

	<b>WEEK 1</b> <b>10.09.18</b>	<b>WEEK 2</b> <b>17.09.18</b>	<b>WEEK 3</b> <b>24.09.18</b>	<b>WEEK 4</b> <b>1.10.18</b>	<b>WEEK 5</b> <b>8.10.18</b>	<b>WEEK 6</b> <b>15.10.18</b>
<b>Literacy</b> <b>Year 6</b>	<p><b>LO: Compare information, characters, settings or events within and between age-appropriate texts</b></p> <p>Look at images of a range of landscapes / settings - analyse the images and predict the outcome of a novel based on the images and blurb. Read, watch and explore extracts from HP looking at how the author uses different structures and language features to create coherence and impact.</p>	<p><b>LO: Noting and developing initial ideas, drawing on reading and research where necessary</b></p> <p>Pupils can draw on reading and research or consider how authors develop characters and setting to help their factual and fictional writing respectively</p>	<p><b>LO: To examine how author's language use has an impact on the reader</b></p> <p>Discuss what they notice about the language choices? Use of imagery -What effect does the language choice have on the reader? Choose key extracts and explore themes of society and morality.</p>	<p><b>LO: Use reading strategies</b> to identify and analyse the ways in which the author has created coherence and impact-visualisation, prediction, hypothesis</p>	<p><b>LO: Compare information, characters, settings or events within and between book and film.</b></p> <p>Read, watch and explore extracts from HP looking at how the author uses different structures and language features to create coherence and impact.</p> <p>Summarising and précising ideas from different film techniques using language of film, jump cut, long shot etc Which are more effective and why?</p>	<p><b>LO: In narratives, describing settings, characters and atmosphere</b></p> <p>Integrating dialogue to convey character and advance the action <b>(Y5 &amp; Y6)</b></p> <p><b>LO: Elaboration of detail / events supported through appropriate vocabulary,</b></p> <p>Creating own shop and character descriptions. Teacher modelling, self-assessing and Peer assessment.)Write a scene and dialogue for meeting of characters from the novel. Make up own character.</p>

<b>Drama</b>	<b>LO: To be able to act out scenarios in a pair and a larger group</b>	<b>LO: To learn how to use slow motion as a dramatic effect in a piece of drama!</b>	<b>LO: To learn how to work effectively in groups.</b>	<b>LO: To be able to use freeze frames as a device for beginnings and endings for dramatic effect.</b>	<b>LO: Characterisation-how to create a convincing character</b>	<b>LO: How to use stereotypes to create humour in a performance.</b>
<b>Maths Year 6</b>	<p><u>Addition and Subtraction</u> Solve multi-step addition and subtraction problems in contexts using a range of representations. Decide which operation and method to use and why. <u>Place Value</u> -Read, write, order and compare numbers to at least 1,000,000. Determine the value of each digit</p>	<p><u>Geometry</u> Identify 3-D shapes including cubes and other cuboids from 2-D representations (nets) Know that angles are measured in degrees Estimate and compare acute, obtuse and reflex angles. Know that angles around a point (one complete turn) are equivalent to 360°.</p>	<p><u>Measure</u> Measure and calculate the perimeter of composite rectilinear shapes in cm and m. <u>Place Value</u> -Read, write, order and compare numbers to at least 1,000,000. Determine the value of each digit <u>Reasoning</u> - Solve problems to develop the use of heuristics: focus on being systematic.</p>	<p><u>Reasoning</u> - Solve problems involving converting between units of time and interpreting information from timetables. <u>Fractions</u> Compare and order, add and subtract fractions whose denominators are all multiples of the same number (<math>\frac{3}{4} + \frac{5}{8} = \frac{6}{8} + \frac{5}{8} = \frac{11}{8} = 1\frac{3}{8}</math>). Use a bar model to support visual memory and understanding. Recognise mixed numbers and improper fractions. Convert from one form to the other (bar models) and write mathematical statements as above.</p>	<p><u>Multiplication and Division</u> Identify multiples and factors. Find all factor pairs of a number, and common factors of two numbers. Know prime numbers to 20. Multiply and divide whole numbers mentally drawing on known facts (use these to derive new facts) Multiply and divide part and whole numbers by 10 and 100 <u>Place Value</u> - Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000. Use rounding to estimate solutions before calculating.</p>	<p><u>Statistics</u> Complete, read and interpret information in tables, including timetables <u>Measure</u> Convert between different units of metric measure Calculate and compare the area of a rectangle or square using standard units (m<sup>2</sup>, cm<sup>2</sup>) Estimate the area of irregular shapes.</p>
<b>SPaG</b>	<b><u>SPaG</u></b> <b>LO: Recap word classes-</b> nouns, adverbs, adjectives, prepositions, determiners	<b><u>SPaG</u></b> <b>LO: Manipulate the order of elements within a sentence e.g. fronted adverbials, subordinate</b>	<b><u>SPaG</u></b> <b>LO: Using expanded noun phrases to convey complicated information concisely</b> -key features of creatures, settings,	<b><u>SPaG</u></b> <b>LO: Using commas to Clarify meaning or Avoid ambiguity in writing</b> Use commas in expanded noun phrases to	<b><u>SPaG</u></b> <b>LO: To be able to start a sentence with an expanded 'ed' clause</b> Frightened of the dark, hid under the bed all night.	<b><u>SPaG</u></b> <b>LO: Create vivid images by using alliteration, similes, metaphors and personification.</b>  <b>LO: To build narratives.</b>

	<p><b>LO: To be able to know and use a range of phrases effectively</b> Building noun phrases, prepositional and adverbial phrases.</p>	<p><b>clauses, embedded relative clauses</b>  Creating sentences moving and replacing nouns, adverbs and prepositions to build phrases</p>	<p>plants and characters setting descriptions</p> <p><b>LO: To use Verb prefixes</b> 'dis-', 'de-', 'mis-', 'over-' and 're-'</p>	<p>describe own characters and settings-practice for final pieces</p> <p><b>LO: use relative clauses (beginning with who, which, where, when, whose and that)</b></p>	<p><b>LO: To be able to Embellish simple sentences</b></p>	<p>Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>
<b>Science-</b>						
<b>Computing</b>						
<b>RE Year 6</b>	<p>Build a god: pupils to write down all the words they might use if they were to describe a being who could be God - including this god's power,</p>	<p>Discuss the features of God pupils have come up with. They are now going to look at the words of three people who claim to know the God of the Bible personally - David ( a psalm or prayer or song), Isaiah (Isaiah 6:'1-5 - a</p>	<p>Compare pupils' findings with their earlier descriptions of 'God'. What differences are there? Was there anything that surprised or puzzled them? Talk about these - get pupils to raise</p>	<p>Focus on two important ideas about God: Christians see God as holy as well as loving. God's holiness is to do with being apart from all others, being pure, being without sin.</p>	<p>Express learning creatively: for example, draw/paint/design images to reflect all they have learned about God from these passages - symbols, images, signs, colours - put them</p>	<p>Express learning creatively: inside large letters of the word GOD, perhaps; or get pupils to write a series of haiku or cinquains instead of the art; or a short video documentary.</p>

	character and actions.	prophet tells of a religious experience) and John (4:7-13 - a letter).	questions, even if you cannot answer them at this stage		together to form a class image.	
<b>PSHE for Year 6 -</b>	<p><b><u>Outcomes for personal and social development-</u></b></p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>					
<b>History</b>			Use sources of evidence to deduce information about the past.	Use dates and terms accurately in describing events.	A study of a theme - British history - Sailing and Exploration in the 'New World'. (eg. Columbus' journey, Trade with India, East India Trading Co.	Antarctica Expedition etc) Key events, timelines, chronology.
<b>Geography</b>	To locate the geographical zones of	Understand and geographical similarities and differences of zones in terms of physical and human geography (land use, trade, settlements)	Use maps, atlases and accurately and competently for the age range of the pupils.			
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</li> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> </ul> <p><b>Outcome</b> Create a 3D Map of the world papier Mache with key trading routes marked on</p>			<ul style="list-style-type: none"> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> </ul> <p><b>Outcome</b> Seascapes and ship paintings</p>		
<b>Music</b>	Music is taught by Miss Brown for 1 hour on a Friday-SEE Music Plan					
<b>Spanish</b>	Spanish is taught by Senorita Wright for 1 hour on a Friday- SEE Spanish Plan					

PE-	Tag Rugby Intro to ball handling skills Speed, Change of direction	Tag Rugby Team passing. Importance of passing backwards but moving forwards	Tag Rugby Speed and agility Game situation. Rules	Tag Rugby Ball handling and passing. Moving into space and tackling	Tag Rugby Loop passing and width. Match and rules	Tag Rugby Ball handling. Moving around the pitch recap rules. Game
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## Autumn 2 - 2018 Year 6 Topic: Journey through the Decades

	WEEK 1 29.11.18	WEEK 2 5.11.18	WEEK 3 12.11.18	WEEK 4 19.11.18	WEEK 5 26.11.18	WEEK 6 30.11.18
Literacy Year 6	<b>LO: To be able read and retrieve information about JRR Tolkien- reading and using comprehension fact retrieval skills</b>	<b>LO: To be able to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own writing about JRR Tolkien</b>	<b>LO: To be able to plan and write quest story-building characters, creating a map for the journey and plot.</b>  <b>LO: To build narratives.</b> Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narrative, pupils can usually develop settings, characters and atmosphere.	<b>LO: To be able LO: Predict what might happen from details stated and implied SOA</b> <b>LO: Comparisons with other texts</b>  <b>LO: Infer meaning drawing upon evidence from across the text</b> <b>Create Inference Sums from the information</b>	<b>LO: To be able to consider the different viewpoints of authors and of fictional characters</b> What are your impressions of the main characters: Lilly, Robert , Mrs Rust, Professor Silverfish, Madame Verdigris, Mr Hartman <b>LO: Make simple links between audience, time, people and cultures</b> The story is in a time when social class and issues of etiquette were more important than they are now.	<b>LO: Writer's choice of audience and purpose</b> Write as a Victorian newspaper reporter reporting on the events of Cogheart. Using: HEADLINE: do you have an eye-catching headline that sums up the story? BYLINE: The writer's name and their speciality, e.g. Anna Quinn, crime reporter. PLACELINE: Where the story begins. LEAD: the opening section, that gives the MOST important

					Record and discuss comments or thoughts which indicate how these impact on the story.	information of the story. BODY: the rest of the story, told succinctly, with the most important details coming first. Told using simple true statements. QUOTATIONS: an eye witness can add an authentic 'at the scene' feel to your information.
<b>Drama</b>	<b>To practise, rehearse and read for The Remembrance Service</b>	<b>To practise, rehearse and read for The Remembrance Service</b>	<b>LO:Characterisation-how to create a convincing character</b>	<b>LO: How to use stereotypes to create humour in a performance.</b>	<b>LO: To be able to use freeze frames as a device for beginnings and endings for dramatic effect.</b>	<b>LO: To learn how to use slow motion as a dramatic effect in a piece of drama!</b>
<b>Maths Year 6</b>	Use <u>negative numbers</u> in context and calculate intervals across zero (using a number line) Solve missing number problems in context	Secure <u>multiplication and division</u> facts. Be able to generate 'new for old' using a range of jottings and representations and an understanding of PV  <b>Data drop assessments SATs paper 2016</b>	<u>Fractions</u> Multiply and divide with simple fractions (use arrays) <u>Algebra</u> Enumerate all possibilities of combinations in two variables (e.g. find pairs of numbers with a product of 7)	<u>Statistics</u> Graph data and collecting information. Averages – Mean, Median and Mode  <u>Algebra</u> Express missing number problems algebraically	<u>Measure</u> Recognise, describe and build simple 3-D shapes, including constructing nets accurately.  Calculate, estimate and compare the <u>volume</u> of cubes and cuboids using standard cubic units (from km <sup>3</sup> to mm <sup>3</sup> )	<u>Geometry</u> Compare and classify geometric shapes Find unknown angles by calculation.  <u>Statistics</u> Interpret and construct line graphs Develop finding all possibilities through being systematic. Use of tables and lists to organise

						information.
<b>SPAG</b>	<p><b>SPaG</b></p> <p><b>LO: Recap word classes</b>-nouns, adverbs, adjectives, prepositions, determiners</p> <p><i>o using modal verbs or adverbs to indicate degrees of possibility</i></p>	<p><b><u>SPaG</u></b></p> <p><b>LO: Manipulate the order of elements within a sentence e.g. fronted adverbials, subordinate clauses, embedded relative clauses</b></p> <p>Creating sentences moving and replacing nouns, adverbs and prepositions to build phrases</p>	<p><b>SPaG</b></p> <p><b>LO: Direct and reported speech and reinforcement of relative clause use</b></p> <p>with a quote from one of the characters about their views of their experiences</p>	<p><b><u>SPaG</u></b></p> <p><b>LO: use modal verbs to indicate degrees of possibility</b> to support understanding of modal verbs exploring mechanicals rights and possible equality.</p>	<p><b><u>SPaG</u></b></p> <p><b>LO: To be able to recognising vocabulary and structures that are appropriate for formal speech and writing.</b> Including: subjunctive forms, using passive verbs to affect the presentation of information (newspaper report) in a sentence</p>	<p><b><u>SPaG</u></b></p> <p><b>LO: To develop figurative language use:</b> similes, metaphors, alliteration, onomatopoeia for effect on the reader (descriptions of the airship, mechanical robot or mechanical and newspaper report.</p>
<b>Science-</b>	Sound and Vibrations Ruler Vibration experiment	Write up of findings discussion of waves	How the ear works	Age UK visit – ear and hearing problems		
<b>Computing</b>	Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, valuating and presenting data and information.					
<b>RE Year 6</b>	To be able to	To be able to prepare	Incarnation	Incarnation	Incarnation	Incarnation

	prepare prayers, poems, readings , hymns for The Remembrance Service	prayers, poems, readings , hymns for The Remembrance Service	Was Jesus The Messiah? Recap the big story from the bible	What kind of Messiah was Jesus?	Examine the written evidence- create a wanted poster or radio broadcast	Produce a written report from the scene
<b>PSHE for Year 6</b>	<p><b><u>Personal and social development areas of focus-</u></b></p> <ul style="list-style-type: none"> <li>• <b>Managing conflict</b></li> <li>• <b>The world of work</b></li> <li>• <b>Taking responsibility for my own safety</b></li> <li>• <b>Changing relationships</b></li> <li>• <b>Rights, responsibilities and the law</b></li> <li>• <b>Transition and managing change.</b></li> </ul>					
<b>History</b>	Complete Ships and Explorers with presentations to parents-open classroom 1.11.2018	Inventors and Inventions through the Decades 1920- 1939	Fashion through the Decades 1940 - 1959	Music through the Decades 1960 - 1979	Art through the Decades 1980 - 1999	Key World Events and people through the Decades 2000 - 2020
	<ul style="list-style-type: none"> <li>• To know and understand significant aspects of the wider world</li> <li>• To recognise and understand the challenges and changes of the different decades</li> <li>• To know medical and technological achievements of mankind</li> <li>• To understand historical concepts such as cause and consequence, continuity and change to gain a good historical knowledge of the different decades</li> </ul>					

<b>Geography</b>	<ul style="list-style-type: none"> <li>• To inspire fascination and appreciation of the world and its people.</li> <li>• Describe and understand key aspects of:- physical geography, including: climate zones and climate change, human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</li> </ul>					
<b>Art and Design</b>	<p><b>1. Artists through time</b></p> <p>Examining works of art and styles by 16 key artists through the decades: Renaissance, Baroque, Impressionism, Art Nouveau, Fauvism, Cubism, Surrealism</p> <p><b>2. Automaton and technical working mechanisms</b></p> <p>Design, plan and construct a working model or puppet. single aspect of design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p><b>3. Automaton and technical working mechanisms –</b></p> <p>Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</p>					
<b>Music</b>	<p>Music is taught by Miss Brown for 1 hour on a Friday-SEE Music Plan</p>					
<b>Spanish</b>	<p>Spanish is taught by Senorita Wright for 1 hour on a Friday- SEE Spanish Plan</p>					
<b>PE-</b>	<p>Circuit training - develop skills for indoor athletics meeting</p>	<p>Circuit training - core focus and jumping</p>	<p>Circuit training - throwing skills. Vortex</p>	<p>Circuit training - Throwing - ball from standing start</p>	<p>Circuit training - sprints. Use baton / team event</p>	<p>Circuit training - Jumping - High, Long, Standing and triple.</p>