

Work to be covered in the Spring Term by Y6.

This information has been provided so that you are fully aware of the work your child will cover over the term.

We hope that it will also enable you to support your child at home in their studies.

If there is anything contained within this leaflet that you don't understand, please contact your child's class teacher.

Maths:

- Read write and order and round numbers to 10,000,000
- Division using written methods and interpret remainders
- Solve problems involving scale factor
- Add, subtract multiply and divide fractions
- Interpret and construct pie charts and ine graphs
- Calculate the mean as a n average
- Algebra - use simple formulae, generate linear sequences and express missing number problems algebraically
- Draw 2D shapes using dimensions and properties and recognise formulae to find volume and area of shapes
- Translate and reflect shapes

English and GAPS:

- Write short stories using flashbacks.
- Explore characters.
- Use different narrative techniques to engage and entertain.
- Use a range of strategies to edit, proofread and correct spellings.
- Understand underlying themes when reading.
- Write from different points of view.
- Use varied structures to shape and organise texts coherently.
- Know the correct punctuation for complex sentences.

Science:

Life Processes

- Explain the classification of living things into broad groups based on common observable characteristics (five kingdoms of all living things, vertebrates, mammals, marsupials)
- Sub-divide their original groupings and explain their divisions
- Group animals into vertebrates and invertebrates

Evolution and Inheritance

- Give reasons for why living things produce offspring of the same kind
- Give reasons for why offspring are not identical with each other or with their parents
- Explain the process of evolution and describe the evidence for this
- Appreciate that variation in offspring over time can make animals more or less able to survive in particular environments
- Talk about the life of Charles Darwin

Computing:

Controlling Devices: 'We are APP developers'.

- Develop an awareness of the capabilities of smartphones and tablets.
- Understand geolocation, including GPS.
- Evaluate competing products.
- Adapt control knowledge to programmes such as App Inventor
- To understand appropriate precautions and procedures when using internet accounts and app functions.

<p>RE: What religions are represented in our neighbourhood? Understanding and Tolerance</p> <ul style="list-style-type: none"> • To understand the terms discrimination and racism. • To explore how Christian beliefs can influence how people behave. • Identify religious communities in Chesterfield and Derbyshire. • Develop understanding of significant places of worship. • Learn about religious symbols. <p>PSHCE: Staying Healthy and Going for Goals</p> <ul style="list-style-type: none"> • Consider what makes a healthy lifestyle. • Know about food groups and balanced diet. • Identify factors which affect emotional health and wellbeing. • Children to recognise and celebrate achievements. • Children will know that it is important to persist, even when unsuccessful. To know that we should have aspirations and set long term goals. <p>Design Technology:</p> <ul style="list-style-type: none"> • Plan a model for a sand yacht. • Build a sand yacht from wood, combining axles and a frame. • Design and create a circuit to operate the yacht 	<p>Art:</p> <ul style="list-style-type: none"> • Draw from observation, blending pastels to create texture, light and shade. • Work with watercolour paints. • Investigate how artists were inspired by nature (Edward Lear). <p>Music: Exploring rhythm and melody</p> <ul style="list-style-type: none"> • Understand formal notation for rhythm. • Understand formal notation for pitch. • Write lyrics to a song for infants. • Know how musical structures are used in songs. • Listen for patterns in music. • Learn the pentatonic scale. • Create a group performance through practice and rehearsal. • Perform songs in a group. <p>Topic - Geography/History</p> <p>Exploring Map skills and our locality and beyond</p> <ul style="list-style-type: none"> • Map reading skills including eight points of a compass, 4 figure grid references, OS symbols and bearings • Hasland's geographical history • To build awareness of timezones. • 	<p>PE:</p> <p>Dance -</p> <ul style="list-style-type: none"> • Explore, improvise and combine movement fluently. • Link movements in a logical sequence. • Demonstrate combinations of movements showing clarity and accuracy. • Change and vary the use of dynamics. <p>Games</p> <ul style="list-style-type: none"> • Combine and perform skills with control. • Use attacking and defending skills appropriately in games. • Recognise their own and others strengths and weaknesses in games. • Understand the safety needs of an activity. • Be an effective team member. <p>French: Les passé-temps et quelle est ta matiere preferee?</p> <ul style="list-style-type: none"> • Be able to tell the time to the half hour. • To know the words for more popular sports/hobbies • To know how to say which hobbies you prefer • To practise pronunciation
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