

Y6 Term 4

English	Non-chronological report: How to look after a miptor Persuasive letter: job application (write advert first)	Maths	Algebra, ratio, geometry and statistics
Science: Forces			
NC objectives from curriculum progression Children will be taught to: <u>Scientific Knowledge</u> *explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object *identify the effects of air resistance, water resistance and friction, that act between moving surfaces *recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect. <u>Scientific Enquiry Skills</u> *answer questions using evidence gathered from different types of scientific enquiry, e.g. describing the effects of gravity as a result of experiment, survey and secondary research. *identify and manage variables, e.g. speed and sizes in falling parachutes. *use appropriate equipment, such as meter rule, to take measurements, e.g. measuring the length and position of a shadow from an object throughout the day. *consider how, by modifying instrument or technique, measurements can be improved, e.g. when recording the apparent movement of the sun. *identify situations in which taking repeat readings will improve the quality of evidence, e.g. investigating the effect of gravity on a falling object. *use labelled diagrams to show complex outcomes, e.g. relating specific adaptations of organisms to environmental factors. *use various ways, as appropriate, to record complex evidence, e.g. in the construction of a key to aid plant identification. *use line graphs to display complex data, e.g. time of day in relation to the position of a shadow. *display and present key findings from enquiries orally and in writing, e.g. deciding how well classifications fit unfamiliar animals and plants. *in conclusions, indicate how trustworthy they are, e.g. when timing falling objects. *write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker *use evidence to suggest further comparative or fair tests that would develop the investigation, e.g. in the design of paper aeroplanes. *identify how an idea is supported or refuted by evidence, e.g. selective breeding to produce animals or plants with desirable characteristics. <u>Non-statutory guidance</u> <i>Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</i> <u>Pupils might work scientifically by:</u> *exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. *exploring resistance in water by making and testing boats of different shapes. *designing and making products that use levers, pulleys, gears and/or springs and explore their effects.			

Geography: The Americas		
NC objectives from curriculum progression Children will be taught to: Geographical Knowledge *locate the Americas and the oceans around them, concentrating on its environmental regions, key physical and human characteristics, countries, states (of the USA) and major cities. *identify the position and significance of the Equator; and the Southern and Northern Hemispheres; the Arctic and Antarctic circles; lines of longitude and latitude, including the Tropics of Cancer and Capricorn; and time zones and the Prime/Greenwich Meridian Geographical Understanding *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (with a focus on the Americas); and earthquakes *describe and understand the interaction between physical and human processes, in terms of the effect the landscape has on land use and economic activity; and the effect of earthquakes and climate change Geographical Enquiry *use maps, atlases, globes and digital/computer mapping to locate the Americas *use the eight points of a compass, symbols and key to build their knowledge of the Americas. *use a range of methods including graphs, and digital technologies to collect and present information e.g. about climate		
English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
		Wildwood visit (Science)
Art/DT: Art – Art for Change		
Appreciate and Gain Knowledge *investigate and discuss a range of artworks which have a strong socio-political theme *learn about the artists, the works and how they aim to convey a ‘message’ *consider the artists’ motivations, and their feelings about the subject matter Research and Design *research ‘Art for Change’ in the local environment: Margate Murals *collect ideas by doing thumbnail sketches using a viewfinder (from prints of the murals) Experiment and Create *experiment with ways to create ‘natural’ artwork in the Forest Area, inspired by the work of Andy Goldsworthy and Richard Long *select techniques and materials with care to produce final art work which effectively conveys their chosen ‘message’ on a the theme of the environment Evaluate *express justified opinions on the art work studied * make notes on their progress and how they think they may modify or improve ideas or processes/techniques *write an evaluation of their final art work and the process they went through to produce it, reflecting on how well it meets their intentions		
ICT: We are app designers		
We are app designers: research, design, make, market and pitch a mobile phone app. Market research using internet, make using PowerPoint, use Green Screen technology to make an advert, pitch in a ‘Dragon’s Den’ scenario. See curriculum progression document for objectives for the year-long project. E-safety – Online Information (Project Evolve)		
PSHE: You and Me (Relationships and mental health)		
Children will be taught: R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment		

R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
French: Irregular Verbs
Children will be taught how to: *recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French. *conjugate in French the irregular verb AVOIR. *conjugate in French the irregular verb ÊTRE. *conjugate in French the irregular verb ALLER. *conjugate in French the irregular verb FAIRE.
PE
Indoor PE Real PE (Multi-Ability Focus: Social) Outdoor PE Invasion Games – Rugby (Multi-Ability Focus: Creative)
Music
Music Express: Exploring rhythm and pulse Learning to play the violin: Abracadabra Music theory
RE: What difference does it make to believe in ahimsa, grace and Unmah?
This unit will enable children to: *describe what Ahimsa, Grace or Ummah mean to religious people (A1). *make connections between beliefs and behaviour in different religions (A1). *make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). *explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). *outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). *consider similarities and differences between beliefs and behaviour in different faiths (B3). *consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).