

Autumn Term 2019 – Year 6

Reading –

Novels:

- The Boy at the Back of the Class – Onjali Rauf
- The Nowhere Emporium – Ross Mackenzie

Maintaining positive attitudes to reading

- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
- Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Recommend books to their peers with detailed reasons for their opinions.
- Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures

Understanding texts they read independently and those which are read to them

- Explain the meaning of new vocabulary within the context of the text.
- Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*
- Explore texts in groups and deepen comprehension through discussion.
- Provide reasoned justifications for their views.
- Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – **P**oint+**E**vidence+**E**xplanation.
- Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint+**E**vidence+**E**xplanation.
- Predict what might happen from information stated and implied.
- Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
- Skim for gist.
- Scan for key information e.g. *identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.*
- Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
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Writing – *Imagery and Personification Poetry, Wishing Tales, Persuasive Writing, Conquering the Monster Tales, Cautionary Poems...*

Vocabulary, Grammar and Punctuation

- Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*
- Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.*
- Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.*
- Identify the **subject** and **object** of a sentence
- Identify and use **colons** to introduce a list.
- Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. *I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).*
- Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for – request, go in – enter.*
- Explore, collect and use question tags typical of informal speech and writing e.g. *"He's your friend, isn't he?"*
- Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest*

Planning

- Identify audience and purpose.
- Choose appropriate text-form and type for all writing.
- Select the appropriate structure, vocabulary and grammar.
- Draw on similar writing models, reading and research.
- Compare how authors develop characters and settings (in books, films and performances).
- Use a range of planning approaches e.g. *storyboard, story mountain, discussion group, post-it notes, ICT story planning.*

Drafting and Writing

- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.

Maths

Place Value:

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
 - Identify the value of each digit to three decimal places.
 - *Identify, represent and estimate numbers using the number line.*
 - *Order and compare numbers including integers, decimals and negative numbers.*
 - Round any whole number to a required degree of accuracy.
 - Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
 - Use negative numbers in context, and calculate intervals across zero.
- Solve number and practical problems that involve all of the above.

Four Operations:

- *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).*
 - *Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).*
 - Use knowledge of the order of operations to carry out calculations.
 - Perform mental calculations, including with mixed operations and large numbers.
 - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
 - Identify common factors, common multiples and prime numbers.
 - Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
 - Multiply one-digit numbers with up to two decimal places by whole numbers.
 - Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
 - Use written division methods in cases where the answer has up to two decimal places.
 - Use estimation *and inverse* to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
 - Use knowledge of the order of operations to carry out calculations.
- Solve problems involving all four operations, *including those with missing numbers.*

Evaluating the impact of the author's use of language

- Explore, recognise and use the terms personification, analogy, style and effect.
- Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

- Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"*
- Consciously control the use of different sentence structures for effect.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Précis longer passages.

Evaluating and Editing

- Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Proofread for grammatical, spelling and punctuation errors.

Spelling

- Recognise and spell endings which sound like /jəs/, spelt – *cious* or – *tious*.
- Recognise and spell endings which sound like /jəl/, e.g. *official, partial*.
- Investigate adding suffixes beginning with vowel letters to words ending in –*fer*, e.g. *referring, reference*.
- Investigate use of the hyphen.
- Investigate and use further prefixes, e.g. *bi- trans- tele- circum-*.
- Distinguish between homophones and other words that are often confused.
- Identify root words, derivations and spelling patterns as a support for spelling.
- Be secure with all spelling rules previously taught.
- Use a number of different strategies interactively in order to spell correctly.
- Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.

Spell words from the Year 6 list (selected from the statutory Year 5/6 word list).

Science

Biology – Animals, including Humans – Classification

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.
- Living things can be grouped into micro-organisms, plants and animals.

- Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.
- Invertebrates can be grouped as snails and slugs, worms, spiders and insects.
- Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses).

Physics – Light and Astronomy – How Light Travels

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Working Scientifically

- Plan enquiries, including recognising and controlling variables where necessary.
- Select and plan the most appropriate type of science enquiry to use to answer scientific questions.
- Make their own decisions about what measurements to take [and identify the ranges and intervals used].
- Take measurements, using a range of equipment, with increasing accuracy and precision.
- Choose and use the most appropriate equipment to support observation, make measurements, collect data.
- Record data and results of increasing complexity (Y5/6)

Follow [and suggest] safety guidelines

- Make decisions on the most appropriate format to present scientific data.
- Record data and results of increasing complexity using scientific diagrams and labels, recognised symbols, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries using discussion, drawings [annotated], oral and written explanations of results, explanations involving causal relationships, and conclusions.

Present findings in written form, displays and other presentations (Y5/6).

- Use their evidence to justify their ideas.
- Use correct scientific knowledge and understanding and relevant scientific language to explain their findings.

Read, spell and pronounce scientific vocabulary correctly (Y5/6).

- Use their results to identify when further comparative tests and observations might be needed.
- Be able to explain differences in repeated measurements/readings or unexpected results.

Recognise the limitations of some data.

Geography - Coasts Around the World

Describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Place Knowledge:

A region of the United Kingdom.

A region in a European country.

A region within North or South America.

Mapping

Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.

Relate different maps to each other and to aerial photos.

Follow routes on maps describing what can be seen.

Fieldwork – Coasts Visit & additional fieldwork opportunity not coastal related – Latrigg.

Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.

Interpret data collected and present the information in a variety of ways including charts and graphs.

Enquiry and Investigation

Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?

Make predictions and test simple hypotheses about people and places.

Communication

Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.

Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.

Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.

Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

History – Ancient Greece

Chronology:

- Sequencing events and periods through the use of appropriate terms relating to the passing of time (*empire, civilisation, parliament, peasantry...*).
- Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
- In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (*propaganda, bias, primary source, secondary source, reliability...*).

Analyse connections, trends and contrasts over time.

Events, People and Changes:

- Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.
- Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.
- Establishing a narrative showing connections and trends within and across periods of study.

Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.

Communication:

- Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.

Enquiry, Interpretation and Using Sources:

- Understand the methods of historical enquiry, how evidence is used to make historical claims, and *begin* to discern how and why contrasting arguments and interpretations of the past have been constructed.
 - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
 - Begin to recognise why some events, people and changes might be judged as more historically significant than others.

Modern Foreign Languages – French

Listening:

- Listen attentively and understand more complex phrases and sentences; join in to show understanding.
- Listen for gist.
- Understand longer and more complex phrases / sentences.
- Pick out main details from a story, poem, song, conversation or passage.

R.E - Do all Christians have the same beliefs and traditions?

- Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities
- Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.

Art and Design

Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work.

Exploring and Developing Ideas:

Design and Technology

Design:

- List tools needed before starting the activity.
- Plan the sequence of work e.g. using a storyboard.
- Record ideas using annotated diagrams.
- Use models, kits and drawings to help formulate design ideas.
- Combine modelling and drawing to refine ideas.
- Devise step by step plans which can be read / followed by someone else.

<p>Speaking:</p> <ul style="list-style-type: none"> Speak with increasing fluency. Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. Prepare a short presentation on a familiar topic. Understand and express simple opinions. Initiate and sustain conversations Speak in sentences using familiar vocabulary, phrases and basic language structures. Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. Speak with increasing spontaneity. <p>Reading:</p> <ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing. Re-read frequently a variety of short texts. Read and understand the main points and some detail from a short written passage. Match sound to sentences and paragraphs. Broaden vocabulary. Develop strategies for understanding new words in familiar material including using a dictionary. Apply phonic knowledge of the foreign language in order to decode text. <p>Writing:</p> <ul style="list-style-type: none"> Write phrases from memory and adapt these to make new sentences. Express ideas clearly. to write words, short phrases and short sentences, using a reference. Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy. 	<ul style="list-style-type: none"> Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value. Appreciate and appraise varied dimensions of religion. Enquire into what enables different communities to live together respectfully for the well-being of all. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives. 	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and Developing Work:</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. <p>Annotate work in a journal.</p> <p>Textiles:</p> <ul style="list-style-type: none"> Experiment with batik techniques. <p>Digital Media:</p> <ul style="list-style-type: none"> Record, collect and store visual information using digital cameras etc. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering. Create layered images from original ideas. 	<ul style="list-style-type: none"> Use exploded diagrams and cross-sectional diagrams to communicate ideas. Sketch and model alternative ideas. Decide which design idea to develop. <p>Make:</p> <ul style="list-style-type: none"> Make prototypes. Develop one idea in depth. Use researched information to inform decisions. Produce detailed lists of ingredients / components / materials and tools. Use a computer to model ideas. Select from and use a wide range of tools. Cut accurately and safely to a marked line. Select from and use a wide range of materials. Use appropriate finishing techniques for the project. Refine their product – review and rework/improve. <p>Evaluate:</p> <ul style="list-style-type: none"> Research and evaluate existing products (including book and web based research). Consider user and purpose. Identify the strengths and weaknesses of their design ideas. Give a report using correct technical vocabulary. Consider and explain how the finished product could be improved related to design criteria. Discuss how well the finished product meets the design criteria of the user. Test on the user! <p>Understand how key people have influenced design</p> <p>Mechanical and Electrical Systems and ICT:</p> <ul style="list-style-type: none"> Develop a technical vocabulary appropriate to the project. Use mechanical systems such as cams, pulleys and gears.
<p>Music</p> <p>Performing:</p> <ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of 	<p>PSHEE</p> <p>Health and Wellbeing</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Demonstrate speaking and listening skills. 	<p>P.E.</p> <p>Games:</p> <p>Developing Skills:</p> <p>Travelling</p>	<p>Computing - Coding</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

<p>pitch, a sense of phrase and musical expression.</p> <ul style="list-style-type: none"> Play tuned and untuned instruments with control and rhythmic accuracy. Practise, rehearse and present performances with an awareness of the audience. <p>Listening:</p> <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> Analyse and compare sounds. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Improve their own and others' work in relation to its intended effect. Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> Consider how they respond to challenging circumstances e.g. conflict and violence. <p>Demonstrate strategies for calmness.</p> <p>Making Decisions:</p> <ul style="list-style-type: none"> Know the process for making a decision. <p>Demonstrate the use of the process.</p> <p>Influences:</p> <ul style="list-style-type: none"> Recognise peer influence. Understand ways in which peer influence can have positive and negative outcomes. <p>Develop strategies for resisting negative peer influence.</p> <p>Risk Taking:</p> <ul style="list-style-type: none"> Know ways of coping in difficult situations. Appreciate the importance of taking responsibility. Justify personal opinions confidently. Be able to identify risky situations. Calculate risk. Recognise risk in different situations and make judgements about how to respond in order to keep safe. <p>Develop a positive approach towards personal safety and risk taking.</p> <p>Making Choices:</p> <ul style="list-style-type: none"> Recognise choices and decisions they will have to make in the future. <p>Identify ways of helping and supporting friends under pressure.</p> <p>Understanding Self and Others:</p> <ul style="list-style-type: none"> Recognise their own and other people's personality traits, individual preferences and characteristics. Recognise challenging behaviours and the negative effects these can have on relationships. 	<ul style="list-style-type: none"> Change speed and direction easily i.e. dodging and swerving. Travelling without equipment. <p>Sending and Receiving – Invasion Games</p> <ul style="list-style-type: none"> Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. <p>Scoring Skills</p> <ul style="list-style-type: none"> Shoot and score accurately in a range of ways. Shot from a distance and from close range. <p>Attacking and Defending:</p> <ul style="list-style-type: none"> Use a range of skills to keep possession and make progress towards a goal or target on their own and with others. Choose when to pass, so they keep possession and make progress towards the goal. Use a range of tactics to keep possession of the ball and get into positions to shoot or score. Know how to mark and defend their goal(s). Ways of keeping the ball away from defenders. How to mark a player and space. Intercept and tackle to get the ball back. Position themselves well on court. Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights. Choose and use throwing skills to make the game hard for their opponents. Strike the ball accurately into spaces and different parts of the playing area. Direct the ball away from fielders using different angles and speeds. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find difficult. Explain the tactics and skills that they are confident with and use well in games. Look for specific things in a game and explain how well they are being done. i.e. marking an opponent. Explain why a performance is good. Recognise and describe the best points in an individual's and a team's performance. <p>Identify aspects of their own and others performances that needs improving.</p>	<ul style="list-style-type: none"> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web. <p>Appreciate how results are selected and ranked.</p> <ul style="list-style-type: none"> Know the meaning of the key terms: <ul style="list-style-type: none"> selection. variables. decomposition. Know the meaning of logical reasoning. Understand what a procedure is and why it is important in programs. Know that programs can be represented in different formats including written and diagrammatic. Understand the need for precision when creating sequences to ensure reliability. Understand how experiences of programming / control relate to control systems in the real world. Understand that there are often different ways to solve the same problem or task <p>Understand that programming software can create simple and complex simulations.</p> <p><u>Online Safety</u></p> <ul style="list-style-type: none"> Locate and respond appropriately to the terms and conditions on websites. Identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and conduct. Identify inappropriate and unacceptable behavior when analysing resources such as videos, text-based scenarios and electronic communications. Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online. <p>Use electronic communication and collaboration tools safely.</p> <p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> Understand when and where it is appropriate
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Working With Others:

- Know that different people react in different ways when working in a group.

Demonstrate their knowledge of group dynamics.

Gymnastics:

Developing Skills:

Travelling

- Focus on developing quality of travelling actions both on feet and hands and feet.

Shape

- As KS 1 and piked and straddle,
- Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.
- Explore a range of symmetrical and asymmetrical actions.
- Perform movements that are mirrored and/or matched.

Balance

- Focus on developing balances on 1,2,3 or 4 points and large body parts.
- Counter balance with a partner.
- Counter tension with a partner.

Rolling

- Focus on developing quality in all the different rolling actions from KS1.

Jumping

- Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.
- Jump with shapes in the air.
- ½ turn jump.

Handle apparatus

- Use all actions above on the floor and over, through, across and along apparatus.
- Perform different combinations of actions and perform these with a change of speed, level or direction.
- Develop tension, extension and transfer of weight in their actions

Linking Actions and Sequences of Movement:

- Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.
- Gradually increase their length of sequence.
- Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement.
- Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction.
- Adapt sequences to include a partner.

to use a spreadsheet model or a simulation to support an investigation and explain their choices.

- Understand that spreadsheets can automate functions, making it easier to test variables, e.g. when planning a budget you can change the number of items and see the changes to total cost.
 - Understand that spreadsheets can be used to explore mathematical models.
 - Understand the need for accuracy and frequent checking when entering formulae.
- Understand the possible consequences of using inaccurate data or formulae.

		<ul style="list-style-type: none">▪ Make up longer sequences and perform them with fluency and clarity of movement.▪ Vary direction, levels and pathways to improve the look of a sequence.▪ Use planned variations and contrasts in actions and speed in their sequences.▪ Perform actions on the floor then from floor to apparatus, <p>Evaluating Success:</p> <ul style="list-style-type: none">▪ Explain the difference between two performances.▪ Make simple assessments of performance based on simple criteria given by the teacher.▪ Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight.▪ Suggest improvements to speed, direction and level in the composition.▪ Watch performance and use criteria to make judgements and suggest improvements. <p>Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.</p>	
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