

Science — Pupils will learn about:

All living things

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- give reasons for classifying plants and animals based on specific characteristics.

Animals including humans

- identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- describe the ways in which nutrients and water are transported within animals, including humans.
- Working scientifically**
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- taking measurements, using a range of scientific



PE

Dance and Real PE (Cognitive Skills)

I can:

- improvise freely on my own & with a partner.
- translate ideas from a variety of stimuli into movement.
- compare, develop & adapt movement & motifs to create longer dances. I can use dance vocabulary to compare & improve my work.
- demonstrate working safely. I recognise changes in my body and I can give reasons why PE is good for my health.
- talk about reasons for warming up / why exercise is good for health.
- move with a ball (hockey/football).
- accurately pass to someone else.
- control and catch a ball with movement.
- influence opposed conditioned game.



Mathematics

Number & Place Value

- 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
- +, -, x & ÷
- multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a 2-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

Fractions

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Ratio & Proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

Algebra

- express missing number problems algebraically
- use simple formulae expressed in words

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
- convert between miles and kilometres

Geometry

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Mathematics will be taught through the Abacus scheme details of which can be found at www.activelearnprimary.co.uk



English

Communication, Language and Literacy

We will be using our Viking & Anglo Saxon Struggle topic to inspire lots of writing based around historical events. We will begin with reading and writing Kennings in Poetry and we will study a range of fiction genres; as well as non fiction texts such as newspaper reports, autobiographies and biographies. We will continue to develop Oracy skills through presentations, storytelling, plays and debates.

We will focus on the structure of a narrative as well as the features of specific genres.

Specifically we will examine the features of stories with historical settings. Pupils will also write their own narratives based on the Vikings. There will also be an increased focus on spelling, grammar and punctuation.

We will also be reading a class novel during the Autumn term as an extended narrative.

Spelling Grammar and Punctuation Focus:

- To build vocabulary.
- To practice using different punctuation.
- To practice using conjunctions
- Review punctuation for speech.
- To build vocabulary.



Art

Knowledge: To know great artists, architects and designers in history.

Skills:

To create sketches of observations and use them to review and revisit ideas.

To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay.)

Context: **the Viking and Anglo-Saxon struggle** for the Kingdom of England to the time of Edward the Confessor.

DT

Viking Shields– Children design and create their own Viking Shields using knowledge from our History Unit.

Knowledge: apply understanding of how to strengthen, stiffen, and reinforce more complex structures.

Skills

Design – use research and design to inform the design of innovative, functional and appealing products that are fit for use and purpose and aimed at a particular group or individuals.

Make – select from and use a variety of different materials and components including construction materials, textiles and ingredients, according to their functional qualities and aesthetic quality.

Evaluate – evaluate ideas according to the design criteria and consider the views of others to improve their work .



Year 6 Curriculum Plan Autumn Term 2017

Topic:

The Anglo-Saxon and Viking Struggle for England.



Computing

Designing an application

Skills:

- Design programmes that accomplish specific goals
- Using sequencing and selection in programmes
- Working with variables
- Debug programmes that accomplish specific goals

Designing a computer controlled toy

Skills

- Design programmes that control simulated systems
- Write programmes that simulate a physical system
- Use logical reasoning to detect and correct errors



Geography

Knowledge:

- Name and locate key topographical features of the UK and land use patterns and identify how these have changed over time.

- describe and understand key aspects of: physical geography - the water cycle.

Skills:

To gain knowledge and understanding to suggest relevant questions.

To follow an appropriate sequence of questions (take logical steps).

To use a wide variety of sources and skills.

To present findings in suitable ways.

To reach sensible conclusions based on the evidence used.



Personal, Social and Emotional Development

New Beginnings – children will be developing their knowledge and understanding of empathy, self-awareness and social skills.

Additionally they will be finding out about social responsibility in the context of democracy.

This will link to the referendum in Scotland and the pupils will also have the opportunity to take part in activities on the subject of democracy.

RE– Buddhism

BELIEFS

The four Noble Truths

Life involves suffering (dukkha) until Enlightenment.

The origins of suffering lie in desire, greed and selfishness (tanha).

KEY FIGURES

The Buddha as an example.

VALUES AND SOCIAL ACTION

-The Five Moral Precepts.

-Helping to alleviate suffering

-The Noble Eightfold Path

-The Three Jewels.

Stories about the Buddha:

His birth and upbringing as a prince, Siddhattha and the Swan. His concern in finding an answer to the problem of suffering and an unsatisfactory life, e.g.

-His Enlightenment

-His teaching of the Middle Way

-His passing away

Stories that exemplify values, e.g. The Monkey King, The Hunter and the Monkeys, Prince Vessantara.



History – The Anglo-Saxon & Viking Struggle

To use factual knowledge to describe past periods and make links between past periods and society.

To make appropriate use of terms and dates.

To show factual knowledge of an event / person / change in depth.

To describe and make links between events and changes – give cause and effect.

To select and organize information.

To evaluate sources and information to decide which will be useful for the particular task.

To know that events, people and changes can be interpreted in different ways and to suggest possible reasons.

Context: **the Viking and Anglo-Saxon struggle** for the Kingdom of England to the time of Edward the Confessor.