

Curriculum Medium Term Planning

Autumn Term 2018-9

Year 6 – WHO DO YOU THINK YOU ARE KIDDING MR HITLER?



English

Spoken Language:

- To read aloud to the whole class.
- To practice using vocabulary in talk partners.
- To take roles within drama.
- To speak audibly and clearly using spoken standard English.
- To develop confidence when speaking in front of peers.

Reading:

- To enjoy the class novel : Once by Morris Gleitzman
- To be able to identify similarities and differences across within the same and a range of texts, including author viewpoint.
- To identify and comment on most relevant points, structural choices, form, viewpoint using textual reference and quotation to explain choices.
- To make inferences based on textual evidence, provide structured explanations and make predictions.
- To summarise the main ideas within a text/paragraph.
- To evaluate how authors use language and its effect on the reader
- To understand and use appropriate terminology to discuss texts *e.g. metaphor, simile, analogy, imagery, style and effect.*

Writing :

- To use a wide range of punctuation accurately to clarify meaning.
- To write a range of genres independently recognising appropriate form, audience and purpose.
- To use structural features including paragraph shaping.
- To learn, use and apply grammar and vocabulary to suit the genre and enhance meaning.
- To independently plan own ideas across a range of genres including explanation speeches, newspaper reports, biographies, diary entries and narratives
- To review own and edit own and others' writing.

Mathematics

- read, write, order 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
- solve number and practical problems that involve all of the above
- identify the value of each digit in numbers
- perform mental calculations, including with mixed operations and large numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition and subtraction
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- solve problems which require answers to be rounded to specified degrees of accuracy
- 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 whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- 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
- identify common factors, common multiples, prime, square and cube numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve problems involving addition, subtraction, multiplication and division
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

<p style="text-align: center;">Science</p> <p><u>Light</u></p> <ul style="list-style-type: none"> • Understand 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 eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • 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. 	<p style="text-align: center;">Computing</p> <p><u>Digital media</u></p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). <p><u>Internet safety</u></p> <ul style="list-style-type: none"> • Recognise ways to stay safe on the internet 	<p style="text-align: center;">History/Geography</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Refine lines of enquiry as appropriate. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy • Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies
<p><u>Electricals</u></p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. 	<p style="text-align: center;">Art/Design Technology</p> <p><u>Painting</u></p> <ul style="list-style-type: none"> • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. • Replicate the work of Clarice Cliff <p><u>Materials</u></p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. 	<p style="text-align: center;">Languages</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

PE

Games

- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Lead others when called upon and act as a good role model within a team.

Gymnastics

- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- Show a kinaesthetic sense in order to improve the placement and alignment of body parts
- Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

Music

- Sing or play expressively and in tune.
- Hold a part within a round.
- Sustain a drone or a melodic ostinato to accompany singing.
- Perform with controlled breathing (voice) and skilful playing (instrument).
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Use digital technologies to compose, edit and refine pieces of music.
- Describe how lyrics often reflect the cultural context of music and have social meaning.

RE - Judaism

- Show an understanding of the role of a spiritual leader.
- Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.
- Explain how religious beliefs shape the lives of individuals and communities.
- Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
- Explain some of the different ways that individuals show their beliefs.

PSHE

- Show an understanding of the role of a bully, victim and bystander
- Participate in anti-bullying week activities