



# Harvest Term 2019 Curriculum Plan: Year 6



## English

**Reading:** distinguish between the language of speech and writing and choose the appropriate register understand form, purpose and audience

**Writing:** use varied sentence structures, including sentences with adverbials and fronted adverbials, subordinate clauses and single clause sentences (simple sentences) for effect. Use a clear, balanced tone for factual writing .

**Speaking:** Understand the rules of conversation and active listening.

**SPaG:** use a colon to introduce a list. Use commas and hyphens to avoid ambiguity. Use correlative conjunctions: either... or, not only... but also, both... and. Identify and use relative clauses starting with who, which, where, when, whose and that.

**Class Story:** Scibbleboy by Philip Ridley.

## Maths

**Number:** Read, write and represent numbers to ten million. Compare and order numbers up to ten million using numbers presented in different formats. Count forwards and backwards through zero. Solve addition and subtraction multi step problems. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method. Divide numbers up to 4 digits by a 2-digit number using the formal written method. Identify common factors, common multiples and prime numbers.

**Measurement: N/A**

**Geometry: N/A**

**Statistics: N/A**

**Algebra (Year 6): N/A**

## Science

Unit: Light

- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Recognise that light appears to travel in straight lines
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

## ICT

### Unit: We are Games Designers

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

## Personal Learning Activities

**KS1:** Computing, Textile Creations, The World of Fairy Tales, Construction Challenge

**KS2:** Computing, KS2 Football, Art from Children's Literature, Norwich History Trail, Spanish

## Themed Unit: The Romans in Britain

- Pupils should continue develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Pupils should note connections, contrasts and trends over time and develop and develop the appropriate use of historical terms.
- Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Pupils should understand how our knowledge of the past is constructed from a range of sources.

## Music

### Famous Composers:

Listening to and appreciating music from a range of different composers and different periods in history.

## MFL - French

**Years R, 1 and 2:** Greetings and Simple Conversations

**Years 3 and 4:** Days of the Week and Dates

**Years 5 and 6:** At School and Classroom Objects

**Spanish:** With identified G&T children.

## Physical Education

**KS1:** Football Skills

**KS2:** Multi-Skills

**Swimming:** KS2 Squad Training

**Whole School:** Competitive sports activities and events with other schools through the Norwich Schools Sports Partnership.

## THRIVE

- Acknowledge the feelings and tensions that might be present in holding contradictory views to peers
- Notice the social role they most commonly take up and provide opportunities to experience something different