



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-fictions 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

Carries' War

This unit will further explore the text – Carrie's War – which the children are studying in their BREAK sessions. The children will look in more detail at the themes through the story and the character development before creating their own stories.

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 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 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 Reading for Enjoyment and Knowledge) sessions. This term, children in Year 6 will be reading 'Carrie's War'.

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

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

Computing

Bloggng

- To identify the purpose of writing a blog.
- To identify the features of a successful blog.
- To plan the theme and content for a blog.
- To understand how to write a blog and a blog post.
- To consider the effect upon the audience of changing the visual properties of the blog.
- To understand how to contribute to an existing blog.
- To understand how and why blog posts are approved by the teacher.
- To understand the importance of commenting on blogs.

Networks

- To learn about what the Internet consists of.
- To find out what a LAN and a WAN are.
- To find out how the Internet is accessed in school.
- To research and find out about the age of the Internet.
- To think about what the future might hold.

Binary

- To examine how whole numbers are used as the basis for representing all types of data in digital systems.
- To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s
- To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.

Geography

Locational knowledge- UK

- Use four and six figure grid references to build knowledge of the UK.

History

Local Study – Coventry and The Blitz

- Recognise buildings and features in their local area and know that the locality and land use 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

A New Year Carol

All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.

Other learning within the unit gives the children the opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Fridayafternoonsmusic.co.uk.

You've Got A Friend

All the learning in this unit is focused around one song: You've Got A Friend - a song about friendship by Carole King.

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:

Dreams and Goals: This theme aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Healthy Me: This theme covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

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.

World War Two Dance

- Co-operate, communicate and collaborate with group to make up a warm up with good rhythm and timing
- Translate ideas from a stimulus into movement showing expression, precision, control and fluency
- Dance in unison in a group showing good timing, energy and strength
- Dance in canon in a group showing good timing, energy and strength
- Use levels, travelling and space with timing and musicality

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.

Quicksticks

- Show good control when moving in a variety of directions
- Pass with control and accuracy, and move into a space
- Tackle a player with control and strength and time it correctly to win the ball
- Mark opponents with success
- Hit a moving ball into a goal from different angles with some success
- Evaluate and recognise success to help improve performance

Religious Education

Buddhism

How did Buddha teach his followers to find enlightenment?

In this unit children will learn key Buddhist beliefs and concepts, understand the meaning of enlightenment, learn about how the Buddha found enlightenment and understand why the Bodhi tree is so important to Buddhists.

Buddhism

How does the triple refuge help Buddhists in their journey through life?

In this unit the children will explore 'The Journey of Life and Death'. They will learn about the meaning of the word 'refuge', why people may need to take refuge, understand what refuge can mean to Buddhists (places as well as people) and learn about the three refuges for Buddhists.

Art

Edward Hopper – Take a Seat

The children study the work of Edward Hopper before designing their own 'seat' to be created out of Modroc and then painted. They will also explore how to make figures, using a range of materials including wire and pipe cleaners, which will then sit in their finished seat.

Design Technology

Electrical Systems – More Complex Switches

Drawing on science understanding, the children explore a range of electrical systems that could be used to control a moving vehicle, including a simple series circuit where a single output device is controlled, a series circuit where two output devices are controlled by one switch and, where appropriate, parallel circuits where two output devices are controlled independently by two separate switches.

French

Children will explore the theme of:

Chez Nous

- House and home – differences between Uk and France
- Furniture
- Adjectives, adverbs, gender, conjunctions
- Conjugation of high frequency verbs – avoir, etre, aller

Pupils will reinforce and extend their skills in listening, speaking, reading (including phonics), writing and grammar