engineers.</p>
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Art & DT	Inuit	
	<p>This project allows us to explore the rich artistic traditions of the Inuit people. We will study how Inuit artists use natural materials, such as bone, ivory, and soapstone, to create intricate carvings that reflect their deep connection to the Arctic environment. We will also examine the bold, graphic style of Inuit printmaking, which often depicts scenes of daily life and nature through striking patterns and symbolic imagery.</p>	<p>As we explore these artistic traditions, we will experiment with different techniques to create our own Inuit-inspired artwork. We will practice printmaking, carving, and pattern design, taking inspiration from traditional Inuit themes and storytelling. By the end of the project, we will have created our own unique pieces</p>
PSHE	Digital Wellbeing	
	<p>We will explore the benefits and risks of social media, as well as how social media can be used responsibly. We will also learn how to recognise what online bullying looks like and how to help make it stop.</p>	<p>Finally, the concept of 'fake news' will be explored, learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information.</p>
PE	Football	
	<p>In this unit, we develop key skills through a series of focused activities. We begin with dribbling to improve ball control, followed by passing drills to enhance accuracy and teamwork. As we progress, we explore attacking strategies, learning how to create and capitalize on scoring opportunities, and defensive techniques to strengthen our ability to regain possession. We also engage in creative play, where we invent our own drills or game variations to apply our skills in new ways. Finally, we bring everything together through match play, applying tactics and techniques in real game situations.</p>	