

History

- Chronologically order key events in history.
- Investigate a timeline of British monarchs.
- Create a timeline of Queen Victoria's life.
- Study events that lead up to Victoria's coronation and write in role.
- Explore Victoria's family tree.
- Identify key Victorian inventors and research their work.
- Investigate jobs that Victorian children did.
- Identify Victorian buildings in our local area and find out their history.
- Investigate the dress code of wealthy Victorians.
- Write a description about the workhouse conditions.

Geography

- Investigate the location and features of significant royal residences in Victorian England.
- Identify areas covered by the Empire and how they developed.
- Identify Victorian buildings in our local area and find out their history.

Art & Design

- Create a silhouette and write a set of instructions explaining how they are made.

Design & Technology

- Create an invention using the ideas of the great Victorian inventors.
- Cross stitching.
- Cook using basic Victorian ingredients.

Music

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram.

Year 6 Summer Term Topic: Victorians



PE

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Computing

Technology in our Lives

- Understand computer networks including the Internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Handling Data

- Select, use and combine a variety of software (including internet services) to collect, analyse, evaluate and present information.

Programming

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

e-Safety

- Support my friends to protect themselves and make good choices online, including reporting concerns to an adult.
- Explain the consequences to myself and others of not communicating kindly and respectfully.
- Explain the consequences of sharing too much about myself online

<p><u>Science</u></p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p><u>Maths</u></p> <p>Number/Calculation</p> <ul style="list-style-type: none"> • Secure place value & rounding to 10,000,000, including negatives • All written methods, including long division • Use order of operations (not indices) • Identify factors, multiples & primes • Solve multi-step number problems <p>Mathematics</p> <p>Algebra</p> <ul style="list-style-type: none"> • Introduce simple use of unknowns <p>Geometry & Measures</p> <ul style="list-style-type: none"> • Confidently use a range of measures & conversions • Calculate area of triangles / parallelograms • Use area & volume formulas • Classify shapes by properties • Know and use angle rules • Translate & reflect shapes, using all four quadrants <p>Data</p> <ul style="list-style-type: none"> • Use pie charts • Calculate mean averages <p>Fractions, decimals & percentages</p> <ul style="list-style-type: none"> • Compare & simplify fractions • Use equivalents to add fractions • Multiply simple fractions • Divide fractions by whole numbers • Solve problems using decimals & percentages • Use written division up to 2dp • Introduce ratio & proportion. 	<p><u>English</u></p> <p>Fiction</p> <ul style="list-style-type: none"> • Street Child <p>Non -Fiction</p> <ul style="list-style-type: none"> • Persuasion • Biography <p>Grammar</p> <ul style="list-style-type: none"> • Synonyms and antonyms. • Active and Passive voice. • Semi colon, colon and dash to mark independent clauses. • Informal and formal speech. • Difference in informal speech structures. • Layout devices • Colon to introduce a list, semi colon to continue a list and bullet points • Use of a hyphen 	<p><u>RE</u></p> <p>The Transforming Spirit</p> <ul style="list-style-type: none"> • Retell some stories about St. Paul. • Retell the story of the Ascension and Pentecost. • Describe some of the symbols that are used for the Holy Spirit • Ask and answer questions about Pentecost. • Make a link between stories of the disciples and beliefs about following Jesus. • Make a link between the story of the Ascension and beliefs about Jesus and the Holy Spirit. • Describe and show I understand what it is like to be a disciple of Jesus now and in the past. • Show I understand a liturgy about Pentecost or the Holy Spirit. • Show how the decisions the disciples made were because of their belief in the Holy Spirit. <p>Called to Serve</p> <ul style="list-style-type: none"> • Be aware of Jesus' teaching and example of service and know how we should try to be like him • Recognise that God has given all of us gifts and talents to use in the service of him and his people • Be aware of the gifts of the Holy Spirit • Understand that we receive these gifts in the Sacrament of Confirmation • Know and reflect on some of the different ways we can serve God • Know and think about the Sacraments of Marriage and Holy Orders
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

