

Reading	Term 6	Mathematics
<p>Reading Skills:</p> <p>Decoding Literal understanding & Retrieval Inferencing Respond to a text Fluency & Phrasing</p> <ul style="list-style-type: none"> • To quote accurately from the text which illustrate meaning • To work out hidden meaning and etymology of words. • To understand the effect of rhyme within poetry texts • To locate information and provide reasoned justification for their views upon a text • To retrieve and summarise details to support opinions and predictions • To draw hidden inferences, justifying with textual evidence • To use skimming and scanning skills to support answers to questions which require analysis • To be able to develop answers using evidence from the text 	<p>French</p> <p>All around Town</p> <ul style="list-style-type: none"> • To use speaking and listening skills within French: • Food • Clothing • Restaurants <p>Music</p> <p>Violin playing delivered by Kent Music.</p> <ul style="list-style-type: none"> • To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • To improvise and compose music for a range of purposes using the inter-related dimensions of music • To listen with attention to detail and recall sounds with increasing aural memory • To use and understand staff and other musical notations • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • To develop an understanding of the 	<p>Geometry</p> <p>Y5 and Y6</p> <ul style="list-style-type: none"> • To identify 3D shapes, including cubes and cuboids from 2D nets. • To know angles are measures in degrees and recognise acute, obtuse and reflex angles • To draw given angles and measure them in degrees • To identify angles at a point and 1 whole turn (360 degrees) • To identify angles on a straight line (180 degrees) • To know other multiples of 90 and apply this to geometry • To use facts of rectangles and to deduce other related missing information • To distinguish between regular and irregular polygons based on reasoning about equal sides. • To identify reflected shapes and be able to reflect shapes across a range of quadrants • To be able to translate a shape across a range of quadrants. <p>Y6</p> <ul style="list-style-type: none"> • To consolidate knowledge and revise key mathematics knowledge. <p>To apply mathematical knowledge and skill to unforeseen problem solving contexts.</p> <p><u>Statistics</u></p>

history of music

- To solve comparison, sum and difference problems using information presented in a line graph
- To complete, read and interpret information in tables, including timetables.
- To draw and interpret a range of graphs

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Cooking & Nutrition

- To understand and apply the principles of a healthy and varied diet.
- To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed
- To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups
- To generate, develop, model and communicate their ideas through discussion and annotated sketches
- To evaluate their ideas and products against own criteria and consider views of others to improve their work.

Writing

Genre: Poetry

To improvise and rehearse poetry (performance poetry)

Year 6 – play scripts

To discuss language use and meaning of etymology of language

To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

To use further organisational and presentational devices to structure the text and guide the reader.

<p>Indicate parenthesis through commas, dashes or brackets</p> <p>To write independent pieces of poetry using influences of other poets.</p> <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To identify grammar and punctuation rules poets have used/broken deliberately for effect To find synonyms and antonyms of words To use parenthesis to display relative clauses To use conjunctions to extend sentences and link clauses together To distinguish between active and passive voice, identifying the object and the subject of each sentence. To use a dash to mark boundaries between independent clauses [as a separator] 	<p><u>P.E-</u></p> <ul style="list-style-type: none"> Net/wall games (tennis) Athletics <p><u>PSHE/RSE</u> Economics (continued)</p> <p>To understand stereotypes can exist in the workplace but they should not affect people's career aspirations</p> <p>Transition</p> <p>To understand the skills needed to take on responsibilities in school (Y5)</p> <p>To understand that a big change can bring both opportunities and worries (transition booklet) Year 6</p>	<p>Science</p> <p>Physical Changes & States of Matter</p> <p>What happens during a state change?</p> <p>How are the particles different within solids, liquids and gases?</p> <p>What is a physical change and how do we identify them?</p> <p>What is a chemical change and how can we identify them?</p> <p>How do physical and chemical changes compare?</p> <p>What can we do to investigate chemical reactions?</p> <p>What happens when we place metals into acid?</p>
	<p>History/Geography <u>Benin Kingdom (continued)</u></p> <ul style="list-style-type: none"> What led to the civil war in the 1700s? 	<p>R.E.</p> <p>Islam</p> <p><i>What do Muslim people believe about the way they should live their lives and why?</i></p>

- To use colons, to mark the boundary between independent clauses, whereby the second clause provides more information about the first clause.

Spelling

- Synonyms & Antonyms (X6 weeks)
- Common Words
- Upper Key Stage 2 recommended list words
- Consolidation

- Why did the British colonise Benin and what impact did this have?

Geography:

- What is a slum?
- Why do slums develop?
- How are Rochinha and Dharavi similar and different?
- What challenges do people face living in slums?
- How can life in the slums be improved?

What is Sawm and why is it important for Muslims?

What is Hajj and why is it important for Muslims??

How and why do Muslim people show that the Qur'an is important to them?

Can I explain what Muslims believe about the way they should live their lives and why?