

English

Reading: **The Boy at the Back of the Class**

- Continue to read and discuss an increasingly wide range of fiction, poetry, and non-fiction,
- Increase familiarity with a wide range of books, including modern fiction and books from other cultures and traditions,
- Recommend books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Learn a poem by heart
- Preparing a poem to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Handwriting:

- Read and write days, months and years in French/Spanish,
- Check and edit written work,
- Listen to a passage and write it out correctly,
- Copy spelling words accurately

Writing:

Poetry Unit (Moth):

- Use question marks accurately
- Use commas in a list, question marks and exclamation marks,
- Create atmosphere,
- select vocabulary **and** grammatical structures that reflect what the writing requires, doing this mostly appropriately
- Use colons, semi-colons and dashes accurately
- Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms)
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)

Grammar, Punctuation & Spelling:

Grammar:

- Identify main, subordinate and relative clauses,
- Identify the active and passive voice (science writing)
- Use hyphens accurately
- Identify synonyms and antonyms.
- Use semi-colons, colons and dashes to demarcate independent clauses

Spelling: Challenge words list 6 - 10

Maths

To develop fluency, problem solving and reasoning in the following areas:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- compare and order fractions, including fractions >1.
- 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 [for example, $\frac{1}{2} \times \frac{2}{3} = \frac{1}{3}$].



- divide proper fractions by whole numbers [for example, $\frac{1}{2} \div 2 = \frac{1}{4}$].
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$].
- identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- use written division methods in cases where the answer has up to 2 decimal places.
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Fractions on number lines.

Vocabulary: fractions, numerator, denominator, improper fractions, mixed number numbers, simplify, compare, solve, subtract, take-away, difference, multiply, times, product, divide, share, addition, plus and equals.

Science

Unit:
Objectives:
 Light and sight:
 Enquire: Recognise and prove that light appears to travel in straight lines through devising an investigation,
 Explore: To recognise that light appears to travel in straight lines by investigating the angles of incidence and reflection.
 Explore: Understand and investigate refraction,
 Enquire: Understand that we see objects because they either give out or reflect light into our eye,
 Express: 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,
 Express: Use the idea that light travels in straight lines to explain why shadows have the same shape as objects that cast them.
 Engage: Make a periscope: understand that light travels from a source and is reflected from shiny surfaces e.g. mirrors, polished metals.

Key Nuggets To Be Revisited

- How light travels
- Refraction and reflection

Planned Misconceptions

- Sources of light (e.g. moon)
- How we see
- Visible spectrum of light

Vocabulary: light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, straight lines, light rays

Linked Texts: NA

Religious Education

Big Question: What is Justice? Why should we fight for justice?

Engage: What is justice? Understand the meaning of justice and how it links to the refugee crisis.
 Enquire: What is injustice? Learn about the civil rights movement and Martin Luther King/Rosa Parks.
 Explore: Learn about people who have been persecuted for speaking about injustice.
 Express: Non-chronological reports.
 Evaluate: How have people overcome injustice? Linked to both the civil rights and the refugee crisis.

Key Nuggets To Be Revisited

- What is justice and how do we overcome injustice ?
- How is fairness linked to justice?

Planned Misconceptions
 N/A

Vocabulary: justice, injustice, rights, equality, discrimination and race

Linked Texts: NA

PE	<p>Unit: Tag-Rugby</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Perform throwing and catching skills accurately with control. - Be able to change direction whilst running with the ball - Gain a greater understanding of the rules of tag-rugby - Work effectively as a team. 	<p>Key Nuggets To Be Revisited</p> <ul style="list-style-type: none"> - Throwing and catching skills - Working as a team
		<p>Planned Misconceptions</p> <ul style="list-style-type: none"> - Children throwing the ball forward (rather than backwards)
	<p>Vocabulary: fitness, control, speed, agility, pass, dribble, shoot, balance, strength, coordination.</p>	
	<p>Unit: Basketball</p> <p>Key skills:</p> <ul style="list-style-type: none"> - To practise ball-handling skills. - To improve spatial awareness. - To practise moving into a space. - To pass and carry a ball using balance and co-ordination. - To practise footwork and dodging skills while carrying the ball. - To apply rules and skills learned to a game. - To play as a team. - To use skills and tactics from previous lessons. 	<p>Key Nuggets To Be Revisited</p> <ul style="list-style-type: none"> - To dribble with control - To pass a ball accurately
		<p>Planned Misconceptions</p> <ul style="list-style-type: none"> - Not knowing that they can dribble with a ball - Can only dribble with one hand at a time
	<p>Vocabulary: fitness, control, speed, agility, pass, dribble, shoot, balance, strength, coordination.</p>	
Computing (Elliott)	<p>Unit: Online Safety and Networks</p> <p>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.</p>	<p>Key Nuggets To Be Revisited</p> <p>How to use the internet safely and who to tell if we are worried about something.</p>
		<p>Planned Misconceptions</p> <ul style="list-style-type: none"> • The difference between the internet and the World Wide Web. • The difference between LANs and WANs.
<p>Vocabulary: Hub/switch, network, Wide Area Network, internet, World Wide Web, Local Area Network, router, wi-fi</p>		<p>Linked Texts: NA</p>
Music	<p>Unit: Charanga scheme 1 The Fresh Prince of Bel-Air</p> <p>Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)</p>	<p>Key Nuggets To Be Revisited</p> <ul style="list-style-type: none"> - Key musical vocabulary when describing music.



	<ul style="list-style-type: none"> - Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending - Evaluate what instruments you can hear. Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? <p>Performance:</p> <ul style="list-style-type: none"> - Musical Activities using glocks - Singing/rapping in unison. - Play instrumental parts with the song by ear and/or from notation using the easy or medium part. <p>Reflections on unit:</p> <ul style="list-style-type: none"> - What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? - What are the 'style indicators' of Hip Hop? - Are there other hip hop artists you know or like listening to? Any young female rappers? 	<p>Planned Misconceptions</p> <ul style="list-style-type: none"> - Not understanding the difference between pulse and rhythm
	<p>Vocabulary: pulse, rhythm, beat</p>	
Geography	<p>Unit: Fair Trade - What is fair trade?</p> <ul style="list-style-type: none"> - To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources - To understand who the UK trades with and why - To understand the importance of fair trade - To understand the global supply chain and how trade has changed over time. 	<p>Key Nuggets To Be Revisited</p> <ul style="list-style-type: none"> - The importance of fair trade
	<p>trade, export, import, fair, goods and services.</p>	
Design & Technology	<p>Unit: Kapow (Come Dine with Me)</p> <p>Enquire: Research ingredients (peppers, salmon and apples)</p> <p>Explore: Research/create recipes using the above ingredients</p> <p>Engage: Present groups' recipe ideas and vote on favourite recipes</p> <p>Express: Write method/recipe/equipment list</p> <p>Express: Make recipe and taste test food</p> <p>Evaluate: Write an evaluation</p>	<p>Key Nuggets To Be Revisited</p> <p>Cutting skills, health and safety in the kitchen , following a recipe and method.</p>
	<p>Planned Misconceptions</p> <ul style="list-style-type: none"> • Poor knowledge of food hygiene 	



Year Group: Year 6

Term: Autumn 2

Theme: Justice

Vocabulary: Ingredients, recipe, method, equipment, evaluation, peel, cut, chop, hygiene

Linked Texts: N/A