At Bedford Drive Primary, children will be taught with a skills based approach in order to deepen their understanding and develop a mastery approach to their learning. There may be times where topics are used to engage the children, but we will also be looking at relevant and current events in order to get the best learning from our children.



**As mathematicians we will:**

* Calculate mentally, using effective strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation.
* Use formal methods to solve multi step problems.
* Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities.
* Calculate using fractions, decimals or percentages.
* Substitute values into a simple formula to solve problems.
* Calculate with measures.
* Use mathematical reasoning to find missing angles.

**As writers we will:**

* Use subordinate clauses to write complex sentences.
* Use passive voice where appropriate.
* Use expanded noun phrases to convey complicated information.
* Use a sentence structure and layout matched to requirements type.
* Use semi-colon, colon or dash to mark the boundary between independent clauses.
* Use colon to introduce a list & semi colon within a list.
* Use correct punctuation of bullet points.
* Use hyphens to avoid ambiguity.
* Use full range of punctuation matched to requirements of text type.
* Use wide range of devices to build cohesion within and across paragraphs.
* Use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point.
* Write legibly, fluently and with increasing speed.
* Spell most Y5/6 words correctly.

**Year 6**

**Spring Term Learning**

**As scientists we will:**

 Evolution and inheritance

• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Living things and their habitats

• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

• Give reasons for classifying plants and animals based on specific characteristics.

**As readers we will:**

* Give and explain the meaning of words in context.
* Retrieve and record information.
* Identify key details from fiction and non-fiction.
* Make inferences from the text.
* Justify inferences with evidence.
* Predict what might happen from details stated.
* Identify/explain how information/narrative content is related and contributes to the meaning as a whole.
* Identify/explain how meaning is enhanced through the choice of words and phrases.
* Make comparisons within the text.

**As historians we will:**

* Describe a non-European society that provides contrasts with British history- Mayan Civilisation
* Provide an account of a historical event based on more than one source, using historical terminology and vocabulary
* Consider ways of checking the accuracy of interpretations – fact/ fiction/ opinion
* Construct informed responses that involve thoughtful selection and organisation of relevant historical information
* Link sources and work out how conclusions were arrived at.
* Note connections, contrasts and trends over time and show developing appropriate use of historical terms

**In RE we will learn:**

Judaism

* Understand about some of the beliefs of Judaism.
* Know about some of the facts relating to the Jewish Faith.
* Understand the importance of The Ten Commandments in Judaism and link to modern day life.
* Research a Jewish festival and create a non-chronological report.

**As computer whizzes we will:**

* Identify a problem which can be solved by collecting data and to identify which data to collect
* Make predictions for this investigation and understand how to make it a fair test
* Carry out the investigation, ensuring efficiency and accuracy
* Organise data by designing fields and records in a database
* Be able to interpret results, using a range of searches and graphs, draw conclusions and analyse the effectiveness of the technology
* Draw conclusions from data and present findings to a specified audience.
* Justify reasons for their choices and explain why other methods were not appropriate
* Design questions using key words, to search a large pre-prepared database.
* Be able to program responses to inputs from sensors such as Makey Makey or Picoboards.
* Plan structure and layout of multimedia presentation
* To be able to evaluate and select suitable information and media from a range of electronic resources
* To use a multimedia authoring program to organise, refine and present information for a specific audience
* Be able to create a range of hyperlinks to produce a non-linear presentation

**As artists we will:**

* Reproduce through a range of marks. Recreate it in printing.
* Use a range of materials, decide which media is most appropriate
* Make sketches of the end result
* Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts

**As athletes we will:**

* Make complex or extended sequences.
* Perform consistently to different audiences.
* Make sure movements are accurate, clear and consistent.
* Combine our own work with that of others.
* Link our sequences to specific timings.
* Change our plan if we get new information.

**As musicians we will:**

* Create a simple composition and record using formal notation.
* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
* Develop a deeper understanding of the history and context of music.

**In French we will:**

Celebrations and Planets

* Create our own sentences using knowledge of basic sentence structure.
* Attempt to read a range of texts independently, using different strategies to make meaning.
* Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.
* Understand how to use some adverbs in sentences.
* Engage in longer conversations, asking for clarification when necessary.
* Write a range of phrases and sentences from memory and adapt them to write our own sentences on a similar topic

**To promote SMSC we will:**

* Adopt a zero-tolerance policy to discrimination.
* Be willing to alter and review our views and values.
* Be understanding and appreciate the wide range of cultural influences that have shaped our heritage and those of others
* Be willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities
* Develop the ability to be reflective about our own beliefs, religious or otherwise, that inform our perspective on life and interest in and respect for different people’s faiths, feelings and values
* Develop acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

**Stimulus we will use:**

* A Story like the Wind by Gill Lewis
* Hansel and Gretel by Neil Gaiman
* Night of the Gargoyles by Eve Bunting

**As designers we will:**

* Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.
* Use information on food labels to inform choices.
* Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills.