

YEAR GROUP:6	TERM: Autumn 1	TITLE: A Child's War
ENGLISH	MATHS	SCIENCE
<p>Reading – Skills taught are ongoing throughout the year.</p> <p>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</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p> <p>*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</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p> <p>learning a wider range of poetry by heart</p> <p>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</p> <p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>*distinguish between statements of fact and opinion</p> <p>*retrieve, record and present information from nonfiction</p> <p>*recommending books that they have read to their peers, giving reasons for their choices</p>	<p>NUMBER AND PLACE VALUE</p> <p>use negative numbers in context, and calculate intervals across zero</p> <p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)</p> <p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)</p> <p>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</p> <p>solve number and practical problems that involve all of the above</p> <p>ADDITION AND SUBTRACTION</p> <p>perform mental calculations, including with mixed operations and large numbers</p> <p>use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Number and Place Value – Multiplication and Division</p> <p>perform mental calculations, including with mixed operations and large numbers</p> <p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of</p>	<p>Electricity:</p> <p>Identify and name components of a circuit and define terms, such as voltage and current in relation to series circuits</p> <p>Work scientifically to construct a series circuit for a specific device or outcome and explain how it works. Draw a series circuit, using the conventional circuit symbols.</p> <p>Describe the relationship between the number or voltage of a cell or cells and the effect it has on a bulb or buzzer example</p> <p>Predict materials that could be good conductors of electricity and conduct a fair test to show this. Demonstrate how to work safely with electrical circuits.</p> <p>Working Scientifically:</p> <p>Pose/select the most appropriate line of enquiry to investigate scientific questions</p> <p>Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why in a variety of comparative and fair tests</p> <p>Choose the most appropriate equipment in order to take measurements, explaining how to use it accurately. Decide how long to take measurements for, checking results with additional readings</p>

*participate in discussions about books, 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, *provide reasoned justifications for their views

Writing, GPS: Preparing to write

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

Using modal verbs to indicate degrees of possibility

Indicating degrees of possibility using modal verbs [for example, might, should, will, must]

Using adverbs to indicate degrees of possibility

Indicating degrees of possibility using adverbs [for example, perhaps, surely]

Using brackets, dashes or commas to indicate parenthesis

Using expanded noun phrases to convey complicated information concisely

Using the perfect form of verbs to mark relationships of time and cause

)Using commas to clarify meaning or avoid ambiguity in writing

long multiplication

up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context

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 identify common

factors, common multiples and prime numbers

use their knowledge of the order of operations to carry out calculations involving the four operations

use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

solve problems involving addition, subtraction, multiplication and division

COMPUTING	RE	PE
<p>Find, report and flag buttons in commonly used sites and name sources of help e.g. ChildLine and cyber mentors Find a Click CEOP button and explain to parents what it is for</p> <p>Discuss scenarios involving online risk. State the source of information found online. Act as a role model for younger children</p>	<p>Judaism</p> <p>To have a class discussion</p> <p>To listen to others</p> <p>To voice own opinion</p> <p>To know 5 pillars of Islam</p> <p>To make inferences</p> <p>To discuss prayer</p> <p>To make own decisions</p> <p>To imagine what it would be like to pray 5 times a day</p> <p>To know what Zakah is</p> <p>To know what fasting means</p> <p>To know what Ramadan is</p>	<p>Use and adapt tactics, choosing the most effective one for different situations</p> <p>Apply tactical knowledge effectively in attacking and defending situations.</p>
FRENCH	PSHE	MUSIC
<p>Interpret simple dialogue, instructions and messages.</p> <p>Listening to some speech and note down information, the main points or interesting detail</p> <p>Speak with increasing confidence and fluency in a range of circumstances</p> <p>Read simple texts independently, showing understanding of familiar topic, adapting and substituting words for effect/clarity. Use a dictionary or glossary to check words and phrases</p>	<p>Being me in my world:</p> <p>Identify positive things about themselves, and their achievements; seeing their mistakes, making amends and setting personal goals. Develop self-organising and time management skills.</p> <p>Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion. Explain how they can make a positive contribution to society, now and in the future.</p> <p>My year ahead</p> <p>Being a global citizen</p> <p>Creating a learning charter</p> <p>Understanding own wants and needs</p> <p>Understanding how our actions affect others</p> <p>Contributing to a group</p> <p>Understanding how a whole school charter can benefit us all.</p>	<p>Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.</p> <p>Take the lead in performances and provide suggestions to others.</p> <p>Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p>
ART/DT	HISTORY	GEOGRAPHY

<p>Plan how they can have a healthy / affordable diet. Select the most appropriate materials and frameworks for different structures, explaining what makes them strong. Choose the best materials for a task, showing an understanding of their working characteristics.</p>	<p>Create, from memory, a timeline from dates/eras showing knowledge of how to check for accuracy Describe the negative or positive impact of a period of history on contemporary society Select, organise, summarise and present relevant information, from a wide range of sources in the most effective way for a given purpose Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective Describe how their lives have been influenced by a significant individual or movement</p>	<p>Identify geographical patterns on a range of scales Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.</p>
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