



## English

### Unit 5 – An Encounter with Shakespeare

Teaching Shakespeare gives teachers and pupils an opportunity to explore great plays and poetry from our literary heritage. Pupils can explore a range of themes such as power, fate, free will, relationships and betrayal and make comparisons with popular culture, including television soaps, films and news events. This conscious comparison to Shakespeare's work can contribute to pupils' developing understanding of character, motive and themes. Additionally, pupils will become familiar with Shakespeare's language in both prose and poetry.

#### Curricular aims of this unit:

- To draw upon their experience of popular culture (such as a TV soap, music, artwork, text ) and compare with chosen scene/ play by Shakespeare
- To enhance pupils' spoken language, developing understanding through speculating, hypothesising, imagining and exploring ideas of themes and scenarios
- To enter into the world of the play, bringing their experiences and insights from other books and stories and develop empathy and compassion
- To appreciate how different settings/ scenarios can influence a character's actions and behaviour and how character traits influence outcomes
- To make notes, developing initial ideas, drawing on popular culture experience, reading and research where necessary
- To become familiar with terms such as: act, scene, narrator, scenery, costume, props, sound effects and atmospheric music
- To perform their own work, using appropriate intonation, volume, and movement so that meaning is clear
- To understand that a drama text is brought to life through performance and different choices and interpretations are both possible and desirable
- To use Shakespeare's play as a stimulus for writing for a variety of purposes

### Unit 6 – Millions

This unit focuses pupils' attention on the popular modern fiction novel, *Millions* by Frank Cottrell Boyce. It is an uplifting, humorous and poignant book about two brothers who learn the true value of what's important. The central concept of finding a lot of money moves from excitement to opportunity to burden and eventually danger. Pupils will engage with a range of themes including morality, faith, greed, poverty, charity and responsibility. There is a good balance of excitement, suspense and contrasting characters to appeal to upper Key Stage 2 readers. Opportunities are provided for pupils to compare the book with the film interpretation.

#### Curricular aims of this unit:

- To appreciate the way writers create character through actions, behaviour and dialogue
- To understand that characters can have opposite viewpoints on the same issues

- To respond imaginatively and creatively to the themes in a modern novel
- To develop higher order reading skills of inference, deduction and interpretation
- To explore contrasting viewpoints and dilemmas through discussion and drama
- To develop and sustain a viewpoint through discussion and debate
- To explore characters' behaviour, motives and how their emotions change over time
- To write in response to reading that demonstrates a grasp of significant ideas

#### 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 passive verbs to affect the presentation of information
  - Using the perfect form of verbs to mark relationships of time and cause
  - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - Using commas to clarify meaning or avoid ambiguity in writing
  - Using hyphens to avoid ambiguity
  - 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
- **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 **'The Hobbit'** or **'Pig Heart Boy'**.

# 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.

## 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
- solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

## 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 volume 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 (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>) and extending to other units, such as mm<sup>3</sup> and km<sup>3</sup>.

## Geometry

- 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 5 – Electricity

Pupils build on their learning from Year 4 to learn more about circuits, including how to use recognised symbols to represent circuits. They investigate how to change the amount of electricity flowing round a circuit, looking at how different components affect the flow of electricity and at the difference that the length and thickness of wires can make. They learn about series and parallel circuits and they use their knowledge of electricity to build games that use electric circuits.

#### Key Concepts

1. Circuits are a series of linked components that include an electricity supply.
2. Cells (batteries) are a store of energy that pushes electricity round a circuit. When the energy is gone, the cell no longer pushes out electricity.
3. More cells will push more electricity round a circuit.
4. Components in a circuit work harder when more electricity goes through them
5. Circuits can be represented by internationally recognised symbols.

#### 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
- 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 6 – Field Studies

Pupils use sampling techniques to support their studies of living things, using quadrats, sweep nets and other common field studies methods of finding out about animal and plant populations across the year. They compare populations in different areas and discuss the effectiveness of the different techniques they have used.

#### Key Concepts

1. That populations of animals and plants vary in different environments and across the year.
2. That there are some established techniques for studying the population size of specific species and the variety of species in an area.

#### Developing scientific thinking

This unit supports the following elements in particular:

- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- 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

## Computing

### We are app developers

The pupils draw on their work from the previous Year 6 units to create a working app. They write down their algorithms, and use a programming toolkit to code them.

### We are marketers

The pupils work collaboratively to produce marketing materials for the app they have been developing in the Year 6 units. They create a poster or flyer, develop a simple website, and shoot a short video.

## Geography

### Natural Resources

- To identify some of Britain's natural resources and explain how they are used.
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- To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use.
- To identify parts of the world where wood is produced, and consider some of the problems associated with its production.
- To know where and how steel is produced.
- To know where and how glass and concrete are produced in Britain using natural resources.
- To describe where a range of natural resources come from and how they are used.

## History

### World History – Early Civilisation – Ancient Egypt

Through this topic the children will learn how to use maps and atlases to locate significant places, how an ancient civilisation lived (including their beliefs and practices), how their life compares with modern day life, significant people from that time and their role in society, and how historians use primary and secondary sources in their research.

## Music

### Class Awards

This unit provides an ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for your class. Awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.

### Moving On

In this unit, two songs – one looking back, one looking forward – and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.

## PSHE- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:

### 1. Relationships

This puzzle has a wide focus, looking at diverse topics such as families, friendships, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes.

### 2. Changing me

This puzzle deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

## 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 5 – Health and Fitness

The children will develop the following fundamental movement skills:

Static Balance: Small Base

Coordination: Floor Movement

Games skills

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

### Athletics

The children will practise and develop basic actions of sprinting, throwing, jumping, longer distance running, hurdling and relay. They will compete against themselves and others, comparing and improving their own performance.

### Real PE - Unit 6 – Personal Skills

The children will develop the following fundamental movement skills:

Coordination with Equipment

Agility – Ball chasing

Games skills

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

### Games – Fielding and Striking

The children will learn to develop the consistency and accuracy of their striking and fielding games by selecting and using skills appropriately in a game situation. They will be able to transfer common principles and recognise strengths and weaknesses in their own performance.

## Religious Education

### Unit 5: The Bible – The Written Word

There is a wide variety of types of writing in the Bible. The following are explored in this strand: myth, wisdom, poetry, praise, narrative of faith. All are important to believers for different reasons. They are interpreted as used in a variety of ways. All materials drawn together in a lesson about an organisation which makes the Bible accessible in many languages all over the world.

#### Questions to be raised:

When has something happened to you that you could not understand?

Why do you believe God allows people to suffer?

Has the message of Noah got a message for us today?

What words have had an effect on you? Why?

How do you best express your feelings?

Why do people write stories sometimes rather than factual accounts?

### Unit 6: Devoting a Life to God

The strand explores the effect of faith on the lives of three people and the ways in which they choose to serve God through worship and action. It encourages pupils to contemplate life beyond the physical, issues affecting the developing world and ultimately the inspiration they derive.

#### Questions to be raised:

Do you agree with Mother Julian when she says "All shall be well"?

Why do you think her book is still read 600 years later?

Do you feel the world is broken?

How well do you feel the lives of these people reflected in their faith?

What helped these people in their lives of service?

## Art

### Sculpture - 'Take a Seat'

The children will research the work of Edward Hopper before designing, making and evaluating a modroc chair in a similar style.

## Design Technology

### Mechanical Systems – Controllable Vehicles with pulleys.

## French

Children will explore the themes of:

- Holiday planning
- The cultures of a French speaking country

