

## Year 6 Autumn Term Overview 2016

SUBJECT	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<p><b>English</b></p>	<p><b><u>Historical Stories</u></b>  <b>WarHorse</b> by Michael Morpurgo,  <b>War Game</b> by Michael Foreman.                      The children will explore the historical context of War Horse (World War 1) understanding how facts can be learnt through a fiction book. They will write a prediction, identify and empathise with characters thoughts and feelings by writing in role, through letters, drama and writing playscripts.  <b>Grammar includes:</b> Using a range of conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech. Skills will be integrated into the unit with reinforcement activities and some homework tasks.  <b>Revision of spelling rules</b> from the New Curriculum. This will include routine spelling activities, homework and tests.</p> <p><b><u>Non-Fiction – Recounts</u></b>  <b>The Day of Ahmed’s Secret</b> by Florence Parry Heide &amp; Judith Heide Gilliland                      Hurricane by David Wiesner.                      The children will identify features of recounts ad write a recount in both first and third person.  <b>Grammar includes:</b> Using adverbials of time, space and number; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using past and present tense verbs appropriately and recognising the differences; using the perfect form of verbs.</p> <p><b><u>Guided Reading</u></b>                      The children will read and share a variety of genre to suit their reading ability, including playscripts and poetry.</p> <p><b><u>Independent Reading</u></b>                      Children will be encouraged to widen their experience of different genres and complexity, whilst increasing their reading fluency.</p>	<p><b><u>Significant Authors</u></b>  <b>Books by Phillip Pullman: Northern Lights and Clockwork.</b>                      The children will explore the atmosphere created. They will compare film and books and write scenes for film.  <b>Grammar includes:</b> Using a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely.  <b>Spellings:</b> Rules from Year 6 curriculum. Activities will include routine spelling activities, homework and tests.</p> <p><b><u>Non-chronological reports and journalistic writing</u></b>  <b>The Emperor’s New Clothes</b> by Hans Christian Andersen                      Other texts on <i>Clothes and shoe</i>.                      Using the context of the extracts, children will identify the features and plan and write a newspaper report and present a news report.  <b>Grammar includes:</b> Understanding active and passive moods and when to use each one, recognising differences between direct and indirect speech, including punctuation, understanding the grammatical differences between spoken and written speech, including contractions</p> <p><b><u>Guided Reading</u></b>                      The children will read and share a variety of genre to suit their reading ability, including stories from significant children’s authors.</p> <p><b><u>Independent Reading</u></b>                      Children will be encouraged to widen their experience of different genres and complexity, whilst increasing their reading fluency.</p>

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<p><b>Maths</b></p>	<p><b>Key skills visited this term: Working Mathematically by: selecting and using appropriate calculation strategies. Reason and solve problems</b></p> <p><b>Number and Place Value</b> Read, write, order and compare numbers to at least 10,000,000. Read, write and compare 1-, 2- and 3-place decimal numbers; multiply and divide by 10, 100 and 1000; round decimals to nearest tenth and whole number. Convert decimals (up to 3 places) to fractions and vice-versa.</p> <p><b>Addition and Subtraction</b> Using mental strategies to solve additions and subtraction including decimal numbers; use column addition to add 5-digit numbers, decimal numbers and amounts of money.</p> <p><b>Multiplication and Division</b> Identify multiples and factors Multiply and divide numbers mentally drawing upon known facts from all times tables up to 12x12.</p> <p><b>Fractions and Decimals</b> Add and subtract unit fractions with different denominators including mixed numbers; use mental strategies to find simple percentages of amounts. Multiply fractions less than 1 by whole numbers.</p> <p><b>Measurement</b> Use all four operations to solve problems involving measure including: money and time.</p> <p><b>Geometry</b> Distinguish between regular and irregular polygons. Identify 3-D shapes. Name and describe properties of 3D shapes; systematically find and compare nets for different 3D shapes.</p> <p><b>Statistics</b> Solve comparison, sum and difference problems using information presented in a line graph. Finding averages</p>	
<p><b>Science</b></p>	<p><b>Evolution and Inheritance – Biology.</b> <b>Working scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions</b> The children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth. They will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><b>Light - Physics</b> <b>Working Scientifically by: investigating the relationship between light sources, objects and shadows.</b> Pupils should be taught to: 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 light 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.</p>	
<p style="text-align: center;"><b>SUBJECT</b></p>	<p style="text-align: center;"><b>1<sup>st</sup> Half Term</b></p>	<p style="text-align: center;"><b>2<sup>nd</sup> Half Term</b></p>
<p><b>PSHE</b></p>	<p><b>New Beginnings</b> – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to empathy, self-awareness, motivation and social skills.</p>	<p><b>Getting on and Falling out</b> - The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to managing feelings, empathy and social skills. <b>Say No to Bullying</b> (Anti-Bullying Week 14th- 18th Nov) will allow a focus on empathy, self-awareness and social skills.</p>

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<b>RE</b>	<p><b><u>Christian and Buddhist beliefs and practices</u></b>          During the year the children will extend their knowledge of Christianity and gain new insight into Buddhism. This theme includes identifying personal heroes in religion. The life of Prince Siddhartha and Buddhist today.</p>	<p><b><u>Christmas</u></b>          This theme allows reflection on the stories and practices relating to Christmas – Sacred and Secular</p>
<b>History or Geography</b>	<p><b><u>Crime and Punishment</u></b>          Children will study the types of crime from Anglo-Saxons to present and the changes in punishment through the ages.</p>	<p><b><u>The Mountain Environment</u></b>          The children will be exploring mountain regions in the world using mapping skills. They will also be describing and understanding key aspects through physical and human Geography.</p>
<b>Art and Design</b>	<p><b><u>Trench Art</u></b>          This is any decorative item made by soldiers, prisoners of war or civilians where the manufacture is directly linked to armed conflict or its consequences.          They will be given the opportunity to improve their mastery of art and design techniques including: drawing, painting, printing and sculpture from World War one and develop their control of a range of materials including: pencil and pen, acrylic paint, computer graphics programs, charcoal and chalk, sculpture tools paper and string.</p>	
<b>Music</b>	<p><b><u>Exploring Sound Sources</u></b>          This topic develops the children’s ability to extend their sound vocabulary through listening activities, vocalisation and exploring different sound sources. They will use a digital music program to compose their own soundscape refining dynamics, pitch, tempo and timbre. (See link with Computing below)</p>	<p><b><u>School Play - Ongoing Skills</u></b>          The children will be encouraged to sing confidently in tune with the awareness of breathing, diction, dynamics, phrase and pitch control; identify where to place emphasis and accents in a song to create the intended effects; perform songs from memory with confidence and with an understanding of the meaning and impact of the words.</p>
<b>PE</b>	<p><b><u>Rising Stars</u></b>          The children will be working with Rising Stars coaches to develop their basketball and football skills. Children will consolidate skills of catching, aiming and strategies involved in invasion games.          Rising Stars lesson will be at <u>9.00am every Friday morning</u>. The children will need to arrive in school wearing the appropriate Ickleford School PE kit.</p>	
<b>Computing</b>	<p><b><u>E-Safety</u></b>          The children will be taught to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b><u>Cross curricular work:</u></b>          History –World War One research and presentation.</p>	<p><b><u>Robotics and Systems</u></b> – design, debug and refine algorithms to solve problems          Plan and create a physical programmable device including input sensors and output devices.</p>
<b>French</b>	<p>As well as speaking in French the children will write phrases in French, using the revision of Y5 topics and introducing ‘<b>Clothes and Sport</b>’, <b>numbers to 100</b>.</p>	