

# Spring Term - Year 6



Stocksbridge  
Junior School

## English

### Writing

- Informal letters and short Narratives linked to the Nowhere Emporium
- Writing informal letters home from a World War I trench.

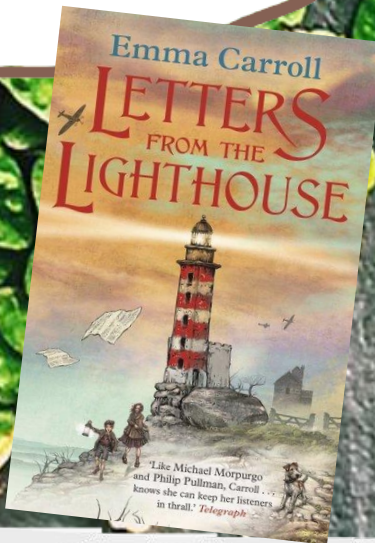
### SPaG

Spelling, punctuation and grammar skills, including:

- Use the passive voice and expanded noun phrases.
- Use verb tenses consistently and correctly throughout their writing.
- Use semi-colon, colon and dash to mark the boundary between independent clauses.
- Use of the colon to introduce a list and use of semi-colons within a list.
- Show how hyphens can be used to avoid ambiguity.

### **Class Reader**

Letters from the Lighthouse by Emma Carroll



### Reading

Using extracts to develop reading skills:

To summarise the main ideas of a text.

To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

To effectively make predictions and discuss how characters change and develop through texts.

To identify how language, structure and presentation contribute to meaning.

To discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.

## Mathematics

- Revising Y6 Arithmetic skills
- Decimals
- Percentages
- Algebra
- Ratio and proportion
- Area, perimeter and volume
- Line Graphs
- Pie Charts
- Averages: Mean
- Properties of two- and three-dimensional shapes

## Geography

### **Volcanoes and Earthquakes:**

- How is the structure of the Earth linked to the formation of volcanoes?
- What happens at the boundaries between Earth's plates?
- Where are some of the Earth's volcanoes and what can we find out about them?
- What are the different types of volcanoes and why do they erupt?
- What are the advantages and disadvantages of living near a volcano?
- Where have famous earthquakes occurred?
- How do earthquakes affect people and places?
- What help might people need after an earthquake?

## Science

### **Evolution and Inheritance:**

- What do fossils tell us?
- To understand that all living things have their own characteristics.
- To understand the terms inheritance, adaptation and natural selection.
- Why do animals have adaptations?
- To understand and explain the process of evolution.
- Why do animals become extinct?
- How can we save endangered animals?

## History

### **The World Wars:**

- Placing the World Wars on the SJS timeline.
- What were the causes and consequences of WWI?
- What was lifelike for soldiers in the trenches during WWI?
- Was the Treaty of Versailles fair?
- How can we use historical sources to find out about the evacuation at Dunkirk?
- What were the causes and consequences of the Blitz?
- Exploring the historical significance of the Holocaust.
- Evaluating patterns and continuity in propaganda.



## PSHE

### Health and Wellbeing:

- To understand some of the reasons why people take different types of drugs
- To know where to get accurate sources of health information
- To know how to keep myself safe and what to do in an emergency situation.

### Living in the Wider World:

- To recognise that using the internet can cause both positive and negative feelings.
- To explain what it means to belong to a country.

## Physical Education

### Gymnastics

- To develop travelling, rolling, balancing and jumps skills.
- To apply gymnastics skills learnt within a routine
- To develop quality and control of movement.

### Dance

- To develop dance actions.
- To apply dance actions within a sequence of movements.

## Computing

### Computing System and Networks: Bletchley Park

- Explain that codes can be used for a number of different reasons and decode messages.
- Explain how to ensure a password is secure and how this works.
- Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes.
- Explain the importance of historical figures and their contribution towards computer science.
- Present information about their historical figure in an interesting and engaging manner.

## Religious Education

### Why do Hindus want to be good?

- Identify and explain Hindu beliefs using technical terms with accuracy.
- Make clear connections between Hindu beliefs and ways in which Hindus live.
- Connect the four Hindu aims of life and the four stages of life with beliefs.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways.
- Make connections between Hindu beliefs studied and explain how and why they are important to Hindus.
- Reflect on and articulate what impact beliefs might have on individuals and the world.

## Art & Design

### Drawing:

- Make comparisons between different styles of art.
- Use tools effectively to explore a range of effects.
- Generate symbols that reflect their likes and dislikes and create a tile that is full of pattern, symbols and colours that represents themselves.
- Discuss ideas to create light and dark through drawing techniques and explain the term chiaroscuro.

## Design & Technology

### Structures:

- To understand some different ways to reinforce structures.
- To understand how triangles can be used to reinforce bridges.
- To know that properties are words that describe the form and function of materials.
- To understand why material selection is important based on their properties.
- To understand the material (functional and aesthetic) properties of wood.

## Music

### Songs of World War Two:

- To use musical and comparative language in discussion.
- To follow the melody line.
- To follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- To sing the correct words at the correct time.
- Be able to recall the counter-melody line.

## French

### Le weekend:

- Tell the time in French.
- Learn French vocabulary to say what you do at the weekend and listen to others describing their leisure activities.
- Extend a sentence using time phrases and conjunctions.
- Explain to others what I do at the weekend.