



## English

### 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.

#### 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

### South America and The Amazon Rainforest

The children will further explore this topic – linked to their BREAK book ‘Journey to the River Sea’ and their geography work – and will look at how tribespeople currently live and have lived in the rainforest. They will explore different types of non-fiction writing through this unit.

#### Curricular aims of this unit:

- To extend pupils’ understanding of location and place knowledge
- To explore the interaction between human and physical landscapes
- 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

#### 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 ‘**Journey to the River Sea**’ by Eva Ibbotson.

# 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
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## 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.
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## 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 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 explanation 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.

### 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

### Text Adventures

- To find out what a text adventure is.
- To use 2Connect to plan a story adventure.
- To make a story-based adventure using 2Create a Story.
- To introduce an alternative model for a text adventure which has a less sequential narrative.
- To use written plans to code a map based adventure in 2Code.

### Spreadsheets 1

- To use a spreadsheet to investigate the probability of the results of throwing many dice.
- To use a spreadsheet to calculate the discount and final prices in a sale.
- To use a spreadsheet to plan how to spend pocket money and the effect of saving money.
- To use a spreadsheet to plan a school charity day to maximise the money donated to charity.

### Spreadsheets 2

- To know what a spreadsheet looks like.
- To navigate and enter data into cells.
- To introduce some basic data formulae for percentages, averages and max and min numbers.
- To demonstrate how the use of spreadsheets can save time and effort when performing calculations.
- To use a spreadsheet to model a situation.
- To demonstrate how a spreadsheet can make complex data clear by manipulating the way it is presented.
- To create a variety of graphs in sheets.
- To apply spreadsheet skills to solving problems.

## Geography

### South America and the Rainforests

#### Place Knowledge

- Similarities and differences of a region in South America

#### Locational Knowledge

- Locating countries/cities in South America
- Identify physical and human features of South America.

#### Key Objectives

- To use atlases and globes, and maps and plans at a range of scales.
- To use secondary sources of information, including aerial photographs.
- To describe where places are, for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are.
- To explain why places are like they are, for example, in terms of weather conditions, local resources, historical development.
- To identify how and why places change, for example, through deforestation, conservation projects, and how they may change in the future, for example, through an influx of tourists.

## Music

### Music and Me

This unit focuses on inspirational women working in music. Pupils will explore the concept of 'identity' – the various elements that shape us. The unit starts with gender, with reference to social and cultural differences.

### Reflect, Rewind and Replay

This unit includes new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.

## 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.

### Yoga Facts

In this unit the children will: remember yoga poses when listening to yoga facts, move into and out of different poses and breathe in and out through the nose, show good flexibility and balance when performing yoga poses, and learn and perform a yoga routine.

### Outdoor Adventure

## Art

### Jungle Rousseau

Children will study and respond to the work of Henri Rousseau and Georgia O'Keefe.

## Design Technology

**Mechanical Systems – Controllable Vehicles with pulleys.**

## Religious Education

### Enquiry: What can I live without?

- This unit of work is based upon the concept of sacrifice as the children explore the question, *What can I live without?* The Buddhist tradition provides the context within which to explore this question where the children will be thinking about things that are of ultimate worth to them.

### Christianity: Kingdom of God

#### What kind of King is Jesus?

- Explain connections between biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.
- Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.

## French

Children will explore the theme of:

### This is France

- Holiday planning
- The cultures of a French speaking country
- Adjectives, adverbs, gender, conjunctions
- Conjugation of high frequency verbs – avoir, etre, aller

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

**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.

**Leadership**

In this unit the children will: know what a good Play Leader is and how they can communicate, know what STEP is and create a game using equipment to define the space, use a task sheet and lead a game independently, and organise participants into teams.

**Rounders**

