

English
 Key Text: Pig-Heart Boy, Marlorie Blackman
 Purpose for writing: Balanced Argument

Writing: Children will be developing their ability to present differing arguments: they will be improving their ability to use cohesive devices, Standard English, possibility adverbials and modal verbs.

Speaking and Listening: Debate work— Should pig heart transplants be used in humans?

Spelling: Revision of a range of prefixes and suffixes, silent letters, the 'I before e rule' and exceptions to this and the 'ious' pattern.

Grammar and Punctuation: Revision of word classes, punctuation within sentences and synonyms and antonyms

Reading: Children will develop their understanding of vocabulary within a text. They will develop their retrieval and inference skills, as well as their understanding of text layout.

Were the Vikings vicious or victorious?
Horowitz Class
Year 6: Spring 2

Mathematics

Key Facts: Prime Numbers, Times table and division facts

Fractions, decimals and percentages: Children will further develop their understanding of decimal, fraction and percentage equivalence. They will order fractions, decimals and percentages and solve a range of problems.

Area, Perimeter and Volume: Children will build on their knowledge of area and perimeter to explore the area of a triangles and parallelograms. They will understand the difference between volume and capacity and explore the conservation of volume using centimetre cubes.

Computing
Focus: Research and Presentation
 Children will develop their ability to improve the precision of their web searches, they will present information in a variety of ways.

Science

Focus: Physics - Light

Children will understand that light appears to travel in a straight line and use this idea to explain that objects are seen because they give out or reflect light into the eye. They will be able to explain why shadows have the same shape as the objects that cast them.

They will know that we see things because light travels from light sources to our eyes or from light sources to objects and them to our eyes .

Children will know how to plan a scientific enquiry to answer questions about the way light travels and behaves, record data of increasing complexity using scientific diagrams and labels, bar charts ...



History

Focus: Viking Raiders and invaders

Children will explore the Viking age in further detail looking at how raiding turned into invading. Children will explore the idea of 'the Great Heathen Army', King Alfred and what he achieved and whether the Vikings gave up and why the year 1066 is so important to British history.

They will use many historical skills: source analysis, framing historical questions, creating a layered timeline and make comparisons across a time period.

Music

Focus: You've Got a Friend

The learning is focused around one song – You've Got a Friend by Carole King The children will learn to sign the song instead of singing.

Children will learn to listen and appraise the main tune and other supporting tunes. They will learn about the interrelated dimensions of music through playing instruments, improvising and performing and sharing.

RE

Focus: Salvation

Children will explore the difference that the resurrection makes to Christians. They will explore the witness accounts of the resurrection in the bible, how this is shown in how Christians worship and make connections with how this belief impacts Christians other people's lives.

Design and Technology

Focus: Electricity'

Children will design and construct an electrical game. The game will contain at least one working circuit. It needs to be able to be played, so will require instructions to accompany it and be fun to play as well as look appealing.

They will evaluate the final product against the intended purpose.

PE

Focus: Real PE - Orienteering
Focus: Gymnastics

French

Focus:
 Children will be looking at 'Les Transports'. We will be revising directions, places around town and learning how to buy tickets for a trip.

PSHE

Focus: Don't Hold onto What's Wrong
 In this unit children will explore how to communicate differing opinions with respect.