Term: Spring 1   **Class: Oak Class**   **Year Group: 6**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	**Fiction** Mermaid of Zennor—local myth **Spelling** Adding suffixes beginning with vowel letters to words ending in -fer **Grammar** More complicated expanded noun phrases **Reading** I can use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. I can make predictions using knowledge of the conventions of different genres and	**Fiction** Mermaid of Zennor—local myth **Spelling** Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) **Grammar** More complicated expanded noun phrases **Reading** I can use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. I can identify the characteristics of a writer's style.	**Non-Fiction** Explanation Text - Pasties **Spelling** Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) **Grammar** Semi colon, colon and dash Hyphens Ellipses **Reading** I can use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. I know that the	**Non-Fiction** Persuasive Writing – Pasty Advertisement **Spelling** Word families based on common words, showing how words are related in form and meaning **Grammar** Semi colon, colon and dash Hyphens Ellipses **Reading** I can use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to	**Non-Fiction** Persuasive Writing – Pasty Advertisement **Spelling** Word families based on common words, showing how words are related in form and meaning **Grammar** Revision and consolidation of grammar skills learned **Reading** I can use point, evidence and explanation (PEE) or answer it, prove it, explain it	**Fiction** Adventure narrative—Mining (survivors) **Spelling** Statutory Spelling Challenge Words **Grammar** Revision and consolidation of grammar skills learnt **Reading** I can use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. I know that non-fiction texts may include a creative, fictional element.	**Fiction** Adventure narrative— Mining (survivors) **Spelling** Statutory Spelling Challenge Words **Grammar** Revision and consolidation of grammar skills learnt **Reading** I can use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. I understand that non-fiction texts

	text types. I build on others' ideas and opinions about a text in discussion.	I question others' ideas about a text. I make connections between texts which may not initially seem similar.	word and language choices support the writer's purpose. I can explain why there are connections, using evidence.	questions about texts. I can record examples of words and language from reading to use in my own writing. I can explain the similarities and differences between different versions of texts.	(APE) to respond to questions about texts. I can explain how the choices a writer has made about the structure of a text support its purpose. I understand that a narrative can be told from different points of view – narrator, character.	I identify the point of view in a narrative.	may present the same information with different viewpoints. I can explore how events are viewed from another perspective.
Maths	To associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	To multiply one-digit numbers with up to 2 decimal places by whole numbers To use written division methods in cases where the answer has up to 2 decimal places To solve problems involving the calculation of percentages and the	To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places	To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. To compare and classify geometric shapes based on their properties and sizes and	*Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.*	To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius To recognise, describe and build simple 3-D shapes, including making nets	Consolidation and revision of skills learnt

		use of percentages for comparison	To convert between miles and kilometres (5 miles = 8Km or 1 mile = 1.6 km)	find unknown angles in any triangles, quadrilaterals, and regular polygons			
Science	Explain how adaptions help animals and plants survive	Describe the process of natural selection	Explain what fossils can tell us	Explain why animals can look different to their parents	Explore the life and work of palaeontologist Mary Anning	Describe the process of genetic modification	Revision and consolidation of skills learned
Computing	*Discovery education: block level 6 'More complex variables'* I can use a random function in my code for purposeful effect.			*Discovery education: block level 6 'More complex variables'* I can use a random function in my code for purposeful effect.			Book Creator: Local History Factfile
History		Local History - Know key dates, characters and events of time studied.		Richard Trevithick – To understand continuity and change.		Sir Humphry Davy and Mining – To understand continuity and change.	
Geography	Geography Day x2 Enquiry: *How is climate change affecting the world?*		Study of physical geography of a region in a European country – The Alps		Study of human geography of a region in a European country – The Alps		Confidently identify significant places and environments

Art			Identify and describe where places are around the world				
		Carry out preliminary studies, test media and materials and mix appropriate colours Create shades and tints using black and white		Work from a variety of sources inc. those researched independently Show an awareness of how paintings are created (composition)		Choose appropriate paint, paper and implements to adapt and extend work	
DT	DT Days x2 at end of Spring Term 2						
RE	Identify and explain Hindu beliefs	Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs.	Make clear connections between Hindu beliefs about and ways in which Hindus live.	Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc	Give evidence and examples to show how Hindus put their beliefs into practice in different ways.	Make connections between Hindu beliefs studied and explain how and why they are important to Hindus.	Reflect on/articulate what belief in karma and dharma might have on individuals/the world, recognising different views. **English Link Non-Fiction** Non-chronological

							report—Hindusim
PE	**Dance** To create balances and movements that represent The Titanic To create movements that represent the different social classes in 1912. To develop group movements selecting and applying choreography into a routine. To continue to review, describe and evaluate our dance performances.	**Tag Rugby** To use passing and moving to create attacking opportunities to score a try. To reduce the space and apply pressure to the attackers to prevent scoring opportunities. .	**Dance** To recreate through controlled movement, The Titanic hitting an iceberg. To demonstrate emotion, expression and characterisation to represent the relationships between the passengers on The Titanic when the ship is sinking.	**Tag Rugby** To consolidate the pupils understanding of attacking tactics, applying them into game situations. To consolidate the pupils' understanding of defensive tactics, applying them into game situations.	**Dance** To continue to review, describe and evaluate our dance performances.	**Tag Rugby** To bring together the suggested sequence of learning to compete in a tournament	**Dance** To continue to review, describe and evaluate our dance performances.
PSHE/RSHE	**Keeping Myself Safe** Think before you click!	**Keeping Myself Safe** To share or not to share?	**Keeping Myself Safe** What sort of drug is...?	**Keeping Myself Safe** Drugs: it's the law!	**Keeping Myself Safe** Alcohol: what is normal?	**Keeping Myself Safe** Consolidation and Revision of skills learnt	**Keeping Myself Safe** Consolidation and Revision of skills learnt
Music	**A New Year Carol** Genre: Classical or Urban Gospel			Benjamin Britten's music	I know how to compare and contrast the impact that		

				and cover versions	different composers from different times have had on people of that time		
Languages	To recognise and repeat key vocabulary about food.	To use determiners for identifying quantities in making polite requests.	To give a preference for or against things.	To describe the colours(s) of an object by modifying adjectives.	To use adjectives accurately to describe food items.	To have short a conversation about food.	Consolidation and Revision of skills learnt
Oracy	**Cognitive Oracy** Reflect on their own and others' oracy skills and identify how to improve.	**Cognitive Oracy** Construct a detailed argument or complex narrative (Mermaid of Zennor link/Keeping Myself safe – PSHE)	**Cognitive Oracy** Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate (Keeping Myself safe – PSHE)	**Cognitive Oracy** Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate (Keeping Myself safe – PSHE)	**Cognitive Oracy** Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate (Keeping Myself safe – PSHE)	**Cognitive Oracy** Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate (Keeping Myself safe – PSHE)	**Cognitive Oracy** Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate (Keeping Myself safe – PSHE)
Career Links	Dance: Choreographer	Maths: Treasurer Art: Commercial Artists	Science: Evolutionary Biologist	Computing: App Development	History: Shotfirer, blast engineer, pit	History: Electro-chemist	RE/PSHE: Diversity and Inclusion Officer

	PSHE: Digital Forensic Analyst Geography: Climatologist		Geography: Mountain Rescue		operative, geo-technical expert, Imerys clay mining		
Community Links	Soroptomist Lego Work	Soroptomist Lego Work	Soroptomist Lego Work	Soroptomist Lego Work	Soroptomist Lego Work	Lego League Competition	Visit to Falmouth University
Local Context	Local History Project English: Mermaid of Zennor	Local History Project English: Mermaid of Zennor	Local History Project English: Pasty Explanation Text	Local History Project English: Pasty Advertisement	Local History Project English: Pasty Advertisement Links to Imerys Clay Mining	Local History Project English: Mining Survival Story	Local History Project English: Mining Survival Story
Cultural Capital Enrichment	PE: Titanic	PE: Cornish Pirates Rugby Coaching	English: Cornish Pasty Recipes Science: Charles Darwin	History: Richard Trevithick PE: Cornish Pirates Rugby Coaching	Science: Mary Anning	History: Sir Humphry Davy PE: Tag Rugby Tournament PE: Cornish Pirates Rugby Coaching	Visit to Falmouth University PE: Final Dance Peformance