



## English

### Unit 1 - Multi Genre: Children Of Conflict

This unit explores ways in which authors portray and communicate the effects of war and conflict on the lives of children and others in the past. A range of literature in varied styles and presentation brings together words and images of key events from the first and second world wars and supports pupils to understand these from a range of perspectives. The texts are multi-layered, covering a wide range of issues and themes that will make higher order demands on pupils' comprehension and writing skills.

#### Curricular aims of this unit:

- To explore how themes and issues raised in texts can provide a means to understand self and others
- To develop comprehension and interpretive skills using compelling non-fiction texts and picture books
- To analyse texts for their content, structure, concepts and viewpoints
- To develop higher level critical reading and writing skills
- To explore the process of creating a portfolio of real and imaginative writing

### Unit 2 - Poetry: Stories For The Telling

This unit focuses on narrative poetry created by significant poets from our literary heritage. The selected poems are rich in composition, language and vocabulary for pupils to enjoy and explore. They cover a range of themes that challenge pupils to interpret character, motive and consequences at a more sophisticated level. Drama is used to support pupils to engage more deeply and thoughtfully with the content of the poems. The wonderful rhythmical qualities make the poems ideal for choral reading and performance.

#### Curricular aims of this unit:

- To become familiar with some classical narrative poetry
- To extend pupils' appreciation and understanding of poetry
- To respond imaginatively to the themes in narrative poetry
- To recognise and appreciate a wider range of literary devices
- To investigate how poetic language and features are used to build mood and suspense
- To express personal responses supported by text reference
- To read or recite poetry for performance
- To use the poems as a basis for imaginative and creative writing

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
  - Using passive verbs to affect the presentation of information in a sentence
  - Using expanded noun phrases to convey complicated information concisely
  - 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 semi-colons or colons to mark boundaries between independent clauses
    - Use and understand the grammatical terminology for Year 6 accurately and appropriately in discussing their writing and reading.
    - Devices to build cohesion within a paragraph [for example, *then, after that, this, firstly*]
    - Linking ideas across paragraphs using adverbials of time and number or tense choices
    - **Terminology:** modal verb, relative clause, cohesion

- **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 Diary of Anne Frank'.

# 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.

## Fractions Decimals and Percentages

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $>1$
- associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g.  $3/8$ )
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g.  $1/4 \times 1/2 = 1/8$ )
- divide proper fractions by whole numbers (e.g.  $1/3 \div 2 = 1/6$ ).

## 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 length 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 ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ) and extending to other units, such as  $\text{mm}^3$  and  $\text{km}^3$ .

## 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 1 – Heart and Lungs

Pupils study the circulatory system, learning about the basic components that make up blood, how the heart works and how blood circulates round the body. They learn about the lungs and the process of breathing and investigate the effect of exercise on the heart and breathing rates. They learn about the effects of smoking and alcohol.

#### Key Concepts

1. That the circulatory system transports blood round the body.
2. That the heart is the pump that keeps the blood flowing
3. That the lungs allow gas exchange to take place in the body with oxygen entering the body and carbon dioxide leaving it.
4. Oxygen is taken into the blood in the lungs and carried to parts of the body where it is needed.
5. That some substances and activities such as smoking are harmful to the body and should be avoided.
- 6.

#### Developing scientific thinking

This unit supports the following elements in particular:

- taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- recording data and results using tables and line graphs
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results

### Unit 2 – Classification

Pupils build on their knowledge of classification from previous years and look at the classification of invertebrates and microorganisms in more detail and playing games to help them learn about microorganisms and classes of invertebrates. They study yeast, observing its growth, using it to make bread.

#### Key Concepts

1. Living organisms can be grouped and classified according to their characteristics
2. Individual microorganisms are living and cannot be seen with the naked eye
3. Microorganisms feed on waste products. Some are useful, some are harmful.
4. Microorganisms cause decay which is essential for natural recycling.
5. Microorganisms can grow and reproduce very rapidly.

#### Developing scientific thinking

This unit supports the following elements in particular:

- planning different types of scientific enquiries to answer questions
- using classification keys
- 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
- identifying scientific evidence that has been used to support or refute ideas or arguments.

## Computing

### We are app planners

The pupils start by playing and analysing educational computer games, identifying those features that make a game successful. They then plan and design a game with a clear target audience in mind. They create a working prototype, and then develop it further to add functionality and improve the user interface. They test their game and make any necessary changes.

### We are project managers

This is the second in a sequence of half a dozen Year 6 units in which pupils work collaboratively to develop a smartphone or tablet app. Pupils apply computational thinking to the task of managing a complex project.

## Geography

### Locational knowledge- UK

- Use 6 figure grid references to locate towns and physical features in the UK and the world (including the use of Ordnance Survey maps)
- Name and locate counties, cities, rivers and mountain ranges in the UK
- Identify human and physical characteristics in the UK- key topographical features (hills, mountains, coasts and rivers) and land-use patterns and understand how these aspects have changed over time.

## History

### Local Study – Coventry

- Recognise buildings and features in their local area and know that the locality has changed over time
- Demonstrate factual knowledge and understanding about the history of the locality and about some of the main events and people linked to the area
- Ask and answer questions and make deductions about the area by using historical sources.

## Music

### World Unite

The children explore rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.

### Journeys

The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.

## **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:

### **Being Me In My World**

This covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

### **Celebrating Difference**

This focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

## **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 1**

The children will develop the following fundamental movement skills:

Coordination – Ball Skills

Agility – Reaction/Response.

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

### **Gym – Counter-Balance and Counter-Tension**

The children will explore different balances in order to understand the relationship between balance and tension, both on the floor and on the apparatus.

### **Real PE - Unit 2:**

The children will develop the following fundamental movement skills:

Static balance – Seated.

Static balance – Floor Work

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

### **Dance – World of Sport**

The focus of this unit is on the dance of the Haka and the movements incorporated into this. The children will have the opportunity to develop and perform their own dances in a similar style.

## **French**

Children will explore the themes of:

**Classroom Routines, Clothes, My Family, Occupation and gender, Christmas**

## **Religious Education**

### **Unit 1: Jewish Beliefs and Practices**

Focusing on: Commitment to God, religion determining how people live, celebrating sacred writings,

The story of Abraham and his outstanding commitment to God introduces pupils to an essential belief held by Jewish people: that they are following the word of God. This is reinforced in the work on the Commandments and the Torah, both of which are celebrated as being the revealed word of God and which they continue to follow.

#### **Questions to be raised:**

Whom do you obey and why?

What would you be prepared to sacrifice?

When have you been tempted?

Why should we have rules?

What is your most precious book? Why is it important to you?

What can you think of that has no beginning and no end?

What influences what you do?

### **Unit 2: 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?

## **Art**

### **Textiles – Batik**

Children will be taught about the history and technique of batik. They will develop their understanding, including improving their control and the use of the materials and equipment needed. They will create pieces that depict Anne Frank's life.

## **Design Technology**

### **Food – Celebrating culture and seasonality**

The children will link their DT and RE work to design, make and evaluate a traditional Jewish meal and understand its symbolism.