



English

Unit 3 - Multi Genre: Captain Scott

This unit explores reading and writing for different purposes from the perspective of a cross-curricular project on explorers. The national curriculum states that pupils should have opportunities to learn about significant people, past and present. In this unit, pupils study the life and work of Captain Robert Scott and his ill-fated expedition to the South Pole. Pupils will put themselves in the shoes of those on the expedition to gain an insight into exploration at this time and the hopes and dreams of Captain Scott and his team.

Curricular aims of this unit:

- To extend pupils' understanding of location and place knowledge
- To explore the interaction between human and physical landscapes
- To extend pupils' knowledge of the Antarctic environment
- To develop an understanding of the interconnectedness of our world
- To use dramatic conventions to explore challenges people faced in achieving their ambitions
- To explore sacrifices made by individuals for the good of others
- To work with multiple sources of more complex information
- To respond in a variety of imaginative and thoughtful ways to the learning contexts

Unit 4 – Multi Genre: River Sea

This unit explores the modern classic "Journey To The River Sea". The novel addresses many issues: growing up; respect for traditions; people and cultures; racism; approaching new experiences. It is rich in colour, language and imagery, inspiring pupils to respond creatively to its many themes. The book links to the region study of South America, and the world's most significant physical features in the Geography Curriculum. This is an ideal unit for study prior to pupils taking the SATs, as it covers all the main text types and engages pupils in higher levels of reading comprehension.

Curricular aims of this unit:

- To understand why some texts have been particularly influential or significant.
- To deepen understanding of setting, character and plot.
- To infer and deduce meaning from reading more layered texts.
- To appreciate the cultural context of a novel.
- To empathise with issues and dilemmas.
- To explore how writers convey mood, atmosphere, character and setting.
- To handle several narrative voices.
- To recognise how writers' language choices can enhance meaning

The following will be taught and consolidated throughout the year:

• Phonics and Spelling

- 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.
- Spelling word list for Year 6

• Grammar and Punctuation

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that
- Learning the grammar for Year 6 in English Appendix 2 - Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing
 - Using brackets, dashes or commas to indicate parenthesis
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses
 - Using a colon to introduce a list
 - Using hyphens to avoid ambiguity
 - Using passive verbs to affect the presentation of information in a sentence
 - Using the perfect form of verbs to mark relationships of time and cause
 - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
 - Terminology: modal verb, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

• Handwriting

Write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task.

Additionally, each class studies a class book during BREAK (Berkswell Reads for Enjoyment and Knowledge) sessions. This term, children in Year 6 will be reading 'Holes'.

Maths

Number and place value

- solve number problems and practical problems that involve all of the following objectives.
- 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
- use negative numbers in context, and calculate intervals across zero

Addition, subtraction, multiplication and division

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the efficient written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- 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.

Statistics

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

Algebra

- express missing number problems algebraically
- use simple formulae expressed in words
- generate and describe linear number sequences
- find pairs of numbers that satisfy number sentences involving two unknowns.
- enumerate possibilities of combinations of two variables

Ratio and Proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Fractions Decimals and Percentages

- solve problems which require answers to be rounded to specified degrees of accuracy.
- identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places

Measures

- solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- calculate the area of parallelograms and triangles
- recognise when it is possible to use the formulae for area and volume of shapes
- calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³) and extending to other units, such as mm³ and km³.

Geometry

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Science

Unit 3 – Light

Pupils build on their work on light in Year 3 to make more detailed investigations of shadows. They use their conclusions from this work to create shadow puppets and use special effects in their puppet shows. They study reflectivity, build a periscope and investigate the effectiveness of sunglasses, learning about the dangers of UV light.

Key Concepts

1. Light comes from a light source.
2. Light travels in straight lines
3. We see when light enters our eyes and we need light to see things, even shiny things.
4. Light reflects off shiny surfaces in an orderly manner, producing reflections
5. Light reflects off non-shiny things in a scattered way producing no reflection

Developing scientific thinking

This unit supports the following elements in particular:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Unit 4 – Evolution

Pupils learn about the life and work of Charles Darwin and what is meant by the terms evolution and survival of the fittest. They learn how animals and plants are adapted to their environment. They investigate camouflage and find out how humans evolved. They carry out a simple experiment to model evolution and selective breeding.

Key Concepts

1. If animals can produce young the species will survive.
2. Animals are adapted to survive and produce offspring.
3. Variation in offspring over time can make animals more or less able to survive in particular environments and lead to evolutionary change.

Developing scientific thinking

This unit supports the following elements in particular:

- identifying scientific evidence that has been used to support or refute ideas or arguments.

Computing

We are market researchers

The pupils conduct research into the potential markets for their app, using an online survey together with interviews or focus groups. They analyse the data and information they obtain and create a presentation summarising their findings.

We are interface designers

In this unit the children will start to design the look/feel of their app's interface. They begin by sketching ideas, planning the different screen layouts for their app and developing these using a wireframing tool.

Geography

Whole school world geography week

History

British chronological study - Crime and Punishment

- Introduce the broad trends of crime and punishment from the Romans to the 21st century.
- Explore crime and punishment in the Roman period.
- Explore crime and punishment in the Anglo-Saxon and Viking period.
- Explore crime and punishment in the medieval and Tudor periods.
- Explore crime and punishment in the early modern period.
- Explore crime and punishment in the Victorian period.
- Recap the history of crime and punishment and compare it to today.

Music

Growth

'The Street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's *Bolero* through rhythmical mime, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.

Roots

A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spider-man Anansi, who saves the day.

Art

Watercolour painting

Children will be taught about the technique of watercolour painting. They will study famous watercolour artists and develop their understanding of this style of painting, including improving their control and the use of the materials and equipment needed.

Design Technology

Food – Celebrating culture and seasonality

The children will link their DT and RE work to research, design, make and evaluate a traditional Easter food – the hot cross bun - and understand its symbolism.

PSD

Children will explore the themes of:

Going for goals

Good to be me

French

Children will explore the themes of:

My Family

Occupations and Gender

House and Home

Common Adjectives

Physical Education

The Children will be taught a 'Real PE' session each week which focuses on the development of the fundamental movement skills. They will also take part in an additional skills application session each week where they will be able to put their skills into practise.

Real PE - Unit 3

The children will develop the following fundamental movement skills:

Dynamic balance

Counter balance in pairs

Games skills

During these sessions the additional ability focus will be social skills.

Gym – Canon and Synchronisation

The children will learn to adapt and develop movements and skills, and work cooperatively with a partner. They will extend their understanding and use of levels, speeds and pathways.

Real PE - Unit 4:

The children will develop the following fundamental movement skills:

Dynamic balance to Agility

Static balance

Games skills

During these sessions the additional ability focus will be applying physical skills.

Games - Invasion

The children will learn to combine and perform skills more fluently in invasion games. They will understand and apply a range of tactics for attack and defence. They will understand the need to prepare properly for competitive games.

Religious Education

Unit 3: Human Rights - Injustice

Focusing on: The world not always being a fair place as is shown in the lives of Bunyan, Terry Waite, Guru Hargobind and Martin Luther King, persecution, and the hope and strength that religion can offer to believers.

The strand begins with a focus on the postcard sent to Terry Waite whilst captive. This serves to engage pupils with issues of injustice which are then explored in the rest of the materials.

Questions to be raised:

What can you learn from these people?

What is important to you in your world?

What is important to you in the world?

What makes people act unjustly and cruelly to others?

What can you do about injustice?

What am I prepared to do?

Why does God let such things happen?

Unit 4: The Importance of Easter

Focusing on: The mystery of death, the mystery and possibilities of life after death, and Christian beliefs about life after death.

This strand begins by raising the ultimate question, allows pupils to investigate what religious people, particularly Christians believe about death and life after it, and thus provides a context for the Easter events.

Questions to be raised:

What do you believe about death?

Whose death has been important to you?

Is death the end?

How would you like to be remembered?

