**French** **En Classe**

* classroom objects in French.
* answer the question ‘Qu’est-ce qu’il y a dans ta trousse ?’
* move from an indefinite determiner (a) to a possessive adjective (my).
* use the negative response I have/I do not have in my pencil case.

**PE- Fitness:**

* Cardiovascular endurance, health related fitness, fitness tests
* Rowing
* Skipping
* Cross Country

**Basketball Hi five /Netball:**

* Dribbling (basketball), Shooting
* Positions
* Passing
* Similarities and differences

**Art** **Mixed media-Matisse and Keith Haring**

* Artistic language and development of opinion
* Learning new techniques
* Combining text and image
* Exploring colour for best effect
* Discovery of new art type
* Use of marker pens and felt tip, independent decision making
* Research and present information in the style of Matisse and select work that is relevant and evaluate.

**Maths Ratio, Algebra and Decimals**

* Understand place value up to 3 decimal places
* Multiply and Divide whole numbers and decimals by 10,100 and 1000
* Multiply and Divide decimals by integers
* Apply understanding of division to solve problems using division up to 2 decimal places.
* Convert a decimal to a fraction and simplify
* Convert fraction to decimal finding the equivalent fraction where the denominator is 10, 100 1000, so you are able to divide.
* Use ratio language – ‘For every’
* Use objects and diagrams to compare ratios and fractions
* Use the colon notation as the ratio symbol, and link the language ‘for every
* Begin to calculate ratios to find both a part and a whole.
* Solve ratio and proportion problems
* Find and solve one and two step rules and equations
* To form expressions and using the concept of substitution

**English Holes**

* Letter to Stanley’s Mom – to inform
* Diary entry – to reflect and record
* Witness statement – to provide evidence
* Product advertisement – to sell and persuade
* Writing-Comma use to avoid ambiguity, writing informally in the voice of a character, using language specific to them, technical vocabulary specific to purpose

**Year 6 Spring 1**

**Design Technology**

**Textiles – Personalised apron**

* Using pins to hold fabric.
* Using a sewing machine (zig-zag stitch and straight stitch to sew straight lines.
* Tie-dye techniques.
* Making a printing block and printing fabric.

**Science** **Classification**

* Classification into broad groups including animals, plants and microorganisms
* Giving reasons for classification
* Recording data and results of increasing complexity using classification keys
* Reading and drawing classification keys

**PSHE RSE**

* Physical and emotional changes
* Marriage and civil partnership
* Recognizing healthy and unhealthy family relationships
* Understanding biological changes

**RE: Hinduism**

* Where are Hindus trying to go?
* How does reincarnation work?
* Is Karma a good or a bad thing?
* Does belief in Karma help Hindus lead better lives?
* What is Puja?

**Music Music appraisal, Pentatonic drone Dorian mode composition**

Sing “Tutankhamun” from Sing-Up, Songs from Disney’s “Prince of Egypt”

Petatonic songs- Amazing Grace, Swing Low, Mull of Kintyre

Perform-Short compositions to show understanding of compositional devices.

Revisit: Tempo= fast, medium, slow, Texture = few, many layers

Patterns = repeated, slightly changing, loops, overlapping, Structure: start, middle, end, Dynamics = loud, medium, quiet & some Italian terms

Listen: composers, history, context. Scottish, Indian, Gamelan, Chinese music

Compose: Using drone, pentatonic, Dorian mode, structure ABA

Texture = few, many layers of sound/ parts

Patterns = repeated, slightly changing, loops, overlapping,

Structure: start, middle, end

**History The First Civilisations and the Egyptians**

* Where is Ancient Egypt and Egypt today?
* What is on the AE timeline?
* What historical sources do we have for AE?
* How and why did mummification take place in AE?
* What is modern Egypt like?
* What is the importance of the river Nile?
* How did worship in AE change over time?
* What is the Rosetta Stone and what are hieroglyphics?
* Why were the pyramids built?
* Who was Tutankhamun?

**Geography The Americas**

* Use Maps to identify countries and their capital cities.
* Use geographical terminology to describe places in the Americas
* Use Maps and charts to show and describe biomes and climates across the Americas.
* Identify and comment on a range of human and physical features across the Americas and my local area.
* Natural wonders and their significance
* Identify the position and significance of latitude, longitude, Equator, Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones in the context of identifying and describing a range of places across the Americas.

**Computing Spreadsheets**

* know what a spreadsheet is and what it does.
* know what the cells are called.
* know where formulae is entered.
* How we enter data into cells and format it
* How to add borders to tables.
* How to enter formulae into a spreadsheet and be able to use auto sum and average.
* How to change data in a spreadsheet to answer ‘what if...?’ questions and check predictions.