





Is it  
fair?

Year: 6

Term: Spring 1

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
<p>persuade</p> <p>moors</p> <p>resigned</p> <p>collecting</p> <p>souls</p> <p>cold-blooded</p> <p>sorrow</p> <p>apprentice</p> <p>relieved</p> <p>observing</p>	<p><b>Narrative</b></p> <p><u>allure</u>: the quality of being attractive, interesting, or exciting:</p> <p><i>The <b>allure</b> of working in television was too much.</i></p> <p><u>dowdy</u>: (especially of clothes) not attractive or fashionable.</p> <p><i>The customer thought the hat was <b>dowdy</b>.</i></p>  <p><u>absurd</u>: stupid and unreasonable, or silly in a humorous way.</p> <p><i>“What an <b>absurd</b> idea!” the man remarked.</i></p> <p><u>turrets</u>: a small, circular tower that is part of a castle or a large building</p> <p><i>Smoke billowed from its four tall, thin <b>turrets</b>.</i></p> 	<p><b>Geography</b></p> <p>agriculture / trade / plantations / industrial / vegetation belts / land usage / climates zones /</p> <p><b>Science (Living things and their Habitats)</b></p> <p>Linnean classification / binomial / domain / kingdom / Phylum / class / order / family / genus / Species</p>



## English (Objectives)

### Reading:

- Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Independently read longer texts with sustained stamina and interest.
- Recommend books to their peers with detailed reasons for their opinions.
- To explain the meaning of new vocabulary in context.
- To scan for key information
- To use skimming and scanning to retrieve specific information.
- Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.
- Predict what might happen from information stated and implied.
- To use note taking for research

### Writing :

- To write a motivational speech
- To a persuasive letter
- Use a wide range of devices to build cohesion within and across paragraphs.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- Proofread for grammatical, spelling and punctuation errors.

### GPS

- To create complex sentences using relative clauses with relative pronouns.
- To create and use expanded noun phrases.
- To use adverbial phrases
- To use semi colons to link independent clauses.
- To use colons and semi colon in lists
- To identify and use brackets to indicate parenthesis

## Maths

Unit 10: Number and place value  
Unit 11: Geometry (coordinates)  
Unit 12: Calculations  
Unit 13: Fractions

## R.E (unit) - Lancashire Agreed Syllabus

### Christianity (God)

*The Journey of Life*

## Science (Objectives) – Living things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

### Skills:

*Questioning: Asking relevant questions and using different types of scientific enquires to answer them*

*Planning: Setting up simple, practical enquires, comparative and fair tests*

*Measuring: Making systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and dataloggers*

*Recording: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions*

*Presenting: Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables*

*Concluding: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions*

*Evaluating: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*

*Identifying differences, similarities or changes related to simple scientific ideas and processes*

*Using straightforward scientific evidence to answer questions or support their findings*

## Humanities (Geography)

### Human and Physical Geography

- physical geography, including: vegetation belts and rivers
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food (Focus on a specific country in Africa e.g. Nairobi/Kenya)

### Geographical skills and field work

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## Art: Drawing and painting into 3D Sculpture

- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Start to develop their own style using tonal contrast and mixed media.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

## Music (Unit)

- Sing Up: Dona Nobis Pacem

## Computing (NCCE units)

eSafety (Week 1) : Project evolve - Health, lifestyle and wellbeing & Online relationships

(Week 2-6): - Programming A – Variables in games

## PSHE (Unit)

### Families and people who care for me

- People who love each other can be any gender, ethnicity or faith
- Marriage/civil partnership is a legal representation of commitment between two people which is intended to be life-long
- There are different types of stable, caring relationships including those who are not married and who live apart
- Stereotypes can be unfair, negative and destructive

**What constitutes a healthy diet: understanding calories and nutritional content**

**Legal and illegal harmful substances and risks including smoking, alcohol and drug-taking**

**Identify and report inappropriate content**

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### P.E (Unit)

Gymnastics

## MFL (French):

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