

Curriculum Year Plan 2018-19 Year 6

Autumn 2018

<p>Topic</p> <p>-DT -ART -HISTORY - GEOGRAPHY</p>	<p>Look and imitate sketches of earthquake images.</p> <p>Finish drawing/sketching self-portraits – baseline</p>	<p>Earthquakes – where do they happen? Why do they happen? LO: Describe and understand key aspects of volcanos and earthquakes (physical geography)</p>	<p>Earthquakes – where do they happen? Why do they happen? LO: Describe and understand key aspects of volcanos and earthquakes (physical geography)</p> <p>Research 1906 earthquake – buildings that impacted area, changes to DT of buildings as a result. LO: To learn about great architects and designers in history (Art) LO: To evaluate – analyse existing products and understand how key events have helped shape the world.</p>	<p>LO: Describe and understand key aspects of 1. Types of settlement and landuse 2. Economic activity including trade links and the distribution of natural resources (energy, food, mineral and water). (human geography)</p> <p>Skills based activity using baseline- Draw and paint earthquake destruction LO: To improve mastery of drawing and painting. Assess drawing but teaching painting here.</p>	<p>Black History Month – Martin Luther King -Bus Boycott</p> <p>History LO a study of an aspect or theme in British history (a significant turning point)</p>	<p>Black History Month – Martin Luther King -Bus Boycott</p> <p>History LO a study of an aspect or theme in British history (a significant turning point)</p>	<p>History: Study of Benin (West Africa) c. AD900-1300 Lo: To contrast a non-European society with British history</p>	<p>Zones – LO: Describe and understand key aspects of climate zones.</p> <p>Draw and paint zones studies – progression of both drawing and painting here.</p> <p>Earthquake structures.</p>	<p>Whole class teaching – teach each other about the zones</p> <p>Enterprise-build a shake table and prototype. Earthquake proof buildings. DT LO: To Design, make evaluate (against own design criteria and consider improvements), and use technical knowledge.</p>	<p>Geography Skills and Fieldwork</p> <p>Use the 8 points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Geography Skills and Fieldwork</p> <p>Use the 8 points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Volcano, climate zones or earthquake poems</p> <p>Vocabulary focus</p>	<p>Great bridge challenge DT LO</p>	
<p>Maths</p>	<p>2018 SATs Reasoning and arithmetic papers (spread over week 1 and 2)</p>	<p>Converting units of measure up to 3 dp. MA solve problems involving the cal and conversion of units of measures up to 3dp. Solve addition and subtraction multi-step probs in context, deciding which ops and methods to use and why. Use estimation</p>	<p>Converting units of measure up to 3 dp. MA solve problems involving the cal and conversion of units of measures up to 3dp. Multiply multi digit numbers up to 4 digits by a two digit whole number using formal written method of long multiplication. Divide numbers up to 4 digits by 2 digit whole number using formal written method of long division and interpret remainders and whole, fractions or by rounding. Divide numbers using short written method where appropriate interpret remainders according to the context. Use estimation</p>	<p>Converting units of measure up to 3 dp. MA solve problems involving the cal and conversion of units of measures up to 3dp. Multiply multi digit numbers up to 4 digits by a two digit whole number using formal written method of long multiplication. Divide numbers up to 4 digits by 2 digit whole number using formal written method of long division and interpret remainders and whole, fractions or by rounding. Divide numbers using short written method where appropriate interpret remainders according to the context. Use estimation</p>	<p>Identify common factors, multiples and prime numbers. Solve problems involving all 4 operations. Using knowledge of order of operations to carry out calculations involving the 4 ops. Use estimation</p>	<p>Associate fraction with division Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions (using above), inc fractions > 1 Compare and order them.</p>	<p>Assessment question on this half term learning to show progress. Guided groups to close gaps.</p>	<p>Recap Identify common factors, multiples and prime numbers. Solve problems involving all 4 operations. Using knowledge of order of operations to carry out calculations involving the 4 ops. MA stretch</p>	<p>Recap Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions (using above), inc fractions > 1 MA stretch</p>	<p>Teach Add and subtract fractions Multiply and divide fractions Divide proper fractions by whole number Give answers in simplest form MA stretch</p>	<p>Teach improper and mixed numbers and how to convert between the two. MA stretch</p>	<p>Revision/recap Co-ordinates Describe positions on the full coordinate grid (all four quadrants)/ use negative numbers in context and calculate intervals across 0 Draw and translate simple shapes on the coordinate plane, and reflect them in the axes/use negative numbers in context and calculate intervals across 0 MA – reflect and close gaps</p>	<p>Guided groups to close gaps after previous weeks assessment Push those on that achieved as expected MA stretch – teach new materials</p>	<p>Guided groups to close gaps after previous weeks assessment Push those on that achieved as expected MA stretch – teach new materials</p>
<p>English</p>	<p>RRS lesson Class charter Speeches for school council Speeches for team captains</p> <p>2017 Reading and GPS papers (spread over week 1 and 2)</p> <p>Writing baseline –</p>	<p>Text Purpose: To entertain Narratives and Poetry – choral and performance</p> <p>GP: Semi-colon, colon and dash to mark the boundary between independent clauses Hyphens Cohesive devices –ellipsis, repetition Informal – colloquialisms, questions tags GDS – idioms, addressing the reader Word: Synonyms and antonyms Terminology: Synonym, antonym, ellipsis, hyphen, semi-colon,</p>		<p>Reading and GPS Assessment</p>	<p>Text Purpose: To inform Newspaper and Autobiography</p> <p>GP: Passive voice Semi-colon, colon and dash to mark the boundary between independent clauses Cohesive devices – adverbials Formal tone – speech and writing Subjunctive form Colons to introduce lists, semi-colons within lists Bullet points Word: Formal vocabulary e.g ask for – request, go in - enter Terminology: Synonym, antonym, ellipsis, hyphen, semi-colon, bullet points</p>		<p>Reading and GPS Assessment</p>							
<p>Science</p>	<p>Working scientifically baseline and understanding</p> <p>Introduce the 4 topics to be taught this year</p> <p>-Stick in poster with LOs and each term columns for assessment</p>	<p>Science Test papers base line –</p> <p>2017/18 sample papers or TESTBASE</p>	<p>Interpret and construct pie charts and use to solve problems</p> <p>- Construct pie chart for completed science investigation - write the findings and conclusion</p>	<p>Interpret and construct line graphs and use to solve problems</p> <p>- Construct pie chart for completed science investigation - write the findings and conclusion</p>	<p>Light – 3 weeks Explain how light travels in straight lines and how this effects seeing shadows.</p>	<p>All Living Things – 4 weeks describe how living things are classified into broad groups according to common observable characteristics and differences, including micro-organisms, plants and animals</p>	<p>All Living Things – 4 weeks 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</p>	<p>Electricity – 2 week Look at appliances, circuits, lamps, switches, insulators and conductors. Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.</p>	<p>Light – 3 weeks Explain how light travels in straight lines and how this effects seeing shadows.</p>	<p>Light – 3 weeks Explain how light travels in straight lines and how this effects seeing shadows.</p>	<p>All Living Things – 4 weeks give reasons for classifying plants and animals based on specific characteristics</p>	<p>All Living Things – 4 weeks give reasons for classifying plants and animals based on specific characteristics</p> <p>Assessment</p>	<p>Electricity – 2 week Look at appliances, circuits, lamps, switches, insulators and conductors. Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.</p>	<p>Assessment</p>
<p>Continuous Provision</p>	<p>Geography -</p> <p>To investigate places:</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's continents and oceans.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p>	<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>Compare and contrast – research lives of the rich and poor today</p> <p>Historical vocab</p>	<p>Life resources-water, food and energy, economic resources, precious metals, diamonds and energy.</p>	<p>Mountains – atlas/map work</p>	<p>Volcanoes- ring of fire, atlas/map work. Report types of volcanoes. Present information.</p>	<p>Social structure Roman Times</p> <p>British study</p> <p>Non-chrono report</p>	<p>Enterprise activity British red cross fundraiser</p>	<p>Stories – mythical, legendary, historical characters or event</p>	
	<p>History -</p>	<p>Black History Month – Martin Luther King -Bus Boycott History LO a study of an aspect or theme in British history (a significant turning point)</p>	<p>Black History Month – Martin Luther King -Bus Boycott History LO a study of an aspect or theme in British history (a significant turning point)</p>	<p>Study of Benin (West Africa) c. AD900-1300 Lo: To contrast a non-European society with British history</p>	<p>Study of Benin (West Africa) c. AD900-1300 Lo: To contrast a non-European society with British history</p>	<p>Black History Month – Martin Luther King -Bus Boycott History LO a study of an aspect or theme in British history (a significant turning point)</p>	<p>Study of Benin (West Africa) c. AD900-1300 Lo: To contrast a non-European society with British history</p>							

	Spelling-	Revise/Learn Words from statutory word list Revise: Strategies at the point of writing: have a go	Practise: Strategies at eh point of writing: have a go Revise: Words ending able, ably, ible, ibly	Practise: Strategies for learning words ending with able and ible Assess: words ending in able and ible Teach: Adding suffixes beginning with vowels to words ending in -fer	Practise: Adding suffixes beginning with vowels to words ending in -fer Assess: Adding suffixes beginning with vowels to words ending in -fer	SATs practise	Teach: proof reading in smaller chunks (sentences and paragraphs) Practise: proof reading in smaller chunks (sentences and paragraphs)	Word list from statutory words	Homophones ce and se	Homophone se and ce and word list from statutory words	Ending sounds that sound like cious or tious	Ending sounds that sound like cious or tious and words from statutory word list	Spellings learned this term Assessment	Assessment
	Music -.	Pop	Pop	Pop	Pop	Pop	Pop	Pop	Pop	Pop	Pop	Pop	Pop	Pop
	Art-	To develop ideas: Collect information, sketches and resources and present ideas imaginatively in a sketch book.	To develop ideas: Collect information, sketches and resources and present ideas imaginatively in a sketch book.	To develop ideas: Comment on artworks with a fluent grasp of visual language.	To develop ideas: Comment on artworks with a fluent grasp of visual language.	Master techniques: Digital Media - Enhance digital media by editing (including sound, video, animation, still images and installations).	Master techniques: Digital Media - Enhance digital media by editing (including sound, video, animation, still images and installations).	X	X	X	X	Draw volcano earthquakes and zones	Draw/paint jewellery, building and people	X
	D&T-	Take inspiration: Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. →	→	→	→	→	→	X	X	X	X	X	X	X
ICT	Programming							Computational Thinking Digital Literacy						
PSHE	<i>Keeping/Staying Safe</i> <i>Water safety</i>							<i>Keeping Staying Healthy</i> <i>Alcohol</i>						
French	The High Street - Shops and Directions Where is...?							Days of the Week Months of the Year Christmas Theme						
PE	<i>Health and fitness</i>							<i>Invasion Games</i>						
RE	Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment 2.6b Commitment							Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions 2.3b Words of wisdom						