

Termly Curriculum Information

Term 1 2020: 13 August - 18th 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"> • Speak audibly and fluently to an audience. • Use appropriate registers for effective communication • Use relevant Talk for Writing strategies to build 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 for Writing and Drama opportunities 	<ul style="list-style-type: none"> • Using persuasive skills verbally in debates • Presenting ideas to the class and wider year group • Telling stories to younger year groups • Persuading younger children to carry out activities • Participate in presentations, performances & role-plays • Listening to and discussing 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 texts • Discussing the features of persuasive texts, flashback stories and poems • Retrieving 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 and comprehension skills	<p>when writing a persuasive text or WW2 based story</p>
<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 for Writing and Drama.• 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 stops, capital letters, question marks, exclamation marks, speech marks• Evaluate their own writing according to purpose, the effectiveness of word choice and grammar and punctuation• Make simple additions, corrections and revisions to their own writing	<ul style="list-style-type: none">• Writing persuasive texts• Planning, drafting, editing and proof-reading a persuasive text• Using and applying persuasive skills to convince people• Practicing timed written tasks to help enhance time management• Writing diary entries and thinking about thoughts and feeling• Planning, drafting, editing and proof-reading a text linked to WW2• Looking at a range of poetry and using the different styles to enhance own poems• Evaluating their own and others independent writing• Planning, drafting, editing and proof-reading a variety of fiction and non-fiction texts as part of 'Wicked Writing'



Handwriting <ul style="list-style-type: none">• Improve the legibility, consistency and quality of a cursive, joined handwriting style	<ul style="list-style-type: none">• Practicing writing with a joined cursive script• Applying cursive handwriting in all areas of the curriculum
Mathematics	
Number <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 Shape, Space and Measure <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 Fractions <ul style="list-style-type: none">• Compare, 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 knowledge to word and multi-step problems • Increasing familiarity with the features and names of 2D and 3D shapes, 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	
<ul style="list-style-type: none">• Understand that there are four types of Science (Biology, Human Biology, Physics & Chemistry)• Learn the importance of being safe in	<ul style="list-style-type: none">• Following safety instructions• Writing a Scientific method• Knowing the area of science being explored• Using laboratory tools correctly



<p>Science laboratories</p> <ul style="list-style-type: none">• Identify the correct uses of scientific equipment	<ul style="list-style-type: none">• Earning a Bunsen burner license• Learning a range of scientific methods and techniques
Computing	
<p>We Are App Planners</p> <ul style="list-style-type: none">• Research the capabilities of a smartphone• Work with location data• Find a problem to solve with an app• Research the competition• Create a presentation to pitch an app idea	<ul style="list-style-type: none">• Incorporating media effectively into presentations• Delivering the pitch to the presentation panel• Identifying how a smartphone app might address problems they identify• Describing the input and output capabilities of a smartphone
History	
<p>Dinosaurs</p> <ul style="list-style-type: none">• Arrange events in order and draw an appropriate timeline, including examples of evidence• Describe some of the main changes in a period of history, using the correct historical terms.• Recognise times of rapid change and slow change <p>World War Two</p> <ul style="list-style-type: none">• Explore a past society in the wider world, including all aspects of society and people• Use sources of evidence to state facts about the past. Explain why those sources were chosen• Find useful evidence from the past to support an idea or theory• Explain why a source of evidence may not tell the full story, or may be biased or inaccurate.• Choose more appropriate sources to analyse and justify ideas about the past	<ul style="list-style-type: none">• Researching a variety of dinosaurs• Researching fossils• Learning about the different periods of time dinosaurs were alive• Learning about the causes of World War Two• Investigating everyday life during the War, including the Blitz, Evacuation, the Home Front and Schooling• Considering how the war affected the different countries, both politically and geographically• Empathising with the soldiers, evacuees etc.• Celebrating the end of the War
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	<ul style="list-style-type: none">• Using maps to plot where dinosaurs lived and where fossils have been found• Identify what geographically elements caused the extinction of dinosaurs• Looking at the habitats of dinosaurs• Using first and secondary sources of information



Art/Design Technology	
<p>Dinosaurs</p> <ul style="list-style-type: none">• 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 molds) 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 and testing their effectiveness <ul style="list-style-type: none">• Thinking about the designs of Anderson and Morrison shelters• Designing and creating 3D Gas Masks• Creating an item (through sewing techniques) that could have been used by an evacuee
PSHE	
<p>Who Am I?</p> <ul style="list-style-type: none">• Recognise positive qualities• Develop self-esteem and self-confidence• Understand how we can improve ourselves	<ul style="list-style-type: none">• Discussing strengths and weaknesses• Setting goals and having high expectations• Knowing what self-confidence and self-esteem is• Facing challenges
Music	
<p>Form and Structure with Keyboard Skills</p> <ul style="list-style-type: none">• Combine previously learned techniques to create pieces• Explore forms and structures which are used in music• Use the resources on the Juilliard Creative Classroom• Listen to, appraise, perform and compose• Learn about call and response, binary form, ternary form and rondo form.	<ul style="list-style-type: none">• Learning about musical structures and how they can help to organise sounds• Describing call and response phrases as a type of musical structure• Describing and identifying binary, ternary and rondo forms• Analysing how musical contrasts in different sections are used in music• Using keyboards, xylophones, glockenspiels and classroom percussion instruments
<p>Song Writing and Chords</p> <ul style="list-style-type: none">• Experience the process of song writing• Explore the melodic layers	<ul style="list-style-type: none">• Singing songs and analysing them to determine good song writing elements• Analysing examples of song lyrics and



<ul style="list-style-type: none">• Understand scales• Explore contours of music, rhythmic textures, form and the meaning of lyrics	<p>learning about ways to write them</p> <ul style="list-style-type: none">• Identifying different vocal timbres as they relate to singing• Creating idea words, soundalikes and metaphors• Exploring ways to write melodies
PE	
<p>Unit 1: Football</p> <ul style="list-style-type: none">• Develop football skills• Control the ball through dribbling, passing, running and shooting• Apply these skills more effectively and with increased control in games• Use tactics to help keep the ball and take it towards the opposition's goal• Understand that they need to defend as well as attack• Developed understanding of the rules of the game• Suggest practices that will help them and others to play better	<ul style="list-style-type: none">• Ball control• Dribbling• Passing (short/long)• Running with the ball• Shooting• Basic attack and defense principles• Small-sided games• Game play rules• Attacking and defending• Headers, volleys, feints• Shooting• Goalkeeping• Rules
<p>Unit 2: Volleyball</p> <ul style="list-style-type: none">• Control and pass the ball using a volley• Receive a fast ball using a dig• Successfully complete an underarm serve• Spike, block and organise a 3-a-side team for service receive and for the first attack	<ul style="list-style-type: none">• Serving• Passing (overarm, forearm, underhand)• Footwork and movement• Game principles• Rules and regulations
<p>Unit 3: Handball</p> <ul style="list-style-type: none">• Acquire and develop the fundamental skills of handball• Apply skills• Consider tactics through a variety of individual, pair and group practices as well as a range of game scenarios	<ul style="list-style-type: none">• Ball Familiarisation• Dribbling technique• Passing, receiving and introduce '3 step travelling'• Shooting• Introducing attacking and defending positions and outwitting opponents• Mini tournament