

**English -Using the sensory room to explore elements of the secret garden digitally.**

### Reading (Word Reading)

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.

### Reading (Comprehension)

- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.
- Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. **Filming/recording a debate in the green screen/radio room.**

### Writing (Handwriting)

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

### Writing (Spelling)

- Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
- Distinguish between homophones and other words which are often confused with reference to English Appendix 1.
- Use dictionaries to check the spelling and meaning of words.
- Use a thesaurus with confidence

### Writing (Composition)

- Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.
- Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.
- Draft and write narratives, describing settings, characters and atmosphere

## Maths

### Number:

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Demonstrate an understanding of place value including decimals e.g.  $28.13 = 28 + 7 + 0.03$ .

### Addition and subtraction:

- Perform mental calculations with mixed operations to carry out calculations involving the four operations.
- Solve problems involving addition and subtraction.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

### Multiplication and division:

- Perform mental calculations, including with mixed operations and large numbers.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Solve problems involving addition, subtraction, multiplication and division.

### Algebra:

- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Use simple formulae e.g. perimeter of a rectangle or area of a triangle.

### Shape:

- Draw 2-D shapes using given dimensions and angles.
- Recognise, describe and build simple 3-D shapes, including making nets.

### Measure:

- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places.
- Recognise that shapes with the same area can have different perimeters and vice versa.
- Calculate, estimate and compare the volume of cubes and cuboids using standard units, including cubic centimetres ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ), and extending to other units e.g.  $\text{mm}^3$  and  $\text{km}^3$ .

and integrating dialogue to convey character and advance the action.

- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Proof-read for spelling errors linked to spelling statements for Year 6.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Writing (VGP)

- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.
- Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.
- Use the colon to introduce a list and use semi-colons within lists.
- Use bullet points to list information.

### Science:

- 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.

### Working Scientifically

*(choose which objectives to focus on; please ensure full coverage over the duration of a year).*

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

### Computing:

*(Code for Life, Kodu, Lego Robots)*

- Create programs which use variables
- use variables, sequence, selection and repetition in programs
- use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.
- Use the sensory room and radio room to link cross-curricular learning between coding and other areas.

<ul style="list-style-type: none"> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Report and present 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.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>		
<p><b>History:</b> Geography Focus</p>	<p><b>Geography:</b> <b>Use Google Earth in the sensory room</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four and six figure grid references, symbols and keys including the use of OS maps to build knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area , using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>• Understand and use a widening range of geographical terms- urban, rural, land use, sustainability, tributary, trade links...</li> <li>• Use maps, charts etc to support decision making about the location of places</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop close observation skills using a variety of view finders.</li> <li>• Use a sketchbook to collect and develop ideas.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul>
<p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</li> <li>• Use information on food labels to inform choices.</li> <li>• Research, plan and prepare and cook a savoury dish, applying his/her own knowledge of ingredients and his/her technical skills.</li> </ul> <p>Link to the healthy eating element of the curriculum due to 'Healthy Eating Through Stories' topic.</p>		
<p><b>Kitchen:</b></p> <ul style="list-style-type: none"> <li>• Prepare food products taking into account the properties of ingredients and sensory characteristics</li> <li>• Select and prepare foods for a particular purpose</li> <li>• Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.</li> <li>• Weigh and measure using scales</li> <li>• Cut and shape ingredients using appropriate tools and equipment e.g. grating</li> <li>• Join and combine food ingredients appropriately e.g. beating, rubbing in</li> <li>• Decorate appropriately</li> <li>• Work safely and hygienically</li> </ul>	<p><b>Activities: Look at bird's eye views in the Sensory room</b></p> <p>Design their own secret garden (bird's eye view plan). Include the measurements of everything they would want to include (flowerbeds, greenhouses, gates etc). Consider proportions and reasonable distances between objects etc. Also include what fruit and vegetables they would want to grow. Create a mini recipe book (3-5 recipes) using the ingredients grown in your garden (e.g. If they have peas and mint in their garden then they could write a recipe for a Pea and mint salad). In the kitchen create the dishes; take photos to add to their mini recipe books.</p>	

<ul style="list-style-type: none"> <li>• Show awareness of a healthy diet from an understanding of a balanced diet</li> </ul>	
<p><b>Garden (outdoors):</b></p> <ul style="list-style-type: none"> <li>• to gain an understanding of seasonality.</li> <li>• to identify the features of plants.</li> <li>• to classify plants.</li> <li>• to describe plants using our senses.</li> <li>• to develop an awareness of the Latin names for plants.</li> </ul>	<p><b>Garden (outdoor) Activities:</b></p> <ul style="list-style-type: none"> <li>• Story journey around the school garden/secret area (Greenwich Park) in order to create their own aspect of the text in which the character enters the secret garden.</li> <li>• Explore what grows in the school garden and other local gardens (senses trail) so that they can then become a feature within their stories.</li> <li>• To explore a variety of hidden gardens around London for inspiration and use the ideas gathered to design and construct their own secret garden.</li> </ul>
<p><b>PSHE:(Seal) New beginnings.</b></p> <p>See <a href="#">SEAL New Beginnings</a></p>	<p><b>RE: Identity and belonging.</b></p> <ul style="list-style-type: none"> <li>• How is the sense of belonging reflected across the 6 faiths?</li> <li>• What are the religious symbols of belonging?</li> <li>• Link to PSHE</li> </ul>
<p><b><u>P.E</u></b></p> <p>See <a href="#">scheme of work</a> (Football)  <a href="#">Scheme of work</a> (Netball)  <a href="#">Scheme of work</a> (Tag Rugby)</p>	
<p><b><u>Music</u></b></p> <p>Recap on musical notation knowledge.  Work in a group on a group piece of music using body percussion.  Develop keyboard skills via exercises and basic scales.  Write a short 2 bar piece of music and perform it.</p>	
<p><b><u>MFL</u></b></p> <p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>• Gain overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.</li> <li>• Identify different ways to spell key sounds, and select the correct spelling of a familiar word.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Take part in conversations and express simple opinions giving reasons.</li> <li>• Adapt known complex sentences to reflect a variation of meaning.</li> <li>• Begin to use intonation to differentiate between sentence types.</li> </ul>	

- Create a short piece for presentation to an audience.

### **Reading**

- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.
- Learn a song or poem using written text for support.
- Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.

### **Writing**

- Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.
- Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.

### **Grammar**

- Know how to conjugate some high frequency verbs.
- Understand how to make changes to an adjective in order for it to 'agree' with the relative noun.

Visits: