

<p>English</p> <p>Reading and SPaG revision.</p> <p>Independent writing: narratives and non-fiction. Including paragraphs, a range of punctuation, spellings, dialogue, language for the reader, devices to build cohesion, neatest joined handwriting, description and the correct use of tenses.</p> <p>ID: Descriptions and narratives; Non-chronological reports; Adverts; Facts, opinions and tributes; Calligrams</p> <p>Class text: Double Image</p>	<p>Mathematics</p> <p>Geometry: Investigating vertically opposite angles; Solving problems involving angles; Investigating angles in triangles and quadrilaterals; Solving problems involving; Naming parts of a circle; Solving problems involving angles in a circle; Drawing quadrilaterals and triangles; Drawing nets of 3-dimensional shapes. Position and movement: Showing negative numbers; Describing position; Drawing polygons on a coordinate grid; Describing translations, reflections and movements; Using algebra to describe position and movements. Graphs and averages: Understanding averages; Calculating the mean; Solving problems involving the mean; Showing information on graphs; Reading pie charts and line graphs; Converting miles to kilometres. Negative numbers: Adding and subtracting negative numbers; Using negative numbers.</p>	<p>Science</p> <p>Evolution and Inheritance: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Design and Technology</p> <p>Tools and equipment; Design; Fashion and clothing: Design criteria should cover the intended use of the product, age range targeted and final appearance. Ideas can be communicated in a range of ways, including through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways. Precision is important in producing a polished, finished product. Correct selection of tools and careful measurement can ensure the parts fit together correctly. Select appropriate tools for a task and use them safely and precisely. Design is an iterative process, meaning alterations and improvements are made continually throughout the manufacturing process. Evaluating a product while it's being manufactured, and explaining these evaluations to others, can help to refine it. Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others. Pinning with dressmaker pins and tacking with quick, temporary stitches holds fabric together in preparation for and during sewing. Pin and tack fabrics in preparation for sewing and more complex pattern work. Fastenings hold a piece of clothing together. Types of fastenings include zips, press studs, Velcro and buttons. Use different methods of fastening for function and decoration, including press studs, Velcro and buttons.</p> <p>Edison Robot expansion: Robots - electrical systems (series circuits, switches, bulbs, buzzers and motors, program, monitor and control products): The safety of the user has to be taken into account when designing a new product. Methods to help keep users safe include providing clear instructions for use; clear indication of the age range for which it is designed; safety features (such as child-resistant packaging); warning symbols and electrical safety checks. Demonstrate how their products take into account the safety of the user. Computer programs can control electrical circuits that include a variety of components, such as switches, lamps, buzzers and motors. Understand and use electrical circuits that incorporate a variety of components (switches, lamps, buzzers and motors) and use programming to control their products. Computer monitoring uses sensors as a scientific tool to record information about environmental changes over time. Computer monitoring can also log data from sensors and record the resulting information in a table or graph. Use a sensor to monitor an environmental variable, such as temperature, sound or light. Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money. Create a detailed comparative report about two or more products or inventions.</p>
<p>Computing</p> <p>Programming, Spreadsheets, Edison Robot expansion.</p>	<div style="text-align: center;">  <p>Year: 6 Term: Summer Topic: ID</p> </div>		<p>Starting Point</p> <p>Meet John Doe</p> <p>End Product</p> <p>Written outcome: Why is identity important?</p> <p>Creative outcome: Forensic crime scene</p>
<p>PSHE</p> <p>Who are we? What makes us unique? What is our ID? Identity, personal views and opinions; My place; Recognising strengths.</p>			<p>Visits/Visitors</p> <p>Enrichment day</p>
<p>RE</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>			<p>Art and Design</p> <p>Portraiture and figurines: We're models - photography, printmaking: In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Create innovative art that has personal, historic or conceptual meaning. A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Adapt and refine artwork in light of constructive feedback and reflection. Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Different artistic movements often use colour in a distinctive way. Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</p>
<p>Music</p> <p>Listening: Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Knowledge of music: Develop an understanding of the history of music. The Classical era: Joseph Haydn and Wolfgang Amadeus Mozart.</p>	<p>History</p> <p>Social reformers: Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. Describe and explain the significance of a leader or monarch. The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Describe and explain the common traits and motives of leaders and monarchs from different historical periods. The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money. Describe the growth of the British economy and the ways in which its growth impacted on British life.</p>	<p>Geography</p> <p>Community: Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies). Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another. Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. Geographical interconnections are the ways in which people and things are connected. Explain interconnections between two or more areas of the world; including a region within North or South America. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Explain how humans function in the place they live. Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming. Explain how climate change affects climate zones and biomes across the world. Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future. Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth. North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply). Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world. Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries. Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p>	
<p>Physical Education</p> <p>Leadership Kwik cricket Athletics Golden Miles</p>			