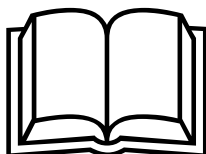




## Deanery C.E. Primary School

### Programme of Work in Year 6 SPRING TERM 2019

#### English



#### **READING**

The reading curriculum in Year 6 remains soundly based on a wide range of high-quality fiction, poetry and non-fiction, including ICT and other visual and multimodal texts, and continues to provide opportunities for children to extend and apply their repertoire of reading skills. In Year 6, children begin to increase their knowledge of morphemes and the origins of words so that they are able to access the meanings of words they have not yet encountered in print and words that are not even in their spoken vocabulary.

#### **WRITING**

Narrative structure continues to develop in an adventurous way, for example including stories within stories, flashbacks, beginning in the middle or at the end of events. Year 6 writers are confident in organising their work through paragraphs, including correct layout and punctuation of dialogue and reported speech.

**Narrative:** Journey to Jo'burg to link with our Migration topic

**Non Fiction:** Autobiography and biography, argument texts, newspaper reports

**Poetry:** Linked to migration and Nelson Mandela

The weekly writing session will develop the children's use of vocabulary, conjunctions, openings and punctuation as well as their use of the KS2 grammar objectives.

#### **SPELLING**

In Year 6, we will continue to work on the scheme to revise common spelling rules and patterns. We will then work through the Y6 spelling rules set out in the new National Curriculum. Children will be taught to use dictionaries, spellcheckers and ICT confidently to proofread their work.

#### **HANDWRITING**

Children will be taught to develop a personal, legible handwriting style both in dedicated practice sessions and which they can adapt to suit different purposes.

#### Mathematical Development















In Year 6 children solve multi-step problems, including those that involve fractions, decimals and percentages. Through discussion and application, they develop and refine their strategies to solve increasingly complex problems, recognising that to simplify a problem is a helpful starting point.

Children describe, interpret and use patterns and relationships which they observe. Most use words then letters as symbols to construct and use simple expressions or formulae.

Children will continue to consolidate their knowledge of number facts involving all four operations and use known facts to derive related facts. Most children have a secure, reliable method of written calculation for each operation and recognise when one method may be more efficient than another, for both whole numbers and decimals.

They draw shapes on grids of different types, determine and describe the positions of the shapes after a transformation, including a reflection, a translation or a rotation through a quarter or half turn about its centre or a vertex.

<p>Science</p> 	<p>During this term the children will further their understanding of:</p> <p><b>Electricity</b> - Using recognised symbols when representing a simple circuit in a diagram. They will learn to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will 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.</p> <p><b>Animals Including Humans</b> – Children will identify and name the parts of the human circulatory and digestive systems. Recognise the impact of diet, exercise, drugs and lifestyle on human bodies. Describe the ways in which nutrients and water are transported within animals including humans.</p> <p>They will experience many practical activities to help increase their understanding and record their findings in a variety of ways.</p>
<p>R.E.</p>  	<p><b>Creation</b> – Children will explore creation and science, and will discuss whether these are conflicting or complimentary.</p> <p><b>Salvation</b> – Children will study the resurrection explore its importance to Christians. Linked to Easter.</p>
<p>P.E.</p> 	<p><b>Tuesday &amp; Friday</b></p> <p><b>Gym</b> – Counter balance and counter tension</p> <p><b>Games</b> – Net and Wall Games</p>
<p>Computing</p>  	<p><b>E-Safety</b> – Children will learn how to stay safe when using the internet. They will talk about the pressures they may encounter whilst online and how to deal with these safely. (PSHE link)</p> <p><b>Physical Computing</b> – Children will use code to program a crumble kit to give a specific output.</p>
<p>Spanish</p> 	<p>Children will develop the necessary vocabulary to describe their physical appearance and the clothes they like to wear, verbally and in writing. This will build on their existing knowledge of sentence structure, correct pronunciation and accurate reading with a developing accent.</p>
<p>P.S. H. E.</p>  	<p>Children will take part in regular circle time where they will have the opportunity to discuss worries and offer advice to others.</p> <p>Dot.com PSHE - The children will learn about the value of religion, love, honour, courage and friendship.</p> <p>Some children will take part in Rotary Junior Citizenship Award.</p>
<p>CREATIVE CURRICULUM</p>  	<p><b>The Greeks</b></p> <p>During this topic we will study aspects of the ancient Greek civilisation including:</p> <ul style="list-style-type: none"> <li>• Greek Gods</li> <li>• Greek art</li> <li>• Greek plays</li> <li>• The Greek language and etymology</li> <li>• The history of the Olympics</li> <li>• The Greek development of democratic systems</li> </ul> <p>We will develop our historical knowledge, skills and understanding including:</p> <ul style="list-style-type: none"> <li>• Sequencing events on a timeline</li> <li>• Find out about the beliefs, behaviour and characteristics of people.</li> <li>• Comparing beliefs and behaviour.</li> <li>• Explaining past events in terms of cause and effect</li> <li>• Confident use of the library and internet for research.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use primary and secondary sources to find out about Greek civilisation.</li> </ul> <p><b>Migration</b></p> <p>In <b>Geography</b>, we'll be finding out about:</p> <ul style="list-style-type: none"> <li>• The similarities and differences between places we know</li> <li>• How and why our families have moved around the world</li> <li>• How and why people move and goods are transported around the world</li> <li>• Environmental disasters which influence human migration</li> <li>• Disaster relief organisations</li> </ul> <p>In <b>History</b>, we'll be finding out about:</p> <ul style="list-style-type: none"> <li>• Migrations of people in pre-historical times</li> <li>• The spread of ideas, technology, language, food, goods and culture through migration</li> <li>• The historical importance of past empires on present day societies</li> <li>• The effects of migration from Europe to the rest of the world</li> <li>• The enforced migration of black African people through slavery</li> <li>• Influences of past movements of people on our present day societies</li> </ul> <p>In <b>Society</b>, we'll be finding out about:</p> <ul style="list-style-type: none"> <li>• Human needs and rights</li> <li>• Laws and rules and their enforcement by governments</li> <li>• Refugees — who they are, what their rights are and our responsibilities with regards to this</li> <li>• Organisations who support refugees and migrants, their role and focus of activity</li> <li>• The similarities and differences between places and groups of people</li> <li>• Our basic needs as people</li> <li>• People's lives in different places and cultures</li> <li>• Reasons for economic migration, its effects and laws to control it</li> </ul>
<p>Homework</p> 	<p>This term the children will be set a piece of comprehension or grammar and a piece of maths homework each week. They will complete this homework in SATs revision books.</p> <p>Children are expected to read a set number of pages of their fiction reading book each week. Parents are expected to sign the homework diary after each reading session.</p> <p>New spellings are given out each Thursday and tested the following Wednesday.</p> <p>Children will be informed weekly of homework and it will be noted in the homework diary.</p> <p><b>Please sign your child's homework diary at the end of each week.</b></p>