

Geography	Key Skills
North America Mountains, Earthquakes study	<p>Find and recognise the countries in the continent of North America and label some major cities.</p> <p>Locate the deserts and mountains in North America.</p> <p>Discuss North America in relation to the Equator.</p> <p>Understand what tectonic plates are and how they have shaped North America</p> <p>Locate the Rocky Mountains on a map and can discover some basic facts about them.</p> <p>Understand the impact of Earthquakes for North America.</p> <p>Describe the features of a desert and understand what a vegetation belt is.</p> <p>Compare the temperatures of places in North America and Norwich and the Arctic Circle.</p> <p>Collect data of temperatures in school to create a bar graph comparing to Death Valley.</p>

PE	Key Skills
Invasion Games	<p>I can dribble, pass and shoot the ball with increasing control under pressure</p> <p>I can create and use space to help my team</p> <p>I can select the appropriate action for the situation and make this decision quickly</p> <p>I can use marking, tackling and/or interception to improve my defence</p> <p>I can work collaboratively to create team tactics and evaluate their effectiveness</p>
Gymnastics	<p>I recognise strengths and areas to develop and can suggest ways to improve</p> <p>I can develop the straddle, forward and backward roll.</p> <p>I can develop counter balance and counter tension.</p> <p>I can perform inverted movements with control.</p> <p>I can perform the progressions of a headstand and a cartwheel.</p> <p>I can use flight from hands to travel over apparatus.</p> <p>I can create a group sequence using formations and apparatus</p>

PSHE	Key Skills
PATHS	<p>RESPECT— reading the novel 'Number the Stars' together discussing and looking at themes of respect and problem solving.</p> <p>Wellbeing Lessons and activities linked to:</p> <ul style="list-style-type: none"> Take notice Keep learning Connect Give Be active
The Five Ways to Mental Well-being	

English
<p>Short burst writing opportunities including:</p> <p>Letter writing—The Day the Crayons Quit Innovated write:</p> <p>Children will write letter of complaint to restaurant</p> <p>Independent write:</p> <p>Children will write their own letter of complaint to include change in levels of formality and voice</p> <p>Animal Non-chronological report:</p> <p>Class innovated write and Independent write: own animals including formal language, use of apostrophes, select vocabulary to reflect what the writing requires, use devices to structure non-narrative writing.</p> <p>Narrative— The Lighthouse</p> <p>Class innovated and independent write: characterisation, integrating dialogue to convey character, adverbials of time and place. Passive and active verbs,</p>

Year 6 – Spring Term 2

North America 2

Subjects and skills

Maths
<p>We follow the National Curriculum Year 6 Programme of Study in Maths.</p> <p>Topics for this half term include:</p> <p>Measures Data handling</p> <p>Algebra Reasoning problems</p>

Music	Key Skills
How does music improve our world?	<p>Listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>Develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose affects the way that music is created and performed.</p> <p>Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p> <p>Play and perform with accuracy, fluency, control and expression</p> <p>Create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p> <p>Evaluate the success of my own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p> <p>Describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music</p>

RE	Key Skills
Is believing in God reasonable?	<p>To have an understanding of what it means to be an atheist, or agnostic towards God</p> <p>To have an understanding of the evidence that suggests God exists</p> <p>To have an understanding of how scientific explanation can affect whether people believe in God</p> <p>To have an understanding of how bad things happening in the world can affect people's beliefs in God</p>

Science	Key Skills
Working scientifically	<p>I can plan different types of scientific enquiry</p> <p>I can control variables in an enquiry</p> <p>I can measure accurately and precisely using a range of equipment</p> <p>I can record data and results using scientific diagrams and labels</p> <p>I can use the outcome of test results to make predictions and set up a further comparative test</p>
Light	<p>I can explain how light travels.</p> <p>I can explain how simple optical instruments work</p> <p>I can explain and demonstrate how we see objects.</p> <p>I can design a simple experiment to demonstrate my knowledge.</p> <p>I can explain why shadows have the same shape as the object that casts them.</p>

ART	Key Skills
Sculpture and Alberto Giacometti	<p>Know about art from different periods of history and to about a famous artist in detail, their works of art & their impact</p> <p>Create a sketch book to record my observations and use them to review and revisit ideas</p> <p>Use a full range of techniques as well as hatching when drawing. Use a full range of techniques as well as blending when drawing</p> <p>Create a 3D sculpture in response to a chosen artist.</p> <p>Explain why I have chosen specific techniques and tools to create my art.</p> <p>Evaluate my artwork saying what I like/could develop about my work and what I might change, then use this or others' feedback to make amendments and improvement to my art.</p>

French	Key Skills
En Ville	<p>I can understand and write the place names in town.</p> <p>I can ask the way, write and give directions and say where I am going.</p> <p>I can give the time and tell someone where I am going.</p> <p>I can recognise place names and have a conversation in French about where places are on a map.</p>

Computing	Key Skills
Data and Information— Spreadsheets	<p>I can identify questions which can be answered using data</p> <p>I can explain that objects can be described using data</p> <p>I can explain that formulas can be used to produce calculated data</p> <p>I can apply formulas to data, including duplicating</p> <p>I can create a spreadsheet to plan an event</p> <p>I can choose suitable ways to present data</p>
Online safety	<p>I can empathize with the targets of cyberbullying</p> <p>I can recognise some of the key similarities and differences between in-person bullying and cyberbullying.</p> <p>I can identify strategies for dealing responsibly with cyberbullying.</p>