

Termly Curriculum Information

Term 1 2017: 21st August – 15th December

Year 6

Topic: Dinosaurs and World War Two

English	
Key Learning Skills and Knowledge	Key Activities
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Retell sequenced newspaper reports and fantasy through Talk for Writing. • Speak audibly and fluently to an audience. • Use appropriate registers for effective communication. • Use relevant Talk for Writing strategies to build their vocabulary. • Listen and respond appropriately to adults and peers. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Identify points of interest when listening to fiction and non-fiction texts • Begin to comment in more detail on the performance of others • Consistently listen carefully and respond appropriately with relevant questions • Orally perform fiction and non-fiction texts through Talk/Drama for Writing 	<ul style="list-style-type: none"> • Using verbal persuasive skills in debates • Presenting ideas to the class and wider year group • Telling stories to younger year groups that they have created • Persuading younger children to carry out activities like brushing their teeth, doing their Home Learning etc • Participate in presentations, performances & role-plays • Listen to and discuss a wide range of persuasive texts, flashback stories and poems
<p>Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately. • Begin to use textual cues to adapt tone, volume and intonation when reading aloud • Identify the main ideas and themes in a text. • Discuss words and phrases that capture the reader's interest and imagination. • Predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> • Reading weekly with the teacher during Guided Reading Activities • Completing reading comprehension activities • Reading aloud to practice reading with fluency and expression • Using Overdrive to access a wide range of books • Visiting the library and modeling to younger students how to pick appropriate yet challenging books • Discuss the features of persuasive texts, flashback stories and poems • Retrieve information from non-fiction to use



<ul style="list-style-type: none">• Retrieve and record information from non-fiction.• Ask questions to improve their understanding of a text.• Identify how language, structure and presentation contribute to meaning.• Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.	when writing a persuasive text or WW2 based story
<p>Writing</p> <ul style="list-style-type: none">• Use the first 2 or 3 letters of a word to check spelling in a dictionary.• Spell words that are often misspelt.• Spell high frequency words, phonetically accurate words and common exception words• Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing.• Capture ideas using planning formats (e.g. story map, boxing up)• Plan writing to suit an audience and purpose.• Develop character and setting in narratives.• Use simple organisational devices.• In narratives, develop and extend ideas in logically sequenced sentences to create settings, characters and plots• In persuasive texts, use and develop the style for specific genres and begin to use simple organisational devices e.g. subheadings• Use nouns, pronouns and tenses accurately and consistently throughout• Use punctuation accurately, e.g. full stop, capital letter, question mark, exclamation mark, speech marks• Evaluate their own writing according to purpose, the effectiveness of word choice, grammar and punctuation.• Make simple additions, corrections and revisions to their own writing.	<ul style="list-style-type: none">• Writing persuasive texts• Plan, draft, edit and proof-read a persuasive text• Using and applying their persuasive skills to convince people• Practising timed writing tasks to help enhance their time management• Writing diary entries and thinking about thoughts and feeling• Plan, draft, edit and proof-read a text linked to WW2, including flashback stories• Looking at a range of poetry and using the different styles to enhance their own poems• Evaluate their own and others independent writing• Plan, draft, edit and proofread a variety of fiction and non-fiction texts as part of 'Wicked Writing'
Handwriting	<ul style="list-style-type: none">• Practising writing with a joined cursive script



<ul style="list-style-type: none">• Improve the legibility, consistency and quality of their handwriting.	<ul style="list-style-type: none">• Applying their beautiful handwriting in all areas of the curriculum
Mathematics	
<p>Number</p> <ul style="list-style-type: none">• Read, write, order and compare numbers up to 10,000,000; determine value of each digit• Use place value to multiply and divide whole numbers and decimals by 10, 100 and 1000 <p>Shape, Space and Measure</p> <ul style="list-style-type: none">• Measure and draw 2-D shapes including angles to the nearest degree• Recognise, describe and build 3-D shapes using nets• Illustrate and name parts of a circle, including radius, diameter and circumference• Know the angle sum of a triangle and that of angles at a point• Find missing angles and recognise vertically opposite angles• Use and interpret coordinates in all four quadrants• Draw, translate and reflect shapes in four quadrants <p>Fractions</p> <ul style="list-style-type: none">• Compare and order and find fractions, decimals and percentages of quantities and measures• Add and subtract fractions with different denominators and mixed numbers• Check solutions by applying inverse operations or estimation to an appropriate degree of accuracy• Multiply simple pairs of proper fractions. Divide proper fractions by whole numbers	<ul style="list-style-type: none">• Exploring place value and rounding• Counting, ordering and sequencing numbers• Becoming confident using appropriate methods to add, subtract, multiply and divide• Applying their knowledge using word and multi-step problems • Increasing our familiarity with 2D and 3D shapes and their features, including 3D nets• Converting different measurements, including imperial and metric• Plotting coordinates, using 4 quadrants, translating and rotating • Confidently finding the numerator and denominator• Finding equivalent fractions, simplifying fractions and converting fractions• Adding, subtracting, multiplying and dividing fractions
Science	
<p>Evolution and Inheritance</p> <ul style="list-style-type: none">• Children will plan different types of enquiry to answer questions.• Children will recognise and control variables where necessary.• They will make their own decisions about what observations to make, what measurements to use, and how long make them for.	<ul style="list-style-type: none">• Investigating how fossils are formed• Making our own fossils• Creating a thinking path• Investigating family genetics and how families look the same• Exploring our family trees• Learning about how animals have adapted



<ul style="list-style-type: none">• Children will record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. They should report and present findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms).• Children will use test results to make predictions to set up further comparative and fair test. They should use simple models to describe scientific ideas. They should identify scientific evidence that has been used to support or refute ideas or arguments.• They will use their results to identify when further tests and observations might be needed	
Computing	
<p>We are APP Planners</p> <ul style="list-style-type: none">• Learning to touch type• Planning and developing an APP	<ul style="list-style-type: none">• Plan and develop an app• Becoming familiar with a programming toolkit• Pseudo coding algorithms for an app they have designed• Working collaboratively to design the apps interface
History	
<p>Dinosaurs</p> <ul style="list-style-type: none">• Children can arrange events in order and draw an appropriate timeline, including examples of evidence.• Children can describe some of the main changes in a period of history, using the correct historical terms.• Children can recognise times of rapid change and slow change <p>World War Two</p> <ul style="list-style-type: none">• Children explore a past society in the wider world, including all aspects of society and people.• Children can use sources of evidence to state facts about the past. They can explain why they chose those sources.	<ul style="list-style-type: none">• Researching a variety of dinosaurs• Investigating how features helped dinosaurs survive• Learning about the different periods of time dinosaurs were alive <ul style="list-style-type: none">• Learning about the causes of World War Two• Investigating everyday life during the War, including the Blitz, Evacuation, the Home Front and Schooling• Celebrating the end of the War



<ul style="list-style-type: none">• Children find useful evidence from the past to support an idea or theory.• Children explain why a source of evidence may not tell the full story, or may be biased or inaccurate. This will help them choose more appropriate sources to analyse and justify their ideas about the past.	
Geography	
<p>Dinosaurs</p> <ul style="list-style-type: none">• Compare places to each other and explain why they are similar or different from other places in the same country and elsewhere in the world.• Use a wide range of resources to find out information• Use appropriate vocabulary• Use first and secondary sources of information	<ul style="list-style-type: none">• Using maps to plot where dinosaurs lived and where fossils have been found
Art/Design Technology	
<p>Dinosaurs</p> <ul style="list-style-type: none">• Develop and imaginatively extend ideas from starting points throughout the curriculum.• Collect information, sketches and resources and present ideas imaginatively in a sketch book.• Use the qualities of materials to enhance ideas.• Spot the potential in unexpected results as work progresses.• Comment on artworks with a fluent grasp of visual language.• Use tools to carve and add shapes, texture and pattern.• Combine visual and tactile qualities.• Use frameworks (such as wire or moulds) to provide stability and form. <p>World War Two</p> <ul style="list-style-type: none">• Show precision in techniques.• Choose from a range of stitching techniques.• Combine previously learned techniques to create pieces	<ul style="list-style-type: none">• Creating dinosaur eggs• Using camouflage techniques to create dinosaur artwork• Creating models to recreate animals adaptations – testing their effectiveness • Making Gas Masks• Thinking about the designs of Anderson and Morrison shelters
PSHE	
<p>Roles and Responsibilities</p>	<ul style="list-style-type: none">• Exploring the responsibilities of Year 6• Ensuring children are role models for Primary• Extra tasks around school – for example buddies for EYFS



Music	
<p>Form and Structure with Keyboard Skills</p> <p>The students will explore forms and structures which are used in music. Through the resources on the Juilliard Creative Classroom, listening and appraising, and performing and composing, the students will learn about call and response, binary form, ternary form and rondo form. The students will use the keyboards, xylophones, glockenspiels, and classroom percussion instruments.</p>	<ul style="list-style-type: none">• Learn about musical structures and how they can help to organise sounds.• Describe call and response phrases as a type of musical structure.• Describe and identify binary, ternary and rondo forms.• Analyse how musical contrasts in different sections are used in music.
<p>Song Writing and Chords</p> <p>The students will experience the process of song writing. They will explore the melodic layers, understand the scales, and explore contours of music, rhythmic textures, form and the meaning of the lyrics. They will compose a song by developing a melody of a 12-bar blues, identifying the timbres, and using the call and response form as the structure.</p>	<ul style="list-style-type: none">• Sing songs and analyse them to determine good song writing elements.• Analyse examples of song lyrics and learn about ways to write them.• Identify different vocal timbres as they relate to singing.• Create idea words, soundalikes and metaphors.• Explore ways to write melodies.
PE	
<p>Unit 1: Football</p> <p>The football unit will focus on developing football skills; controlling the ball, dribbling, passing, running with the ball, shooting and applying these more effectively and with increased control in games. The students will use tactics to help their team keep the ball and take it towards their opposition's goal.</p> <p>They start by playing small-sided games with some fluency and accuracy. They will work on keeping possession of the ball as a team and understand that they need to defend as well as attack. They will have a developed understanding of the rules of the game and watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better.</p>	<ul style="list-style-type: none">• Ball control• Dribbling• Passing (short/long)• Running with the ball• Shooting• Basic attack and defence principles• Small-sided games (3v2, 4v4)• Game play rules• Attacking• Defending• Headers• Volleys• Feints• Shooting• Goalkeeping• Rules• 6v6 game play
<p>Unit 2: Volleyball</p> <p>The unit is designed to allow the students to try the sport of volleyball and develop their skills.</p> <p>Students should be able to: control and pass the ball using a volley, receive a fast ball using a dig, successfully complete and underarm serve, spike,</p>	<ul style="list-style-type: none">• Serving• Passing (overarm; forearm underhand)• Footwork and movement• Game principles• Rules and regulations



<p>block, and organize a 3-a-side team for service receive and for the first attack.</p>	
<p>Unit 3: Handball The unit is designed to ensure that students acquire and develop the fundamental skills of handball. They will have the opportunity to apply their skills and to begin to consider tactics through a variety of individual, pair and group practices as well as a range of game scenarios.</p>	<ul style="list-style-type: none">• Ball Familiarisation• Dribbling technique• Passing, receiving and introduce '3 step travelling'• Shooting• Introduce attacking and defending positions and outwitting opponents• Assessment/Games/mini tournament