

Yr 6	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>English - Writing</b>	<p>To understand the features of and how to create character descriptions, narrative pieces, interviews, police reports, journals and newspaper reports through the following activities for a desired audience</p> <ul style="list-style-type: none"> <li>Journalism – Cluedo - who done it? Narrative – description of a character using the characters from a Series of Unfortunate Events</li> <li>Description of a setting using Tunnels – description of the world, journal writing</li> <li>Narrative writing – ghost stories using Goosebumps</li> <li>Use poems within guided reading sessions</li> <li>Non fiction writing linked to historical figures of Leicester</li> <li>Narrative - short playscripts – based on sci fi – War of the Worlds link with ICT</li> </ul>	<p>To understand the features of and how to create character descriptions, narrative pieces, interviews, police reports, journals and newspaper reports through the following activities for a desired audience</p> <ul style="list-style-type: none"> <li>Narrative – focus on a book eg Skellig</li> <li>Formal letters and informal (incorporate into all topics this term)</li> <li>Non-fiction writing – reports linked to South American rainforests – persuasive writing, diaries, journals</li> </ul>	<p>To understand the features of and how to create character descriptions, narrative pieces, interviews, police reports, journals and newspaper reports through the following activities for a desired audience</p> <ul style="list-style-type: none"> <li>Non- fiction – Mayan Civilization</li> <li>Dracula – narrative told by letters and diaries</li> <li>Performance Poetry – own versions of Revolting rhymes - Rainforest Rap</li> </ul>
<b>English - Reading</b>	<p>Series Of Unfortunate Events: Bad Beginnings Goosebumps: Night of the Living Dummy</p>	<p>Skellig</p>	<p>Dracula</p>
<p><b><u>COMPREHENSION SKILLS covered through the above texts</u></b></p> <p>Read ahead for fluency and expression. Recount main themes /events. Comment on structure of text; both fiction and non-fiction. Listen to, discuss and express views about a wide range of text types. Predict and make inferences on the basis of what has been read. Comment on the way characters relate to one another. Know which words are essential in a sentence to retain meaning. Read books structured in different ways. Explain the meaning of words in context. Ask questions to improve understanding of text. Infer characters feelings, thoughts and motives from their actions. Summarise ideas from different points across a text.</p>		<p><b><u>GRAMMATICAL AWARENESS (explicitly focused upon from January onwards)</u></b></p> <p>Identify speech marks in reading and understand purpose. Recognise plurals and collective nouns. Recognise pronouns and how they are used. Identify &amp; discuss how adjectives and verbs bring reading to life. Identify how language structure &amp; presentation contribute to meaning. Recognise prepositions in text. Recognise clauses within sentences and identify how they are connected. Recognise and unpicks complex sentences. Identify connectives with multiple purposes. Identify active and passive verbs in reading.</p>	

	<p>Identify themes and conventions in a wide range of books.                  Discuss words &amp; phrases which interest.                  Summarise main points of argument or discussion.                  Make up own mind about issues and justify views.                  Make comparisons between texts with reasons.                  Recognise how time connectives help to move a story on.                  Refer to text to support opinions &amp; predictions.                  Give a view about writer’s choice of words, structure etc and some can discuss if they can suggest alternatives.</p> <p style="text-align: center;"><b><u>DEDUCTION</u></b></p> <p>Know if a text refers to present or past.                  Read on to search for meaning of unfamiliar word.                  Recognise how words and phrases can signal time.                  Retrieve and record information from non-fiction texts.  <b>Some</b> are able to skim materials to gain an overview of the text.                  Appreciate that people use bias in persuasive writing, including in articles and advertisements.                  Appreciate how two people may have a different perspective on the same event.                  Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives.</p>	<p style="text-align: center;"><b><u>RESEARCH SKILLS</u></b></p> <p>Use contents and index pages to find information.                  Comment on the way non-fiction text is organised.                  Use a dictionary to check the meaning of words.                  Use more than one source of evidence when carrying out research.  <b>Some</b> can create a set of key notes to help summarise what has been read.  <b>Some</b> can use skimming, scanning and note-taking to identify the key points in a text.</p> <p><b><u>Homework</u></b> based on weekly events, reading local and national newspapers.                  Starting to intrdocude compehesion texts to build up confidence both as a whole class and individual</p>	
<p><b>Numeracy</b></p>	<p>To understand how to use and apply the following</p> <p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>• 6 digit numbers</li> <li>• Negative numbers</li> </ul> <p><b><u>Addition, Subtraction, Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Addition of whole numbers</li> <li>• Addition of decimals and whole numbers</li> <li>• Missing number problems</li> <li>• Subtraction strategies</li> <li>• Decimal subtraction</li> <li>• Multiplication - mental, short and long</li> <li>• Dividing by whole numbers</li> </ul> <p><b><u>Fractions, decimals and percentages</u></b></p> <ul style="list-style-type: none"> <li>• Decimals</li> </ul>	<p>To understand how to use and apply the following</p> <p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>• Reading and writing 7 digit numbers</li> <li>• 2 and 3 place decimal numbers</li> </ul> <p><b><u>Addition, subtraction, multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>• Subtracting large numbers</li> <li>• Multiplying 3 and 4 digit numbers</li> <li>• Addition – mental</li> <li>• Addition – column</li> <li>• Subtraction – mental</li> <li>• Subtraction – column</li> <li>• Identifying factors and multiples</li> <li>• Identifying prime numbers</li> </ul>	<p>To understand how to use and apply the following</p> <p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>• 7 digit numbers</li> <li>• Decimal place value</li> <li>• Multiplying and dividing by 10, 100 and 1000</li> <li>• Rounding numbers</li> <li>• Positive and negative numbers</li> </ul> <p><b><u>Addition, subtraction, multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>• Adding and subtracting whole numbers and decimals</li> <li>• Multiplying by integers and decimals</li> </ul>

	<ul style="list-style-type: none"> <li>• Converting fractions and decimals</li> <li>• Comparing fractions</li> <li>• Fractions and mixed numbers</li> <li>• Addition and subtraction of fractions</li> <li>• Fractions and percentages</li> <li>• Multiplying and converting fractions</li> <li>• Dividing fractions by whole numbers</li> </ul> <p><b><u>Ratio and proportion</u></b></p> <p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Using brackets</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Finding missing angles and lengths</li> <li>• Converting grams to kilograms</li> <li>• Converting lengths</li> <li>• Finding time intervals</li> <li>• Area and perimeter</li> <li>• Finding volume</li> </ul> <p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Nets</li> </ul> <p><b><u>Statistics</u></b></p>	<ul style="list-style-type: none"> <li>• Division - long</li> <li>• Calculating change</li> <li>• Adding and subtracting decimal numbers</li> <li>• Calculating averages</li> <li>• Dividing by 2 digit numbers</li> <li>• Word problems</li> </ul> <p><b><u>Fractions, decimals and percentages</u></b></p> <ul style="list-style-type: none"> <li>• Equivalent fractions and decimals</li> <li>• Multiplying fractions</li> <li>• Multiplying decimal numbers</li> <li>• Solving decimal problems</li> </ul> <p><b><u>Ratio and proportion</u></b></p> <ul style="list-style-type: none"> <li>• Identifying ratios</li> </ul> <p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Describing functions and number sequences</li> <li>• Algebra puzzles</li> </ul> <p><b><u>Measurement</u></b></p> <p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• 2d shapes and angles</li> <li>• Reading coordinates and translating shapes</li> <li>• Calculating angles</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Reading line graphs</li> <li>• Reading pie charts</li> </ul>	<ul style="list-style-type: none"> <li>• Using division to find fractions of amounts</li> <li>• Dividing 4 digit numbers by 2 digit numbers</li> <li>• Multiplication and division investigation</li> <li>• Money investigations</li> <li>• Word problems and mixed calculations</li> </ul> <p><b><u>Fractions, decimals and percentages</u></b></p> <ul style="list-style-type: none"> <li>• Fractions and percentages</li> <li>• Dividing with decimal remainders</li> <li>• Adding and subtracting fractions</li> <li>• Multiplying and dividing with fractions</li> </ul> <p>Percentage problems</p> <p><b><u>Ratio and proportion</u></b></p> <ul style="list-style-type: none"> <li>• Scaling by multiplying and dividing</li> <li>• Ratio</li> </ul> <p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Algebra</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Reading scales and measure problems</li> <li>• Area perimeter and volume</li> <li>• Intervals of time</li> </ul> <p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Coordinates</li> <li>• Properties of 2d shapes</li> <li>• Measuring and calculating angles</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Interpreting graphs</li> <li>• Magic square</li> <li>• Fibonacci Sequences</li> </ul>
<p><b>Science</b></p>	<p><b><u>Animals, including humans</u></b> To use a combination of theoretical and practical science so that the children are able to use, test and apply science in the following topics</p>	<p><b><u>Living things</u></b> To use a combination of theoretical and practical science so that the children are able to use, test and apply science in the following topics</p>	<p><b><u>Electricity</u></b> To use a combination of theoretical and practical science so that the children are able to use, test and apply science in the following topics</p>

	<ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b><u>Evolution and inheritance</u></b></p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (Twycross zoo) Dinosaurs</li> </ul> <p><b>Stem Week</b></p> <ul style="list-style-type: none"> <li>• To use a variety of sources to understand and apply the work of a palaeontologist</li> <li>• To research facts and figures about dinosaurs to make scientific theoretical statements</li> <li>• To research the adaptation of dinosaurs to create (based on their understanding of the benefits of features) the ultimate dinosaur using clay.</li> <li>• To understand theories of extinction of the dinosaurs and to make judgements about the probability of the validity of the theories.</li> <li>• To use their understanding of area and perimeter to solve dinosaur enclosure problems.</li> <li>• To use scale to draw dinosaurs.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue classification. Investigate the animals and plants found within South American environments. How do animals plants differ here than in UK.</li> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>• give reasons for classifying plants and animals based on specific characteristics</li> <li>• Study of invertebrates and plants in local area, children try to classify</li> </ul> <p>Scientists to consider – Carl Linnaeus (plants) Came up with a classification system and a naming system using genus and species</p> <p><b><u>Evolution and inheritance</u></b></p> <ul style="list-style-type: none"> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (brief outline of genes – dominant) Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>• Use recognised symbols when representing a simple circuit in a diagram</li> </ul> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>• understand that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</li> <li>• How does light behave – predict, make Shadow puppets, rainbows, investigate how objects appear to bend in water</li> </ul> <p>Scientists to consider –</p> <ul style="list-style-type: none"> <li>• Michael Faraday</li> </ul>
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<b>History</b>	<p><b>A history of Leicestershire</b></p> <ul style="list-style-type: none"> <li>Children research key moments in Leicestershire’s history to understand how Leicestershire has changed over the years.</li> <li>To research key figures in Leicestershire’s history – Richard III</li> <li>To understand the events of the War of the Roses leading to the Battle of Bosworth and the reasons and impacts of the events</li> </ul> <p>Richard III – visit guildhall and exhibition</p>	<p>Non-fiction writing linked to historical figures of Leicester</p> <ul style="list-style-type: none"> <li>To understand the theories behind the disappearances of the Princes in the Tower</li> <li>To judge the validity of the evidence</li> <li>To recognise bias and how evidence can be manipulated</li> <li>To make conclusions based on evidence and create persuasive arguments</li> </ul>	<p><b>A non-European society that provides contrasts with British history</b></p> <ul style="list-style-type: none"> <li>Mayan civilization c. AD 900</li> </ul>
<b>Geography</b>	<p><b><u>South America</u></b></p> <ul style="list-style-type: none"> <li>To understand the physical geography of South America including: climate zones, biomes and vegetation belts, rivers, mountains</li> <li>To study the human geography, including: types of settlement and land use and to understand how human life has developed and impacted on the continent</li> <li>To understand how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b><u>South American - Rainforests</u></b></p> <ul style="list-style-type: none"> <li>To understand where rainforest are located and why through physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</li> <li>To understand the human impact on rainforests, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>To understand how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b><u>Geographical studies</u></b></p> <ul style="list-style-type: none"> <li>To understand how to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge</li> </ul> <p><b><u>Local Study</u></b></p> <ul style="list-style-type: none"> <li>Compare hours of sunshine to South America so that children understand the differences between our locality and that of countries in South America. – linked to World Week</li> </ul>
<b>RE</b>	<p><b><u>Why is charity and generosity important to us?</u></b> In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the</p>	<p><b><u>A study of the Sikh faith and beliefs</u></b> In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the</p>	<p><b><u>What difference does it make to believe in <u>Sewa (service), Ahimsa (harmlessness), Grace, and/or Ummah (community)?</u></u></b></p>

	<p>questions: What are my own views and actions concerning charity? How do we support charities at school? How do I help others?</p> <p><b>Key concepts:</b>  <b>How and why do charities from different religions try to make a difference in the world?</b>                  Studing Sikh, Hindu, Muslim, Christian and Worldview.</p>	<p>questions: Which symbols are important in my life? What is my own special place and why? What are my own key values and beliefs?</p> <p><b>Key concepts:</b>  <b>Study of the Sikh faith and beliefs</b></p>	<p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions:                  What are my own commitments? Why are they important to me? How do I show I am committed to something?How do ideas on non-violence apply in my own life?How do ideas on helping and serving others apply in my own life?How do ideas on community apply in my own life?How do ideas on God’s forgiveness and love apply in my own life or my friends lifes?</p> <p><b>Key concepts:</b>                  What are the benefits and challenges of being a Hindu/Sikh/Muslim/Christian in Britain today?                  How are the religious commitments studied similar and different?</p>
<p><b>DT</b></p>	<p><b><u>Product – Wooden Box</u></b></p> <ul style="list-style-type: none"> <li>• Investigate joints, how to join wood and different boxes</li> <li>• Skills associated with using wood – measuring, gluing wood.</li> <li>• Design, adapt, make and evaluate product for specific client.</li> <li>• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, suggesting alternative methods of making if the first attempts fail.</li> <li>• Measure and mark out accurately</li> </ul>		<p><b><u>Product – Fairground buzzer game</u></b></p> <ul style="list-style-type: none"> <li>• <i>Investigate range of existing of existing products</i></li> <li>• <i>understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers or motors</i></li> <li>• <i>Design, adapt, make and evaluate product for specific client</i></li> </ul>

	<ul style="list-style-type: none"> <li>Evaluate a product against the original design specification.</li> <li>Evaluate it personally and seek evaluation from others.</li> </ul> <p><b>Cooking</b> To make cereal bars</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Spreading, stirring and baking</li> <li>Understand the source and seasonality of ingredients</li> <li>Link to science - Understand and apply the principles of nutrition and health including the implications of excess and deficiency</li> </ul>	<p><b><u>Skills cooking – link to science</u></b></p> <ul style="list-style-type: none"> <li>That different food and drink contain different substances- nutrient, water and fibre- that are needed for health</li> <li>Understand the principles of cleaning to prevent cross-contamination, chilling foods thoroughly and reheating food until steaming hot</li> </ul>	<p><b>Cooking</b> To make bread rolls</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Kneading, proving and baking</li> </ul>
<p><b>Art</b></p>	<p><b>Children to learn to use the followings skills through: multi media art animals, water colour doodle art, shields, portraits, xmas collage, papermache heads, abstract art squares and Christmas paintings.</b></p> <p><b>Drawing -</b></p> <ul style="list-style-type: none"> <li>Selects appropriate media and techniques to achieve a specific outcome</li> <li>Uses a range of materials to produce line, tone and shade</li> </ul> <p><b>Painting -</b></p> <ul style="list-style-type: none"> <li>Explores the effect of light and colour, texture and tone on natural and man-made objects</li> <li>Uses techniques, colours, tools and effects to represent things seen, remembered or imagined</li> <li>Investigates symbols, shapes, form and composition</li> <li>Uses different methods, colour and a variety of tools and techniques to express mood</li> </ul> <p><b>Paper mache</b></p>	<p>Children to learn to use the followings skills through: Dr Death pencil drawings, Rainforest toucans, frogs and monkeys (Henri Rousseau)</p> <p><b>Drawing -</b></p> <ul style="list-style-type: none"> <li>Selects appropriate media and techniques to achieve a specific outcome</li> <li>Uses a range of materials to produce line, tone and shade</li> <li>To explore tone using pastel and inks</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Explores the effect of light and colour, texture and tone on natural and man-made objects</li> <li>Uses techniques, colours, tools and effects to represent things seen, remembered or imagined</li> <li>Investigates symbols, shapes, form and composition</li> <li>Uses different methods, colour and a variety of tools and techniques to express mood</li> </ul> <p>Pastels, oil pastels</p>	<p>Children to learn to use the followings skills through: Dracula in Whitby, Collaborative art, mayan art and sculptures, clay birds</p> <p><b>Drawing -</b></p> <ul style="list-style-type: none"> <li>Selects appropriate media and techniques to achieve a specific outcome</li> <li>Uses a range of materials to produce line, tone and shade</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Explores the effect of light and colour, texture and tone on natural and man-made objects</li> <li>Uses techniques, colours, tools and effects to represent things seen, remembered or imagined</li> <li>Investigates symbols, shapes, form and composition</li> <li>Uses different methods, colour and a variety of tools and techniques to express mood</li> </ul> <p><b>Clay</b></p> <ul style="list-style-type: none"> <li>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</li> </ul>

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	<ul style="list-style-type: none"> <li>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</li> <li>Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Can arrange and rearrange colours, spaces and texture for effect before completion of the final composition</li> <li>Can produce pieces can express mood.</li> </ul>		<ul style="list-style-type: none"> <li>Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>creates fabric hangings</li> </ul> <p>Collaborative art</p> <ul style="list-style-type: none"> <li>Experiments with approaches used by other artists to crate shared art</li> </ul>
<p><b>Computing</b></p>	<p><b>ICT Generic skills to be used across all terms</b></p> <ul style="list-style-type: none"> <li>be able to choose and combine the use of appropriate ICT tools to complete a task</li> <li>be able to critical evaluate the fitness for purpose of work as it progresses</li> <li>have experience of a range of ICT equipment and software</li> <li>describe and discuss their work and explain how and why they have used ICT</li> </ul> <p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>use and practise their wordprocessing skills in a range of contexts</li> <li>use email as a communication tool to collaborate with other pupils</li> <li>be aware that computer viruses can be sent via email             <ul style="list-style-type: none"> <li>be aware of email safety rules</li> <li>annotate their work samples using prompt questions</li> <li>use appropriate ICT vocabulary</li> </ul> </li> </ul> <p>Visit – Warning Zone visit</p>		
	<p>Most children will:</p> <ul style="list-style-type: none"> <li>continue to use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose:</li> <li>continue to use cassette recorders / Dictaphones/sound buttons as appropriate</li> <li>continue to use the sound files in other applications</li> </ul>	<p>Most children will:</p> <ul style="list-style-type: none"> <li>use a wider range of tools within an art package as necessary</li> <li>continue to manipulate images using an art package or other software</li> <li>know when it is appropriate to use an art package and when another medium would be more suitable</li> </ul>	<p>Most children will:</p> <ul style="list-style-type: none"> <li>use on-screen control software to plan, create and run a more complex set of instructions</li> <li>use information from a sensor (input) to initiate parts of the control program</li> <li>plan and create a control system to answer a task</li> <li>know when it would be appropriate to use a control system</li> </ul>

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	<ul style="list-style-type: none"> <li>continue to use more sophisticated music software to plan, create, evaluate, edit and play their own compositions</li> <li>Use a more complex database to explore patterns and relationships in data eg In a minibeasts database - Is there a relationship between habitat and diet?</li> <li>independently set up and use a datafile to carry out an investigation</li> <li>amend and delete data from records</li> <li>use editing tools to alter the design of a graph</li> <li>organise, refine and present information appropriate to the audience</li> </ul>	<ul style="list-style-type: none"> <li>select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience eg present an account of their residential trip to their peers</li> <li>check the accuracy of information be aware of privacy and other issues related to using the Internet</li> </ul>	<ul style="list-style-type: none"> <li>create more complex patterns using repeated simple procedures</li> <li>know when it would be appropriate to use a sensing device eg in a science experiment</li> <li>be able to use a range of sensors as appropriate</li> <li>be able to use formulae and functions in a spreadsheet</li> <li>alter the format of a spreadsheet</li> <li>change data to satisfy 'What if' queries</li> <li>use a spreadsheet to solve simple problems eg the relationship between the perimeter and area of a quadrilateral</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, applying basic principles</li> <li>Develop flexibility &amp; control in gym and dance</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, applying basic principles</li> <li>Develop flexibility &amp; control in gym</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, applying basic principles</li> <li>Develop flexibility &amp; control in dance &amp; athletics</li> <li>Take part in Outdoor &amp; Adventurous activities Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>
<b>Music</b>	<p>Singing – listen to detail and recall orally To explore pitch and rhythm</p> <p>How is music used to tell a story, to create tension and emotion?</p> <p>How are sound effects used in a radio broadcast? How to create sound effects</p>	<p>Singing To understand how to create, refine and develop own compositions and record them in a meaningful way Rainforest Raps</p> <p>Young Voices performance and preparation Pitch, rhythm, timings and rests, harmony</p>	<p>Singing To explore the work of famous composers and make judgements about their work. To use their understanding of composer's work to create their own versions</p> <p>The music of .....Freddie Mercury</p>

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	<p>To understand timing, repetition, tempo and timbre and the effect of discordance.</p> <p>Effect of sound effects to make something appear real. War of the Worlds</p>		<p>Musical appreciation, listening to music and using instruments to accompany.</p>
<b>French</b>	<p>Content: Can I understand imperatives in the form of classroom instructions? Can I describe the contents of a pencil case? Skills focus: I can understand longer and more complex phrases or sentences, read and understand the main points and some detail from a short, written passage. I can match sound to sentences and paragraphs. I can recognise patterns in the foreign language and use language known in one context or topic in another context or topic.</p>	<p>Content: Can I learn common items of clothing and use this knowledge to describe what I wear to school? Can I give my opinion on school uniform, saying why I like it or not? Skills focus: I can understand the main points in a written story, including longer and more complex phrases or sentences. I use context and previous knowledge to help my understanding and reading skills. I can write in some detail using a model, applying most words correctly. I can notice and match agreements on adjectives.</p>	<p>Content: Can I discuss different genres of music? Can I give my opinion on different genres of music? Can I give a reason (or more) to justify my opinion of music? Skills focus: I can participate in a simple conversation about music. I can read and respond to an extract from a song and listen for enjoyment and re-constitute a sentence or paragraph from the song. I can present information on an aspect of culture (a song).</p>
<b>Possible Trips/visitors</b>	<p>Twycross Zoo – animal evolution workshop and plants and animals from south America – end of term First Aid Warning Zone</p>	<p>Theatre trip Young Voices</p>	<p>Year 6 trip – Skern</p>