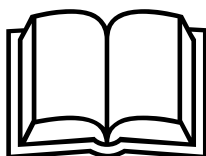




Deanery C.E. Primary School

Programme of Work in Year 6
SUMMER TERM 2015

English



READING

The programmes of study for reading consists of two dimensions:

- word reading
- comprehension (both listening and reading).

Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils will be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. The children should be reading widely and frequently, outside as well as in school, for pleasure and information. Reading increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination.

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. Children should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

WRITING

The programmes of study for writing focuses on

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Pupils will continue to be taught how to plan, revise and evaluate their writing in order to develop effective composition which involves forming, articulating and communicating ideas, and then organising them coherently for a reader. In order to do this, we will ensure an awareness of the audience, purpose and context, and develop an increasingly wide knowledge of vocabulary and grammar. Children will also be expected to produce fluent, legible and, eventually, speedy handwriting.

We will study

- A variety of texts and genres
- The London Eye Mystery – Siobhan Dowd


Weekly writing will continue to develop the 4 generic targets in writing:











Vocabulary, Connectives, Openings and Punctuation Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

SPELLING




We will teach the statutory Y5 and Y6 spelling rules as outlined in the National Curriculum, we will also revise the spelling rules and patterns from previous years.

In year 6, pupils' confidence, enjoyment and mastery of language will be extended through public speaking, performance and debate.

<p>Mathematical Development</p> 	<p>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.</p> <p>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.</p> <p>In Year 6, children 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.</p> <p>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>
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<p>Science</p> 	<p>Evolution & Inheritance Children to consider changes that have taken place in species over time to adapt to survive in their natural habitats and to study fossils to understand what life on Earth was like pre-history.</p> <p>Electricity Children to explore different components in electrical circuits and the effect they can have on the speed of motors, the volume of buzzers and the brightness of bulbs.</p>
<p>R.E.</p> 	<p>Sacred Texts  Children to compare and contrast the sacred texts from the five main religions – Islam, Christianity, Sikhism, Hinduism & Judaism</p> <p>Buddhism – basic beliefs and practice are studied. Children to explore the Buddhist faith and its similarities and differences to Christianity.</p>
<p>P.E.</p> 	<p>Outdoor and adventurous activities Athletics including throwing, jumping, running. Striking and fielding games (rounders, cricket)</p> <p><i>Monday/Tuesdays and Fridays</i></p>
<p>I.C.T.</p> 	<p>To recognise, understand and use HTML to design a webpage.</p> <p>To use computational thinking concepts such as algorithms and decomposition to create a game using Kodu.</p>
<p>P.S. H. E.</p> 	<ul style="list-style-type: none"> • Citizenship trip to parliament and meet our MP  • Health through Science. • RSE – ‘Help I’m Hairy’ and ‘Living and growing materials’ will be used to deliver relationships and sex education. ‘My mate fancies you’ workshop delivered by Loudmouth theatre company. • PSHE – Work on values, the rights of a child and transition to secondary school. • Enterprise links Job Taster Day 
<p>Creative Curriculum</p> 	<p>Rulers & Governments </p> <p>In Society we’ll be:</p> <ul style="list-style-type: none"> • Identify the key features of governments in different countries • To identify the role of different international organisations. • To understand how the political leaders have an effect on the lives of others. <p>In History we’ll be</p> <ul style="list-style-type: none"> • Find out about political aspects of the past, from books, people and the internet.

	<ul style="list-style-type: none"> • Able to understand how political history has an effect on current political issues. • Find out how the political history of one country can directly affect another country. • Place historical events and people within a chronological order. • Able to use a range of historical resources and understand that some accounts of history may contradict each other. <p>Internationally, we'll be:</p> <ul style="list-style-type: none"> • Understanding similarities and differences between the political lives of people in different countries. • Understanding the key political people and events within our country. <p><u>We will also be visiting London and Houses of Parliament</u> as part of our topic. History of Britain (political) 1945-2015. Our own mock parliament.</p>
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Spanish	'Crear una cafeteria' including a revision of food vocabulary, café conversation, paying for food and a presentation in Spanish. Review Year 6 topics about school subjects, the local area and clothes.
Homework 	Pre-SATs Set Revision in Maths, Literacy After SATs – independent work; reading journals and project work linked to leavers' production
DIARY DATES	<p>Y6 trip to London – Thurs 17th- Fri 18th June </p> <p>Y6 Job Taster Day – Fri 1st July </p> <p>Secondary Transfer Day – Thurs 30th June (children not in school)</p> <p>Leavers' Service – Birmingham Cathedral – date tbc</p> <p>Leavers' Communion Service at St John's Church – Mon 18th July p.m.</p> <p>Leavers' Meal at Lea Marston Hotel – Thurs 21st July at 7.30pm</p> <p>Leavers' Production – Tues 19th July & Wed 20th July at 6.00pm</p> <p>Leavers' Assembly/Awards – Fri 22nd July</p>