

# Curriculum for Autumn Term 2018

Year: 6

Class: Mr Roe



| <b>Subject</b>            | <b>Activities</b>  |
|---------------------------|--|
| <b>Literacy</b><br>Mr Roe | <p><b>Initial assessment to be completed and classroom monitor to be updated to give a baseline for planning and meeting individual needs.</b></p> <p>The Farmer and the Clown will be used to assess reading and writing across a range of text types. These will include:</p> <ul style="list-style-type: none"><li>• Writing a blurb.</li><li>• Writing a recount (diary)</li><li>• Writing a chronological report (newspaper)</li><li>• A narrative</li></ul> <p>Once assessments are completed move on to the missions outlined below ensuring gaps identified are revisited and addressed. Adaptions the below will be needed for the lowest ability based on targets.</p> <p>This mission provides opportunities for children to revisit the following learning points, which will have been taught but may not be secure:</p> <ul style="list-style-type: none"><li>• Using a wide range of adverbials of time (eventually, at that moment, after awhile); place (inside, near, around the city) and cause (however, therefore).</li><li>• Identifying and using relative clauses starting with who, which, where, when, whose, that or omitting the relative pronoun.</li><li>• Identifying relevant information to include and surplus information to discard.</li><li>• Understanding the structure and typical language used in newspapers (headline, by-line, stand first).</li><li>• Using varied sentence structures, including sentences with adverbials and fronted adverbials, subordinate clauses and single-clause sentences (simple sentences) for effect.</li><li>• Using personal and possessive pronouns to link within and between sentences and avoid repetition (noun-pronoun agreement).</li><li>• Using comparatives, superlatives, personal pronouns, repetition and dare-to-disagree statements to persuade.</li><li>• Ensuring subject-verb agreement with correct verb tenses.</li></ul> <p><u>What Children Will Learn</u></p> <ul style="list-style-type: none"><li>• This mission will teach children the following knowledge and skills, using a clear,</li><li>• How to write a factual incident report:</li><li>• understanding form, audience and purpose</li><li>• adopting a clear, balanced tone for factual writing</li><li>• using a colon to introduce a list</li><li>• punctuating bullet points accurately and consistently</li><li>• distinguishing between defining and non-defining relative clauses</li><li>• using correlative conjunctions: either... or; not only... but also; both... and</li><li>• understanding the difference between the active and passive voice; using the</li></ul> |

- passive voice to affect the presentation of information.

**How to write a newspaper article for the purpose of reassuring an audience:**

adopting a clear, balanced tone for factual writing using commas and hyphens to avoid ambiguity using adverbials (including fronted adverbials) to structure an argument and provide cohesion (however, furthermore, nevertheless, in contrast) using different techniques to draw conclusions: summarizing next steps using the present continuous tense for effect.

- How to write a formal letter to engage and persuade:
- distinguishing between the language of speech and writing and choosing the appropriate register
- using more sophisticated persuasive features: countering objections with answers, flattery
- extending use of sophisticated vocabulary for dramatic effect, including synonyms and antonyms.

**Maths**

Mr Roe/  
Mrs Mundell

**Strands**

**Weekly Summary**

Number and place value (NPV); Mental addition and subtraction (MAS); Written addition and subtraction (WAS)

Explore place value in 5-digit numbers (PV additions/subtractions); add and subtract 1s, 10s, 100s, 1000s and 10 000s; place 5-digit numbers on a line and compare pairs of numbers, use < and >; revise using column addition to add pairs of 4-digit numbers; begin to use column addition to add pairs of 5-digit numbers

Number and place value (NPV); Mental addition and subtraction (MAS); Written addition and subtraction (WAS)

Explore place value in 6-digit numbers (PV additions/subtractions); add and subtract 1s, 10s, 100s, 1000s, 10 000s and 100 000s; place 6-digit numbers on a line and compare pairs of numbers, use < and >; revise using column addition to add pairs of 5-digit numbers with 5-digit answers; use column addition to add pairs of 5-digit numbers with 6-digit answers

Number and place value (NPV); Mental addition and subtraction (MAS); Written addition and subtraction (WAS); Decimals, percentages and their equivalence to fractions (DPE);

Problem solving, reasoning and algebra (PRA); Measurement

(MEA)

Divide by 10 and 100 to give answers with two decimal places and understand place value; multiply and divide by 10 and 100; place two place decimal numbers on a number line and compare two numbers; add amounts of money using column addition and use rounding to check answers

Number and place value (NPV); Mental addition and subtraction (MAS); Written addition and subtraction (WAS); Decimals, percentages and their equivalence to fractions (DPE);

Problem solving, reasoning and algebra (PRA); Measurement

(MEA)

Understand place value in numbers with three decimal places; multiply and divide by 10, 100 and 1000; place three place decimals on lines, round to the nearest 0.01, 0.1 or 1 and compare two numbers; add two or three amounts of money using column addition; add two or three numbers with two decimal places in a measures context (e.g. metres); use rounding to check answers

Mental addition and subtraction (MAS); Written addition and subtraction (WAS);

Use Frog to find change from £20, £50 and £100 and to subtract amounts of money;

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|                                      | <p>Decimals, percentages and their equivalence to fractions (DPE);<br/>Measurement<br/><br/>(MEA)</p>   | <p>use column subtraction (decomposition) to subtract pairs of four-digit numbers and to subtract 3-digit numbers from 4-digit numbers; choose whether to use counting up (Frog) or column subtraction (decomposition) to work out given calculations (4 digits)</p>   |
|                                      | <p>Mental addition and subtraction (MAS);<br/>Written addition and subtraction (WAS);<br/>Decimals, percentages and their equivalence to fractions (DPE);<br/><br/>Problem solving, reasoning and algebra (PRA); Measurement<br/><br/>(MEA)</p>   | <p>Add several prices then use Frog to find change from £20, £50 and £100 and to subtract amounts of money; revise using column subtraction (decomposition) to subtract pairs of five-digit numbers; use column subtraction (decomposition) to subtract 3-digit numbers and 4-digit numbers from 5-digit numbers; choose whether to use counting up (Frog) or column subtraction (decomposition) to work out given calculations (5 digits)</p> |
|                                      | <p>Mental multiplication and division (MMD);<br/>Geometry: properties of shapes (GPS)</p>   | <p>Classify quadrilaterals; describe properties of 2D shapes including polygons; explore multiples and divisibility; find factors of 2-digit numbers</p>   |
|                                      | <p>Mental multiplication and division (MMD);<br/>Geometry: properties of shapes (GPS)</p>   | <p>Classify and sort quadrilaterals; name parts of circles (radius, diameter and circumference) and know diameter is twice radius; revise angles round a point on a line and find missing angles; know the totals of angles in triangles and quadrilaterals and find missing angles; find that opposite angles are equal and find angles in polygons.</p>  |
|                                      | <p>Number and place value (NPV); Mental multiplication and division (MMD);<br/><br/>Written multiplication and division (WMD);<br/>Fractions, ratio and proportion (FRP);<br/>Problem solving, reasoning and algebra (PRA)</p>  | <p>Find common multiples; find prime numbers less than 50; find equivalent fractions and simplify fractions using multiples and factors; compare fractions with related denominators; find unit and non-unit fractions of amounts</p>  |
| <p><b>Science</b><br/>Ms Davison</p> | <p>Changing Circuits- pupils will recognise and use scientific symbols in circuit diagrams. They will learn to alter the brightness of a bulb and volume of a buzzer by changing the number of components.</p> <p>Light and Sight - pupils will learn how light travels from light source to eyes or light source to objects then eyes. They will learn that reflective surfaces alter the direction in which light travels. Pupils will also investigate how shadows are formed and how they can change.</p> |  |
| <p><b>Computing</b><br/>Mr Roe</p>   | <p>Based on "Purple Mash"</p> <p><b>Unit 1 Coding</b></p> <p>Main Program – 2Code</p> <p><b>Unit 2 Online Safety</b></p>  |  |

Programs – Various

**Unit 3 Spreadsheets**

Main Program – 2Calculate

**P.E**  
Mr Ogilvie

**Safety and Awareness** around the campus and road crossing

**Health Related Education -Speed, Agility, Quickness:**

**Warming up:** ('My body is an Engine') Revision – Understanding what our body is and how it works.

- Why we warm up (Traffic lights) and warming down.
- Preparation physical and mental for the activity to be undertaken (general and specific).
- How we warm up - Dynamic stretching building up speed and range of movement specific to activity.
- How we warm down – Limbering down and static, prolonged stretching – pool sessions if available.
- Effects of exercise on the body – short term, medium term, long term.
- Development of strength endurance and aerobic capacity: Multi-exercise circuit training – teaching technical skills, running, weaving, turning....
- Fitness testing and circuits.
- Speed, Quickness and Agility work – pathways - footwork, directional change and methods, obstacle courses and timed races.
- Spatial awareness.
- Lifestyle Knowledge and Understanding – 'Healthy mind in a healthy body' – fitness for life
- Questions and answers – parts of the body and effects of exercise.

Pupil to lead elements of warm up in the older years.

**Swimming 1:**

**General swimming skills:**

- Hygiene and Safety in and around the pool
- Rules of the pool and building – recap.
- Ability test in own depth – question pupils on previous experience.
- Spatial awareness.
- Developing confidence – Floatation, streamlining, breathing, stroke.
- Entry methods in to the pool recap and development.
- Stroke production on front and back. Swimming on and under water.
- Technical skills of swimming, biomechanics and mental focus.

**Three major strokes:**

- Breaking skills down to develop areas of technique to then building to full stroke – isolate areas of a skill.
- Using aids
- Endurance work.
- Competition and challenges.

Developing diving technique.

**Gymnastics:**

- Create and rehearse a menu of skills learned in previous blocks
- Experiment with a variety of skills including movement and balance to create a pairs sequence.
- Work should show - use of balance and movement, changes in direction and height, shape (symmetry and asymmetry), space, speed and time.
- Sequence involves planning, adapting/improving, refining through practice and finally performing to peers.
- Technical skills, biomechanics and mental focus.
- Building confidence through exploration individually and in pairs.

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|  | Pupils own work in pairs, small groups with offers of help and guidance from teacher.  |
| <b>P.S.H.C.Ee</b><br>Mrs Mundell           | <p><b>Becoming an Active Citizen</b> – rules, rights and responsibilities (including the United Nations Declarations of the Right of a child).</p> <p><b>Keeping Myself Safe</b> – are you watching the right films? Anti-bullying week themed activities, e-safety.</p>   |
| <b>Art</b><br>Mrs McGoldrick               | Maps are one of the oldest forms of communication. This unit of work, based on maps of themselves and their local community, gives children the opportunity to further develop and consolidate both their drawing skills and their 3D construction techniques.   |
| <b>Design Technology</b><br>Mrs McGoldrick | <b>Bird Hides:</b> In this unit pupils will learn about structures through researching and making a model of a bird hide. Pupils will also put together a 'pitch' to deliver in front of a Dragon's Den type panel of experts.   |
| <b>Humanities</b><br>Mrs Bagot             | <p><b>Geography</b><br/>Mountain Environments: What and where are the world's major environments? Where are the world's major mountain ranges? How were they formed? Living in the mountains. Climate in the mountains. Ice in the Mountains. The tallest mountain in the world – what is it like to climb Everest?</p> <p><b>History Skills</b><br/>Examining and using evidence. Different types of evidence, using primary and secondary evidence. Looking for bias in evidence. Using evidence to find out about the past.</p> <p><b>RE</b><br/>Christian Aid and Islamic Relief – beliefs and questions, beliefs in action in the world, religion, family and community. Can Christian Aid and Islamic relief help to make the world better?</p>  |
| <b>Languages</b><br>Mrs Wulf               | <p><b>French:</b><br/>Pupils will use iPads to access a podcast about 'La Rentrée' (back to school in France) to start the term off. We will touch on classroom language and greetings before focussing on the topic of classroom stationery, the verb 'avoir' (+ negative) and the gender of nouns. We aim to hold a conversation from memory in a 'stationery shop' role play. Pupils will become more comfortable with numbers up to 100 as they practise buying items. We start to develop the skill of asking questions, for example: Ça coûte combien? Through some fun poetry we will focus on phonics this term, honing skills of pronunciation and intonation whilst creating spells. Dictionary skills, reading skills, recognising sound patterns, memorising texts, adapting and writing short texts are also practised here.</p> <p><b>German:</b><br/>To start off the term, we warm up with Greetings and Introductions (Hallo song), Classroom and Praise words<br/>Year 6 continue with the Karla und Kai developed by the Goethe Institut – London: You can access this programme of study here:<br/><a href="https://www.goethe.de/ins/gb/en/spr/unt/kum/dfk/dkk/gkk1.html">https://www.goethe.de/ins/gb/en/spr/unt/kum/dfk/dkk/gkk1.html</a>.<br/>We are covering chapter 4, In the school garden (Im Schulgarten) – Vocabulary: prepositions, garden words. Some pupils may tackle the grammatical rules involving the Dative and Accusative forms of the definite article. Song: Mauslied with added verse. Towards the end of term, we take a look at German Christmas markets, and learn a German carol.</p> |
| <b>Games</b><br>Mr Ogilvie/<br>Ms Davison  | <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Speed, Quickness and Agility work – pathways - footwork, directional change and methods, obstacle courses and timed races.</li> <li>• Specific fitness work.</li> <li>• Spatial awareness.</li> <li>• Hand-eye coordination skills.</li> <li>• Technical skills, biomechanics and mental focus.</li> <li>• Dribbling –hockey dribbles forehand, reverse and Indian</li> <li>• Passing and receiving: push/flick, hit, slap, reverse</li> <li>• Grip and posture</li> </ul>   |

- Agility and footwork – general movement with a stick.
- Stick work with a ball – forehand dribble, Indian dribble and reverse stick.
- Passing, receiving and shooting – push, slap shot, hit and reverse.
- Dodge, turn, and sandwich pass.
- Attack and defence – strategy and tactics.
- Marking and tackling.
- Short corners.
- Three man weave and other drills.
- Technical skills, biomechanics and mental focus.
- Positional play.
- Communication.

Rules of the game.

**Rugby**

- Agility and footwork – general movement and evasion with a ball.
- Hand-eye, foot-eye coordination skills: Pick up, passing, receiving skills.
- Attack and defence – strategy and tactics.
- Marking and tackling/tagging.

**New Rules of Player Progression Pathway from Sept . 2015**

**(U8 – 6 man Tag – free pass.)**

**(U9 – 7 man with 'hold' tackle – no contest for ball – free pass.)**

**(U11 – 9 man with tackle – strike for ball but no contest – free pass.)**

- Starts/restarts/break downs – free pass.
- Technical skills, biomechanics and mental focus.
- Positional play.
- Communication.

Rules of the game.

**Cross Country**

- Building up confidence in running over different terrain
- Building stamina
- Introducing different training techniques
- Personal improvement and running competitively

**Music/  
Performing  
Arts**

Miss Boylan

The children will compose a short piece of music based on a theme of their choice, which will be performed by the class, both vocally and instrumentally. They will learn a variety of new songs and rhythms using hand signs, rhythm solmization, flash cards, echo singing/clapping, body signs, picture symbols, musical ladders and musical shorthand/stick notation. They will also listen to different genres of music and be encouraged to listen and respond critically.