



# Deanery C.E. Primary School

## Programme of Work in Year 6 Summer Term 2019

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. Weekly writing will continue to develop the children's use of writing elements as seen in the [Teacher Assessment Frameworks for KS2](#). 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. 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>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>
<p>Science</p> 	<p><b>Light</b> Children will 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>The children 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>Understanding Christianity</b> - Children to consider the key question - How can following God bring freedom and justice? Children to reflect on the story of Moses and ways in which Christians put their beliefs into practice by encouraging the freedom/justice of others.</p> <p><b>Buddism</b> - Children will study the basic beliefs and practices of Buddhism. We will explore rites of passage within the Buddhist faith and discuss its similarities and differences to Christianity.</p>
<p>P.E.</p> 	<p>OAA: Outdoor and adventurous activities Athletics (including throwing, jumping, running) Striking and fielding games (rounders, cricket)</p> <p>(Wednesdays and Fridays)</p>
<p>I.C.T.</p> 	<p><b>We are game designers</b> – In this unit, the children will use Kodu to design, build and program a game with multiple objects that interact with each other.</p> <p><b>We are film directors</b> – In this unit, children will create a storyboard, shoot original footage, source other media and edit a final version of their movie to celebrate their time at Deanery</p>
<p>P.S. H. E.</p>  	<ul style="list-style-type: none"> <li>• <b>Citizenship</b> rules and laws within our parliamentary system.</li> <li>• <b>Health</b> through Science.</li> <li>• <b>RSE</b> – ‘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.</li> <li>• <b>PSHE</b> – Work on values, the rights of a child and transition to secondary school.</li> <li>• <b>Enterprise links</b> Job Taster Day.</li> </ul>
	<p><b>Rulers &amp; Governments</b></p>

<p>Creative Curriculum</p>   	<p>In <b>Society</b> we'll be:</p> <ul style="list-style-type: none"> <li>• Identify the key features of governments in different countries</li> <li>• To identify the role of different international organisations.</li> <li>• To understand how the political leaders have an effect on the lives of others.</li> </ul> <p>In <b>History</b> we'll be</p> <ul style="list-style-type: none"> <li>• Find out about political aspects of the past, from books, people and the internet.</li> <li>• Able to understand how political history has an effect on current political issues.</li> <li>• Find out how the political history of one country can directly affect another country.</li> <li>• Place historical events and people within a chronological order.</li> <li>• Able to use a range of historical resources and understand that some accounts of history may contradict each other.</li> </ul> <p><b>Internationally</b>, we'll be:</p> <ul style="list-style-type: none"> <li>• Understanding similarities and differences between the political lives of people in different countries.</li> <li>• Understanding the key political people and events within our country.</li> <li>• History of Britain (political) 1945-2015. Our own mock parliament.</li> </ul>
<p>Spanish</p> 	<p>Children will develop their use of known and new vocabulary to describe their local area and facilities, including their opinions and preferences (verbally and in written form). They will consolidate topic knowledge by working in groups to produce a video presentation.</p>
<p>Homework</p> 	<p>Pre-SATs - Set revision in maths, SPaG and comprehension.  After SATs – independent work, reading and project work linked to leavers' production.  Spellings tested on Thursdays and new spellings given out on Thursdays.</p>
<p>Diary dates</p>   	<p>Y6 Job Taster Day – Tuesday 2nd July  Secondary Transfer Day – Wednesday 3rd July (children not in school)  Y6 Celebration Trip – Friday 5<sup>th</sup> July-Saturday 6<sup>th</sup> July  Leavers Service – Birmingham Cathedral – Wednesday 10th July 11:15am</p> <p>Leavers' Communion Service at St John's Church – Friday 12<sup>th</sup> July 10:00am  Leavers' Meal at Lea Marston Hotel – Thurs 18<sup>th</sup> July at 7.30pm  Leavers' Production – Tue 16<sup>th</sup> &amp; Wed 17<sup>th</sup> July at 6.00pm  Leavers' Assembly/Awards – Fri 19<sup>th</sup> July 9:30am</p>