

Year 6 Spring Term Overview 2017

SUBJECT	1 st Half Term	2 nd Half Term
English	<p><u>Non-chronological reports and journalistic writing</u> Essential books: The Emperor's New Clothes by Hans Christian Andersen Other texts on Clothes and shoes Grammar includes: 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><u>Stories with flashbacks</u> Essential books: Harry Potter books by J.K. Rowling Grammar includes: Adverbs, adverbials, including fronted adverbials, using commas after fronted adverbials and to clarify meaning, using relative clauses beginning with who, whom, which, where, when, whose, that or with an implied relative pronouns Spelling rules from the New Curriculum. This will include routine spelling activities, homework and tests.</p> <p><u>Guided Reading</u> The children will read and share a variety of genre to suit their reading ability, including Shakespeare.</p> <p><u>Independent Reading</u> Children will be encouraged to widen their experience of different genres and complexity, whilst increasing their reading fluency.</p>	<p><u>Persuasive writing</u> Essential books: The Tin Forest by Helen Wood & Wayne Anderson Dinosaurs and all that Rubbish by Michael Foreman Eco-Wolf and the Three Pigs by Laurence Anholt Grammar includes: Recognising vocabulary and structures that are appropriate for formal speech and writing, using modal verbs in writing, using expanded noun phrases, using and understanding the grammatical terminology</p> <p><u>Tales from other cultures</u> Essential books: Sinbad the Sailor retold by Marcia Williams The Seven Voyages of Sinbad the Sailor by J. Yeoman Tales from Nasreddin Hodja by Cengiz Demir Grammar includes: Using dialogue punctuation to indicate direct speech, recognising differences between spoken and written speech and between direct and indirect speech, formal and informal speech and writing, including the use of the subjunctive Spellings: Rules from Year 6 curriculum. Activities will include routine spelling activities, homework and tests.</p> <p><u>Guided Reading</u> The children will read and share a variety of genre to suit their reading ability, including stories from significant children's authors.</p> <p><u>Independent Reading</u> Children will be encouraged to widen their experience of different genres and complexity, whilst increasing their reading fluency.</p>

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Maths	<p><u>Key skills visited this term:</u> Working Mathematically by: selecting and using appropriate calculation strategies. Reason and solve problems</p> <p>Number and Place Value; Work systematically to find out how many numbers round to 5000000; solve subtraction of 5- and 6-digit numbers using written column method (decomposition). Understand negative numbers; calculate small differences between negative numbers and negative and positive numbers; add and subtract negative numbers; compare fractions with unlike, but related, denominators; correctly use the terms fraction, denominator and numerator; understand what improper fractions and mixed numbers are and add fractions with the same denominator, writing the answer as a mixed number</p> <p>Addition and Subtraction 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>Multiplication and Division Use partitioning to mentally multiply 2-digit numbers with one decimal place by whole 1-digit numbers; multiply numbers with two decimal places; use short multiplication to multiply amounts of money; use estimation to check answers to calculations; use long multiplication to multiply 3-digit and 4-digit numbers by numbers between 10 and 30. Identify common factors and common multiples; understand that a prime number has exactly two factors and find prime numbers less than 100; understand what a composite (non-prime) number is</p> <p>Fractions and Decimals Compare and order numbers with up to three decimal places; know common fraction / decimal equivalents; multiply pairs of unit fractions and multiply unit fractions by non-unit fractions.</p> <p>Measurement .Reading scales, area and perimeter, volume and converting units of measures.</p> <p>Geometry Name, classify and identify properties of quadrilaterals; explore how diagonal lines can bisect quadrilaterals; understand what an angle is and that it is measured in degrees; know what the angles of triangles, quadrilaterals, pentagons, hexagons and octagons add to and use these facts and mathematical reasoning to calculate missing angles; recognise and identify the properties of circles and name their parts; draw circles using pairs of compasses; draw polygons using a ruler and a protractor. Read and plot coordinates in all four quadrants, draw and translate simple polygons using coordinates and find missing coordinates for a vertex on a polygon; draw and reflect simple polygons in both the x-axis and y-axis using coordinates; find unknown angles around a point, on a line, in a triangle or vertically opposite and in polygons where diagonals intersect</p> <p>Statistics Calculate and understand the mean average; construct and interpret distance/time line graphs where intermediate points have meaning, including conversion line graphs; understand pie charts are a way of representing data using percentages, interpret and construct pie charts</p>
Science	<p><u>Light - Physics</u> Working Scientifically by: investigating the relationship between light sources, objects and shadows. 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><u>Animals including humans – Biology</u> Working scientifically by: exploring the work of scientists and scientific research Pupils should be taught to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; describe the ways in which nutrients and water are transported within animals, including humans.</p>

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PSHE	<p><u>Going for Goals</u>– 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><u>Values: Hope, Patience and Courage</u></p>	<p><u>Good to be me</u> - 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.</p>
RE	<p><u>The use of art and drama in religion to enrich faith</u> Children will extend their knowledge of Christianity and Buddhism and look at how art, drama and song enrich the religions</p>	<p><u>The life of Jesus</u> Looking at the life of Jesus and how it impacts on life today. Children will think about how and why Jesus is remembered at Easter.</p>
History and Geography	<p><u>Crime and Punishment (cont'd)</u> Children will study the types of crime from Anglo-Saxons to present and the changes in punishment through the ages</p>	<p><u>The Mountain Environment</u> 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>
Art/Design & Technology	<p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</p> <p>Use research and criteria to develop products which are fit for purpose and aimed at a specific topic (E.g. Mountains)</p>	
Music	<p><u>Exploring Sound Sources</u> 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><u>Ongoing Skills</u> 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>
PE	<p><u>Rising Stars</u> The children will be working with Rising Stars coaches to develop their basketball and football skills. They will be consolidating and enhancing skills in catching, throwing, aiming and team work. 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> <p><u>Gymnastics and dance</u> Children will combine and perform gymnastic actions, shapes, stretches and balances more fluently and effectively across the activity areas.</p>	
Computing	<p><u>E-Safety</u> 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><u>Cross curricular work:</u> History –project research and presentation.</p>	<p><u>Robotics and Systems</u> – design, debug and refine algorithms to solve problems Plan and create a physical programmable device including input sensors and output devices.</p>

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French	As well as speaking in French the children will write phrases in French, using the revision of Y5 topics and introducing ' Sport '. extending numbers over 100 .
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