Year 6 Yearly Planner 2017-20

<table>
<tr><td colspan="7">Year 6 Oak Class</td></tr>
<tr><td>Context
Topic</td><td colspan="2">Autumn 1 /2
Victorians

'Vile Victorians'</td><td colspan="2">Spring 1 /2
Harry Potter

'You're a Wizard'</td><td>Summer 1
India

'Jai Ho'</td><td>Summer 2
London

'The Big Smoke'</td></tr>
<tr><td>Kagan/Talk For Writing weeks</td><td colspan="2">WOW week for topic</td><td colspan="2">Wonder by RJ Pallacio - Anti Bullying week</td><td colspan="2">Women Who Changed The World Book</td></tr>
<tr><td rowspan="3">English</td><td colspan="6"><u>Writing:</u></td></tr>
<tr><td>Short narrative - Own mystery/detective story

Character descriptions
Role on the wall
Sherlock Holmes

Descriptive setting - story openings</td><td>Diary writing - writing in role. Work houses experience – Street Child.

Letter writing –
Street Child

Oliver Twist
Character descriptions

(Christmas Carol Guided Reading)</td><td>Recount - Harry Potter snake and vanishing glass

Character - Description of Hagrid/Dumbledore

Letter - In response to Hogwarts invitation.

Newspaper - Gringotts Bank Robbery</td><td>Poetry - Power of imagery.
In a wizard's pocket...

Persuasive argument - Which house team would they join? why?

Explanation - How to play Quidditch?

Narrative - Suitcase story starter Fantastic Beasts and where to find them</td><td>Life of PI - Description of tiger scene.

Non-Chorological report - Indian Animals.

Review - Trip Advisor Indian restaurant experience

(Jungle book Guided Reading)</td><td>Persuasive adverts – Afternoon tea

Formal letter of invitation – Afternoon Tea.

Fact File Report - Famous London Landmarks.

Persuasive review - Trip advisor of places visited.

(London Eye Mystery POR)</td></tr>
<tr><td colspan="6">As pupils cover each of the styles of writing above, the following objectives will be covered:
-The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
-How words are related by meaning as synonyms and antonyms.</td></tr>
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	-Use of the passive to affect the presentation of information in a sentence. -The difference between structures typical of informal speech and structures appropriate for formal speech and writing. -Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. -Layout devices [headings, sub-headings, columns, bullets, or tables, to structure text] -Use of the semi-colon, colon and dash to mark the boundary between independent clauses [It's raining; I'm fed up] -Use of the colon to introduce a list and use of semi-colons within lists. -Punctuation of bullet points to list information. -How hyphens can be used to avoid ambiguity.
	Spelling – Pupils will be taught to: -Use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn]. -Continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. -Use dictionaries to check the spelling and meaning of words. -Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. -Use a thesaurus.

<table>
<tr><td>Reading</td><td colspan="6">Pupils should be taught to:
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.
Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Making comparisons within and across books - learning a wider range of poetry by heart.
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.</td></tr>
<tr><td rowspan="2">Maths</td><td colspan="6">Arithmetic – basic skills</td></tr>
<tr><td><u>Number Place Value</u>
-read, write, order</td><td><u>Fractions</u>
-Compare & simplify fractions.</td><td><u>Number – Decimals</u>
-Identify the value of each digit in</td><td><u>Measurement - Perimeter and area and volume.</u></td><td><u>Geometry - properties of shapes</u>
-Recognise, describe</td><td>Post SATs Consolidation</td></tr>
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	and compare numbers up to 10 000 000 and determine the value of each digit. -round any whole number to a required degree of accuracy -use negative numbers in context, and calculate intervals across zero -solve number and practical problems about place value. **Number – addition, subtraction, Multiplication and division.** -solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division perform	-Use equivalents to add fractions. -Multiply simple fractions. -Divide fractions by whole numbers. -Use written division up to 2dp. **Geometry – position and direction** -Describe positions on the full coordinate grid (all four quadrants) -Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Consolidation**	numbers given to three decimal places. -Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal place. **Number – percentages** - solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. - recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Number – algebra** -Introduce simple use of unknowns. -Use simple formulae.	-Recognise shapes with same area can have different perimeters and vice versa. Calculate area of triangles/parallelograms. -Use area & volume formulas. **SATS revising Consolidation**	and build 3D shapes. -Compare and classify geometric shapes based on their properties and sizes. -Know and use angle rules - find unknown angles in any triangles, quadrilaterals, and regular polygons. -Draw 2D shapes using given dimensions and angles. -Illustrate and names parts of a circle, including radius, diameter and circumference and know that the diameter is twice the radius. **Problem solving Statistics** -Interpret and construct pie charts and line graphs. Calculate and interpret mean averages	Problem solving Investigations

	mental calculations, including with mixed operations and large numbers use common factors to simplify fractions; use common multiples to express fractions in the same denomination -multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. -divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context **Consolidation**		-Generate and describe linear number sequences. -Enumerate all possibilities of combinations of two variables. **Measurement - converting units** -Confidently use a range of measures & conversions to solve problems including decimal notation up to 3d.p. where appropriate **Consolidation**		**SAT revision**	

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Science	Bacteria Drugs and Bugs Micro-organisms	**Victorian Scientists** Changes over time and new inventions.	**Electricity / Light** -Circuits and symbols -Make wand light. -Link output of lights/buzzers to number and voltage of cells. -Give reasons for differences in output of components. -Use recognised symbols to draw circuit diagrams	**Evolution and Heritance** - Recognise that living things have changed over time and use fossils to find out about living things in the past. -Realise that the offspring of living things are not normally identical to parents. -Make links between adaptation and evolution. Potion making and irreversible changes	**Living things and their habitats** -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals -Give reasons for classifying plants and animals based on specific characteristics	
	Working Scientifically (to be covered throughout the year) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.					
ICT	Rising Stars / Purple Mash?					
PSHCE SEAL	Jigsaw program Being me in my world	Jigsaw program Celebrating difference	Jigsaw program Dreams and Goals	Jigsaw program Healthy Me	Jigsaw program Relationships	Jigsaw program Changing Me
R.E School follows the Locally Agreed Statutory RE	Why are scared texts so important?	What can we learn about people in the Bible?	What is faith and how can it be expressed in through the arts?		What do humanists celebrate and why?	How can beliefs and values serve a a guidance for moral decision

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Curriculum, revised for September 2013						making?
Art/Design	Royal portraits Victorian cameos *-Improve mastery of techniques such as drawing, painting and sculpture with varied materials.*	William Morris Project - *Learn about great artists, architects & designers.* -Print designs -Design own inventions -Christmas Victorian crafts	Detailed painting of owls Castle outline – colour and mood background Chinese New Year Craft	Magic spell explosion painting	Taj Mahal drawings Mendi Hands Mandela Patterns design Elephant Mandela Tiger study – detailed drawing Peacock – step by step	London Silhouette London Love heart Great Fire of London study
History	-Queen Victoria / British Empire -Railways - How have they changed? -Impact of key inventions & discovery - Bike, Plane, Telephone, -Remembrance Day		History of Electricity -History of Chinese New Year		-Tower of London - executions -Henry Viii and his wives -History of Brunel and London Thames Tunnel -Great Fire of London/comparison with Grenfell Tower. -Golden Hinde	
Geography	Location of British Empire Mapping skills - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features				Location of India Climate/rivers/culture -Understand geographical similarities and differences through study of human and physical geography.	Mapping skills - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
P.E	High 5 Netball Team Games	Sports hall Athletics Gymnastic/Dance	Table Tennis Dodgeball	Football Kwik Cricket	Swimming Football	Swimming
D.T	Inventions and inventors' designs.	Design Victorian toys	Design own wizard/ wand		Indian Food /design menu / Indian restaurant	Paper Mache heads Bridges -

		Victorian seaside puppets				constructions (Brunel) Make 3D design Landmarks
	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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. **Make:** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate:** Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.					
Music	Specialist Music Teacher					
French	Specialist French Teacher					
Trips/Visits	Beamish - Victorian Classroom	Helena Thompson - Victorian Christmas		Alnwick Castle	Indian Restaurant Experience	London residential *London Eye* *River Cruise* *Tower of London* *Golden Hinde* *Natural History Museum* *"West End Show"* *Science Museum* *Trafalgar Square* Jobs in the Community Family Afternoon Tea