

English**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 identifying and discussing themes and conventions in and across a wide range of writing.
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.
- Provide reasoned justifications for his/her views.

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)

- Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
- 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.
- Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.
- Draft and write narratives, describing settings, characters and atmosphere 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.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or

Maths**Number:**

- Use negative numbers in context, and calculate intervals across zero.
- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Solve number and practical problems that involve ordering and comparing numbers to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.

Multiplication and division:

- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Fractions:

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1 .
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$, and 0.375 is equivalent to $\frac{3}{8}$.

Position and direction:

- Describe positions on the full coordinate grid (all four quadrants). (use beebots to give directions to various coordinates on a grid)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.

Ration and proportion:

- Solve problems involving the calculation of percentages e.g. of measures, such as 15% of 360 and the use of percentages for comparison.
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. find $\frac{7}{9}$ of 108.

| | |
|--|--|
| <p>tables.</p> <ul style="list-style-type: none"> • 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. <p>Writing (VGP)</p> <ul style="list-style-type: none"> • Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. • 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. • Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover. • Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points. • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. | <p>Statistics:</p> <ul style="list-style-type: none"> • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate and interpret the mean as an average. |
| <p>Science</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. <p>Working Scientifically (choose which objectives to focus on; please ensure full coverage over the duration of a year).</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • 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. <p>Identify scientific evidence that has been used to support or refute ideas or</p> | <p>Computing</p> <ul style="list-style-type: none"> • Use filters in search technologies effectively and is discerning when evaluating digital content • Including use of sequences, selection and repetition with the hardware used to explore real world systems • Solves problems by decomposing them into smaller parts • Use the sensory room and radio room to link cross-curricular learning between coding and other areas. |

| | |
|---|---|
| arguments. | |
| <p>History</p> <ul style="list-style-type: none"> • Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources • Make confident use of a variety of sources for independent research • • <u>Black History(create a presentation or an Interview and film it using the Green Screen)</u> • Granville Sharp - English campaigners for the abolition of the slave trade. • Jonathon Strong - a young black slave from Barbados who had been so badly beaten by his master. | <p>Geography History Focus</p> |
| <p>Art Focus on Egyptian Art</p> <ul style="list-style-type: none"> • I can explain why I have used different tools to create art. • I can explain why I have chosen specific techniques to create my art. • I can use feedback to make amendments and improvement to my art. • I can use a range of e-resources to create art. | |
| <p>DT Art focus term</p> | |
| <p>PSHE (SEAL) .Getting on and falling out</p> <p>See SEAL:Getting on and falling out</p> | <p>REChristianity Identity, diversity and belonging –</p> <ul style="list-style-type: none"> • How do Christians follow Jesus and His teachings in their daily lives? • What Christian values guide the actions of the people and organisations studied? • What are the challenges of living a Christian life today? |
| <p>Outdoors</p> <ul style="list-style-type: none"> • To develop our planting techniques. • To gain an understanding of seasonality. • To gain an understanding of suitable conditions for planting produce and how it differs depending on the plant. • To be able to use planting terminology accurately. • To know where certain types of produce originate from. • To be able to identify the types of planting tools required for different planting exercises. • To develop our knowledge of harvesting. | <p>Activities</p> <p>Growing – chn to grow a variety of fruit (e.g. figs, dates) vegetables (e.g. peas and beans) and spices (e.g. aniseed, fennel, thyme, coriander etc). Use of bees to make honey to be investigated.</p> <p>English – drama activities to create a ‘Horrible History’ episode. (film using the green screen)</p> <p>Geography – introduction to Ordnance maps and how to use them in an orienteering activity at Woodlands Farm.</p> <p>Science – chn to visit the woods/wide horizon’s land to gain an understanding of how plants and animals are adapted to suit their environment. Possibility of going on a fossil hunt?</p> <p>History – chn to use the outdoor environment and the KS2 hall to role-play life as an Egyptian. (film it using cameras or the sensory room)</p> |

| | |
|---|--|
| | |
| <p><u>Kitchen</u></p> <ul style="list-style-type: none"> • Prepare food products taking into account the properties of ingredients and sensory characteristics • Select and prepare foods for a particular purpose • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Weigh and measure using scales • Cut and shape ingredients using appropriate tools and equipment e.g. grating • Join and combine food ingredients appropriately e.g. beating, rubbing in • Decorate appropriately • Work safely and hygienically • Show awareness of a healthy diet from an understanding of a balanced diet | <p><u>Activities</u></p> <p>Link to the foods that would have been eaten in ancient Egypt (mrdonn web site has some useful information about what was eaten and drunk)</p> |
| <p><u>P.E</u></p> <p>(PPA cover) See scheme of work (Football reinforcement/development) See scheme of work (Netball reinforcement/development) See scheme of work (Tag rugby reinforcement/development) (Class teacher) See scheme of work (Gymnastics)</p> | |
| <p><u>Music</u></p> <p>Learn about and try improvisation. Work/perform as a group during rhythmic exercises. To start to learn to count internally whilst listening/playing music. To gain and develop an understanding of accurate rhythmic notation.</p> | |
| <p><u>MFL</u></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> • 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. • Identify different ways to spell key sounds, and select the correct spelling of a familiar word. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Take part in conversations and express simple opinions giving reasons. • Adapt known complex sentences to reflect a variation of meaning. • Begin to use intonation to differentiate between sentence types. • Create a short piece for presentation to an audience. (film/record it using the radio room/green screen) <p><u>Reading</u></p> | |

- 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. (Skype a German speaking class)
- 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 visitors and Trips

Visit to the British Museum
Hobgoblin theatre company