

CURRICULUM SUMMARY – September to October 2010

SUBJECT: English

YEAR 6

TEACHER: Luke Jez

Week	Learning objectives	Activities (in brief)
1	<p>EXTENDING NARRATIVE</p> <p>Use the techniques of dialogic talk to explore ideas, topics or issues.</p> <p>Compare how writers from different times and places present experiences and use language.</p> <p>Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires.</p>	<p>Read and respond to a variety of narratives from different times and places: <i>Cider with Rosie, Matilda, First Playtime</i> and <i>Double Act</i>.</p> <p>Identify the features of a narrative text.</p> <p>Act out scenes from a story.</p> <p>Identify the language and organizational features of a text (active and passive voice).</p> <p>Respond to a text in a reading journal.</p>
2	<p>Read extensively and discuss personal reading with others, including in reading groups and in writing.</p> <p>Use different narrative techniques to engage and entertain the reader.</p> <p>Set own challenges to extend achievement and experience in writing stories with multiple narrators.</p>	<p>Recognize and compare viewpoints in a narrative.</p> <p>Plan a new character.</p> <p>Plan the outline plot for own story.</p> <p>Translate a story plan into a written narrative using two narrators.</p> <p>Use a variety of sentence forms for effect.</p> <p>Write a story with two narrators.</p> <p>Evaluate finished stories according to the success criteria.</p>
3	<p>NON-FICTION: BIOGRAPHY & AUTOBIOGRAPHY</p> <p>Find information about an author.</p> <p>Identify and record key information.</p>	<p>Read and respond to a variety of biographies and autobiographies: <i>Roald Dahl, Charles Dickens, Cinderella: An Autobiography, Dick King-Smith, John Lennon, Bob Marley, Victoria Beckham's CV, Shakespeare's Globe</i>.</p> <p>Note down information they can retrieve from a text about the author.</p>
4	<p>Identify the features of biographies and autobiographies.</p> <p>Plan and write own CV.</p> <p>Develop questions for research.</p> <p>Prepare and give an effective presentation.</p>	<p>Record key events in a suitable format.</p> <p>Interview a partner about their life.</p> <p>Plan and write own CV.</p> <p>Devise questions they would ask if they could interview a famous person of their choice.</p>
5	<p>Analyze a biography and autobiography.</p> <p>Research using a variety of secondary sources.</p> <p>Give an oral biography.</p> <p>Plan and write a biography.</p>	<p>Give a presentation about a person of their choosing.</p> <p>Highlight and compare the language of biographies and auto-biographies.</p> <p>Identify what is fact and what is opinion and give their own opinions and facts.</p> <p>Research a famous person for their biography, give an oral presentation of the biography, plan and write the biography.</p>

6	<p>FICTION GENRES</p> <p>Identify and discuss principal features of the science fiction genre.</p> <p>Explain own reading preferences in response to a variety of texts within the genre.</p>	<p>Read and respond to a variety of science fiction texts: <i>The War of the Worlds</i>, <i>A Rag, a Bone and a Hank of Hair</i>, <i>Alien Landing</i> and <i>The Arrival of the Globs</i>.</p> <p>Identify the features of science fiction writing.</p> <p>Find the main idea in a paragraph and explore how paragraphs can be linked together. Investigate incomplete sentences and their effect in the text.</p>
7	<p>Understand how authors use different structures to create coherence and impact.</p> <p>Analyze the language and organizational features of science fiction and parody writing.</p> <p>Plan, draft, write and improve own science fiction story and parody.</p>	<p>Summarize the main points of a science fiction story.</p> <p>Write a commentary on a science fiction story.</p> <p>Write in the style of a known science fiction story, using scientific words and conditional sentences.</p> <p>Recognize typical features of a parody, improvise scenes and prepare a radio play.</p>

CURRICULUM SUMMARY – September to October 2010

SUBJECT: Mathematics

YEAR 6

TEACHER: Luke Jez

Week	Learning objectives	Activities (in brief)
1	Place value, ordering and rounding	Multiply and divide mentally by 10 or 100, and by 1000, and explain the effect. Use the vocabulary of estimation and approximation. Consolidate rounding an integer to the nearest 10, 100 or 1000.
2	Mental multiplication strategies Pencil and paper procedures for multiplication Money and 'real life' problems Making decisions and checking results, including using a calculator	Use known number facts and place value to consolidate mental addition/subtraction. Use informal pencil and paper methods to support, record or explain additions and subtractions. Extend written methods to column addition and subtraction of numbers involving decimals. Develop calculator skills and use a calculator effectively.
3	Shape and space Reasoning about shapes 2D shape: line and rotational symmetry	Classify quadrilaterals, using criteria such as parallel sides, equal angles, equal sides Recognize and estimate angles Make shapes with increasing accuracy Recognize where a shape will be after reflection: In a mirror line touching the shape at a point; in two mirror lines at right angles Recognize where a shape will be after two translations.
4	Mental division strategies Pencil and paper procedures for division Money and 'real life' problems Making decisions and checking results, including using a calculator Equivalent fractions	Use informal pencil and paper methods to support, record or explain multiplications and divisions. Extend written methods to: - multiplication of ThHTU \times U (short multiplication); - short multiplication of numbers involving decimals; - long multiplication of a three-digit by a two-digit integer; short division of TU or HTU by U (mixed-number answer); division of HTU by TU (long division, whole-number answer); short division of numbers involving decimals Recognize relationships between fractions: for example, that $1/10$ is ten times $1/100$, and $1/16$ is half of $1/8$.

5	<p>Measures, including problems: Area of rectangles and compound shapes that can be split into rectangles. Area of right-angled triangles</p>	<p>Find the area of a rectangle in cm². Find the area in cm² and m² of composite shapes subdivided into rectangles. Find the area of a right-angled triangle. Consolidate a counting method for finding the area of irregular shapes involving units and half square units.</p>
6	<p>Fractions, decimals and percentages Ratio and proportion Fraction of a set/quantity; thousandths, hundredths and tenths</p>	<p>Order fractions such as $\frac{2}{3}$, $\frac{3}{4}$ and $\frac{5}{6}$ by converting them to fractions with a common denominator, and position them on a number line. Use a fraction as an 'operator' to find fractions, including tenths and hundredths, of numbers and quantities. Use decimal notation for tenths and hundredths in calculations, and tenths, hundredths and thousandths when recording measurements. Know what each digit represents in a number with up to three decimal places. Order a mixed set of numbers or measurements with up to three decimal places. Round a number with two decimal places to the nearest tenth or to the nearest whole number.</p>
7	<p>Mental and written addition/subtraction of decimal fractions</p>	<p>Use known number facts and place value to consolidate mental addition/subtraction. Extend written methods to column addition and subtraction of numbers involving decimals.</p>

CURRICULUM SUMMARY – September to October 2010

SUBJECT: Science

YEAR 6

TEACHER: Luke Jez

Week	Learning objectives	Activities (in brief)
1	<p><u>SEEING THINGS</u> Know that light travels from a source. Know that we see light sources because light from the source enters our eyes.</p>	<p>Use a flashlight to show light travelling and how it can be blocked, draw a diagram to explain what is happening. Draw and explain what is happening when we see an object; the light bounces off the object and into the eyes.</p>
2	<p>Know that light from an object can be reflected by a mirror, the reflected light enters our eyes and we see the object. Know that the direction of a beam or ray of light travelling from a light source can be indicated by a straight line with an arrow. Know that when a beam of light is reflected from a surface, its direction changes.</p>	<p>Think of and investigate questions to explore how light travels and record and explain observations in drawing and writing. Trace the path of the beam and of the reflected beam and explore what happens when light hits the mirror at different angles.</p>
3	<p>Know that shiny surfaces reflect light better than dull surfaces. Make and record comparisons of how different surfaces reflect light and draw conclusions from the comparisons.</p>	<p>Investigate with a variety of different materials which ones reflect light and which do not. Record results in a table and draw conclusions from them.</p>
4	<p>Identify factors which might affect the size and position of the shadow of an object. Investigate how changing one factor causes a shadow to change.</p>	<p>Explore ways in which the shadow of a figure can be made to change and suggest questions to investigate. Record results and present them as a line graph.</p>
5	<p><u>FOOD CHAINS</u> Identify the different plants and animals found in different habitats.</p>	<p>Provide ideas for thought shower Split page into two and label each with name of a contrasting habitat e.g. desert and sea. Draw pictures in each box to show what plants and animals they think they would find there. Use keys to identify plants from living things.</p>
6	<p>Learn how animals and plants in two different habitats are suited to their environment.</p>	<p>Complete habitat sheet - given habitat and to name an animal that has adapted to this environment and explain how.</p>
7	<p>Know how to make and use keys. Know that the variety of plants and animals makes it important to identify them.</p>	<p>Design and make own key for classifying a group of animals.</p>

CURRICULUM SUMMARY – September to October 2010

SUBJECT: History

YEAR 6

TEACHER: Luke Jez

Week	Learning objectives	Activities (in brief)
1	<u>WORLD WAR II</u> Know when and where WWII took place.	Research the start of WWII thinking about the different types of sources. Listen to the extract of when war was declared.
2	Know about the leaders, countries involved, key events and dates of the war .	Create a timeline of events that led to the start of WWII. Identify on a map the countries involved at the beginning of the war.
3	Know when, where and why WWII took place. Know about the leaders and key events and dates of the war. Use a range of sources to gather information. Make notes.	Research in pairs a given topic about WWII to become experts. Move around the classroom and discuss and make notes about what the other students have been learning about.
4		
5	Know the characteristic features of the Blitz and what type of area was most likely to be affected. Locate where bombing raids took place.	Use secondary sources such as pictures to draw conclusions about the types of warfare used in WWII. Imagine they were alive during the fighting and write some quotes about what they were thinking and feeling.
6	Know about the effects of air raids. Know about the causes of evacuation. Find out about the experiences and feelings of evacuees, from a wide range of information sources.	Discuss the advantages and disadvantages of the different methods families used to protect themselves during the fighting. Debate issues facing parents who did or did not evacuate their children and why parents might be for or against evacuation. Write a diary extract as though they have been evacuated during the war + Field Trip
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CURRICULUM SUMMARY – September to October 2010

SUBJECT: Geography

YEAR 6

TEACHER: Luke Jez

Week	Learning objectives	Activities (in brief)
1	<u>INVESTIGATING COASTS</u> Use appropriate geographical vocabulary Use maps to find the location of places and environments.	Identify different coastal types and their features. Locate any coastal areas that they have visited on a world map → bring photographs and make a display.
2	Name and locate different types of coasts around the world.	
3	Know about the physical features of coasts and how the processes of erosion affect them. Use maps and atlases.	Study photographs of headland features and identify caves, arches and stacks. Complete diagrams of these features and to explain what they think has happened in terms of erosion.
4	Know the location of the places and environments they study. Know about the physical features of coasts and the processes of deposition that affect them.	Use the photographs of beaches visited around the world and identify the main differences in terms of their physical and human features. Use symbols and a key to identify on an Ordnance Survey map two main types of beach; sand and shingle.
5	Ask geographical questions. Use secondary sources of information	Research and investigate coastal environments to contribute a section to a holiday brochure that aims to outline a range of possible coastal destinations for tourists.
6	Know the location of the places and environments they study.	
7		

CURRICULUM SUMMARY – September to October 2010

SUBJECT: Personal, Social and Health Education (PSHE)

YEAR 6

TEACHER: Luke Jez

Week	Learning objectives	Activities (in brief)
1	<u>TAKING PART</u> To take part in discussions with one other person and the whole class.	Discuss what they are looking forward to in Year 6 and what they are apprehensive about. Identify what they want to achieve in Year 6 and write personal targets for the year.
2	Hold a discussion with one other person, offering their own opinions and listening to, and taking on board the views of the other person.	Discuss a problem in pairs, and report back two key points from the discussion. Compile a list of suggestions from the outcomes of the discussions and vote on the suggestions.
3	Collaborate with others in a group to solve a problem or make a decision. Know about some of the processes involved in working effectively in a group and reaching group decisions. Know about democracy, and about how decisions can be made in school.	Work as a group on a 'real' issue connected with the school developing criteria for judging the appropriateness of the idea. Research different options and set a notional budget, and then prioritize how the money should be spent. Presents their ideas to the class.
4	<u>CHOICES</u> Know what they like and dislike. Recognize that they can make choices.	Take it in turns to identify their likes and dislikes to make a poster to contribute to a class display.
5	Know the difference between right and wrong and what is fair and unfair. Share their opinions on matters that are important to them. Take part in discussions with one other person and the whole class.	Work in pairs or small groups to draw up a list of situations that they think are right or wrong by exploring various scenarios. Discuss recent choices they have made and reflect that sometimes it is difficult to make choices because other people or things influence them.
6	Resolve differences by looking at alternatives, making decisions and explaining choices Know about strategies for making informed decisions.	Work in groups to devise diagrams that represent the decision-making process illustrating their options and the possible consequences of each. Discuss how they would spend a sum of money using the decision-making process.
7	Know about different influences that can affect choices. Know that peer influence can be positive as well as negative.	Identify what makes a good friend and compile a class list of qualities. Discuss and agree on which qualities are most important, and why they are.

CURRICULUM SUMMARY – September to October 2010

SUBJECT: Design & Technology

YEAR 6

TEACHER: Luke Jez

Week	Learning objectives	Activities (in brief)
1	<u>PLASTIC CANVAS NAME PLAQUES</u> Learn that products are designed for a particular purpose and are suitable for different users.	Look at a variety of name plaques, explore materials and techniques used. Learn and practice plastic canvas stitching. Invent own design and draw out onto the canvas sheet. Stitch the canvas with chosen patterns + background. Evaluate finished product, suggest improvements.
2	Develop a design specification.	
3	Plan the order of work, choosing appropriate materials, tools and techniques.	
4	Follow the design plan and make adjustments if necessary to improve the quality of the final product.	
5	<u>SHADOW PUPPET THEATER</u> Develop designs by thinking about the purpose of the products, the intended audience and other possible users.	Explore shadow puppets and shadow theaters. Make a few example puppets to explore movement, special effects and controllability. Work in groups to write a short script, using a variety of puppets, scenery and special effects. Design the puppets and all necessary props.
6	Develop ideas through sketching and producing a design plan.	
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CURRICULUM SUMMARY – September to October 2010

SUBJECT: Religious Education

YEAR 6

TEACHER: Luke Jez

Week	Learning objectives	Activities (in brief)
1	<p><u>THE GOD EXPERIMENT</u> Realize that although there are many religions in the world, each with their own representation of god, they all promote very similar moral values.</p>	<p>Listen to a recording of a person giving instructions how to put a set of pictures in order → follow instructions. Draw what you think the person giving instructions might look like. Give the person you drew a name. Use the cut-out pictures and the pictures of the person to talk about the idea of god in different religions (different images and names, same set of rules and moral values).</p>
2	<p><u>WHAT IS THE ROLE OF THE MOSQUE?</u> Know the meaning of key words relating to a mosque. Locate Mecca and Poland on a world map.</p>	<p>Locate Mecca and Poland on a map Label the parts of a mosque, using the newly learned vocabulary.</p>
3	<p>Know that what Muslims believe to be important is reflected in the way the mosque is designed.</p>	<p>Complete a set of rules for visitors to a mosque.</p>
4	<p>Give meanings for symbols and symbolic actions using the correct terms . Know why Muslims use Arabesque, geometric designs and calligraphy.</p>	<p>Draw the symbol of Islam and recreate a pattern they have seen from inside the mosque.</p>
5	<p>Know that what Muslims believe to be important is reflected in the way the mosque is designed. Give meanings for symbols and symbolic actions using the correct terms .</p>	<p>Draw and label the Five Pillars of Islam.</p>
6	<p>Know how Muslim beliefs and values are expressed through worship.</p>	<p>Work in groups to produce a display for the classroom that identifies and explains the main features of a mosque and prayer using own words and pictures.</p>
7	<p>Develop attitudes of respect towards different beliefs and lifestyles. Know about the benefits and responsibilities which are linked with belonging to a community. Know about different religious festivals.</p>	<p>Identify the kinds of things people do together that help them to feel part of a community. Think how they celebrate a certain festival and write a description about that special day.</p>