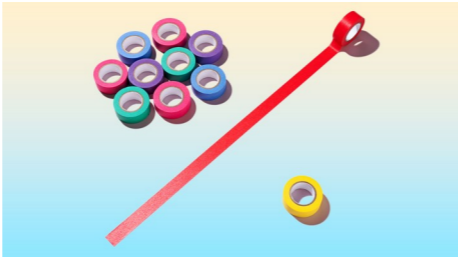



# Strange and Wonderous Things

Year: 6

Term: Summer 2

Tier 1 (known)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
<p>Discovered</p> <p>Unique</p> <p>Strangely</p> <p>Mainstream</p> <p>Ordinary</p> <p>Surgeries</p> <p>Situations</p> <p>Sleepily</p>	<p><b>Narrative</b></p> <p><u>proximity</u>: nearness or closeness</p> <p><i>All personnel must maintain their proximity of at least 10 metres</i></p>  <p><u>inconclusive</u>: not conclusive; not resolving fully all doubts or questions</p> <p><i>The test results came back inconclusive.</i></p> <p><u>anomalous</u>: deviating from what is standard, normal, or expected.</p> <p><i>An anomalous heat signature come from within the cave.</i></p> <p><u>surveillance</u>: close observation, especially of a suspected spy or criminal.</p> <p><i>The specimen must be placed under closer surveillance after the last incident.</i></p>  <p><u>fragmented</u>: break or cause to break into fragments.</p>	<p><b>Geography</b></p> <p>Observe / measure / record / present / sampling / random / systematic / human features / physical features / infrastructure / commute / amenities / longitude / latitude</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 :

- 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 dashes to indicate parenthesis

## Maths

Unit 20: Addition and subtraction  
 Unit 21: Multiplication  
 Unit 22: Division  
 Unit 23: Applied Maths

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

### Buddhism

*What do we mean by a good life?*

## Science (Objectives) – Recap and revision unit

### Skills: Working scientifically

*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*

## Geography

### Local study: How has Colne changed over time and how might it change in the future?

#### Geographical Skills and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate key information and describe features studied
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways and present)
- Explain some links and interactions between people, places and environments.
- use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

#### Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.

#### Human and Physical Geography

- Human geography-To describe and understand human geography, including: the distribution of natural resources including energy, food, minerals and water
- Ask and respond to questions that are more causal

## Art: Picasso inspired abstract art using felt

- 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)

- Practice class assembly

## Computing (NCCE units)

eSafety (Week 1) : Project evolve - Health, well-being and lifestyle & online relationships

(Week 2-7): - PROGRAMMING B—Sensing (BBC: Microbits)

## PSHE (Unit)

### Transition to secondary school

- The differences between appropriate and inappropriate physical or other contact
- What consent means and how to seek and give/ not give permission in different situations
- How to get advice and report concerns about personal safety
- The role money plays in people's lives
- How companies encourage people to buy things
- 

## P.E (Unit)

Athletics

## MFL (French):

All in a Day