

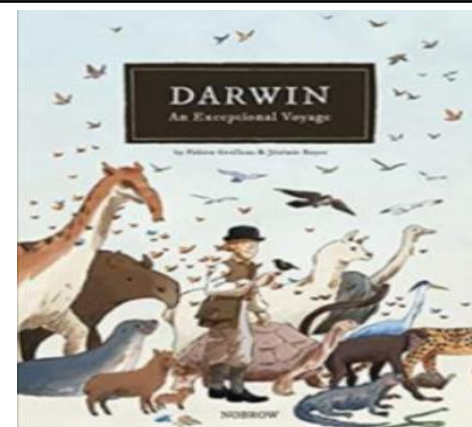
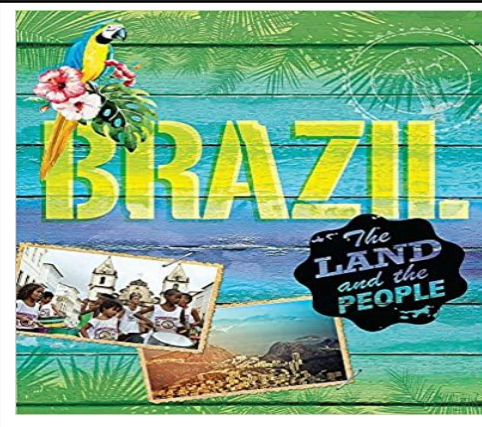
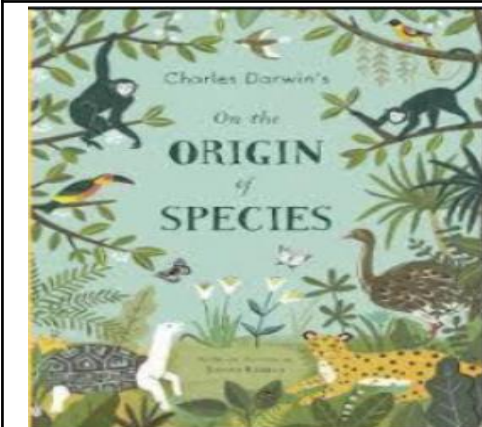


YEAR 6 SPRING 2

What do you know about the human and physical geography of Brazil?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS





ACADEMIC EXCELLENCE	<p>Set challenging goals and work towards these</p> <p>Focus on next steps and acting on feedback to improve</p> <p>Review progress against own targets</p> <p>Know that only our best is good enough</p> <p>Make a positive difference to ourselves and others in our community.</p>
POSSIBILITIES AND RISKS	<p>Challenging learning opportunities for children to be outside comfort zone</p> <p>Increase responsibilities for year 6 children and continue with Year 6 'Jobs' – reading buddies, sports ambassadors, classroom helpers, science ambassadors</p> <p>Representing school in sporting competitions</p> <p>Representing school in inter school sporting competitions</p> <p>Science Week – Chemistry with cabbages</p> <p>Science Fair</p>

LEARNING TO LEARN	<p>Review and develop understanding of 5Rs with particular focus on responsibility for Spring 2 to be the best learners we can be so we are prepared to face future challenges that come our way.</p> <p>Thinks about their work</p> <p>Uses what they have learnt before to help them</p> <p>Learns from their mistakes</p> <p>Looks for ways to improve their work</p> <p>Work towards Learning to Learn Awards</p> <p>Modelling of effective learning skills by staff</p>
SOCIAL INTELLIGENCE	<p>Assemblies – linked to school aims</p> <p>Year 6 responsibilities – year 6 as role models</p> <p>Adapting behaviours according to environments and audiences – home, school, school visits</p> <p>No Outsiders – 'An Inclusive Community Inspiring Life Long Learning', all different, all welcome with particular focus on understanding 'how my life may change as I grow up' 'Love You Forever'</p> <p>World Book Day – Celebrating reading for pleasure</p> <p>Book Fair</p> <p>World poetry day</p> <p>Comic Relief day – Do something funny for money</p> <p>Making a difference - raising awareness for a local food bank</p>



ENGLISH	READING	Read range of genres Making comparisons within and across books Predicting what might happen from details stated and implied Support inferences with evidence Summarise key points in text Identify how language contribute to meanings Discuss use of figurative language and the impact on the reader Discuss and explain reading, providing reasoned justification
	WRITING	Plan writing to suit audience and purpose Develop initial ideas drawing on reading and research where necessary Develop characterisation and setting Select grammar and vocab for effect Develop and use range of cohesive devices Develop grammatical consistency In narratives, describe settings, characters and atmosphere and integrate dialogue
	SPELLING / PHONICS / GPS	Use a dictionary and a thesaurus Use relative and subordinate clauses Use Subordinating/coordinating conjunctions in context Now how and when to use speech marks for direct speech Use commas for clauses Use (), - and , for parenthesis Know the subject and object of a sentence Secure spelling in homophones, prefixes and silent letters Words from 5/6 statutory spelling list synonyms
	SPOKEN LANGUAGE	Use appropriate register and language Articulate arguments and opinions Use questions to build knowledge

MATHS	<p>Geometry</p> <p>To be able to recognise vertically opposite angles and find missing angles To be able to solve problems involving angles and ratio To be able to find unknown angles in triangle, quadrilaterals and polygons Naming parts of a circle Drawing nets of 3D shapes</p> <p>Position and Movement</p> <p>Showing negative numbers Describing Position Drawing Polygons on a Coordinate Grid Describing Translations, Reflections and Movement Using Algebra to Describe Position and Movement</p> <p>Make a start on Graphs and Averages in preparation for summer 1</p>
--------------	--



SCIENCE	<p>Healthy Bodies and How They Work</p> <p>Working Scientifically Planning different types of scientific enquiries to answer questions. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results using scientific diagrams Reporting and presenting findings from enquiries</p> <p>Biology Identifying scientific evidence that has been used to support or refute ideas or arguments Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans</p>
HISTORY	<p>Geography Focus</p>

COMPUTING	<p>Spreadsheets To create a spreadsheet to answer a mathematical question relating to probability To take copy and paste shortcuts To problem solve using the count tool To create a formula to calculate the discount and final prices in a sale To use the formula wizard to create formulae To use a spreadsheet to plan how to spend and save money effectively To make practical use of a spreadsheet to help plan actions To use a spreadsheet to model a real-life situation and find solutions that can be applied to real life</p>
GEOGRAPHY	<p>Brazil – Place knowledge/Human and Physical Geography</p> <p>Use aerial photographs to compare Cheshire in the UK and Brazil in South America. What is the same? What is different? Identify and describe how the physical features affect the human activity within a location. Study physical maps of Brazil and label them to show the different regions. Use this knowledge to explain the land-use patterns of Brazil. Explain how the human geography of a region of Brazil (such as San Paulo or Amazon Basin) has changed over the years. Study tourism and migration patterns of Brazil. Research which parts of Brazil generate the most tourism and explain the reasons why. Create a Venn diagram to compare similarities and differences between a region of Brazil and a region in North and South America and understand the reasons for these</p>



MFL	<p>The theme of this term is Towns, Festivals and Celebrations</p> <p>To use and conjugate regular 'ER' verbs e.g. danser To adapt sentences to write and create their own poem To write a descriptive paragraph applying previously learnt grammar rules</p>	PHYSICAL EDUCATION	<p>Practise and refine various stroke techniques with accuracy and control Be able to confidently use a range of attacking and defending Improve their understanding of the impact of particular shots Understand how to open a game with a successful serve Make quick decisions and effectively link movement combinations To know the scoring system To purposely and successfully direct a ball when striking and effectively hit a ball into different directions and over longer distances Collaboratively communicate as a To make quick decisions and link ideas together when bowling or fielding</p>
DESIGN TECHNOLOGY	<p>Grab and Go Technical Knowledge that recipes can be adapted to change the appearance, taste, texture and aroma that different food and drink contain different substances – nutrients, water and fibre – that are needed for health Know that food is seasonal Know the process of farm to fork Know what air miles are and the impact of importing on the environment</p> <p>Design, make and evaluate food to 'Grab and Go'</p>	ART AND DESIGN	<p>To be completed from Spring 1 – Drawing Objectives: Research fashion to fit a brief Plan and design an outfit to fit a brief To improve mastery of art and design techniques including drawing with a range of materials Media used: Pencil, pen, oil pastels, felt tip, crayon (children to select as appropriate for their own design) Activity: Fashion Design</p>
MUSIC	<p>Compose using rhythm and pitch notation to record ideas. Apply tempo and dynamic variation to compositions, making observations about the created effects. Identify specific pieces of music through listening</p>	RELIGIOUS EDUCATION	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>To make links between the Gospel texts and how Christians mark the Easter events in their church communities.</p>
PSHE	<p>Protecting your identity and ensuring personal safety at all times Recognising own accountability and responsibility, making the right choices Caring Friendships Respectful Relationships – treating people online as you would face to face Link with computing</p>	ENRICHMENT	<p>World Book Day – Celebrating reading for pleasure Comic Relief Day – opportunity to reflect on global poverty Design Technology Week – Food Tech Science Week Making a difference – raising awareness for Alderley Edge Food Bank</p>