

CURRICULUM SUMMARY



Term:
Autumn 2

Year Group:
6

Class Teacher:
Mr P Daly

To love, serve and learn as Jesus shows us



Year Group: 6D

Term: Autumn 2



Subject: English

'Viking Boy'

Publisher: Walker Books

Author: Tony Bradman

<u>Final writing Outcome:</u>	Recount – the attack/raid on Lindisfarne
<u>Incidental pieces of writing:</u>	Newspaper report Eye witness account Play script Letter Wanted poster Character descriptions Diary entry Non-chronological report

Success Criteria

Continuous skills

<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"> Expanded noun phrases, adverbs and preposition phrases Relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) Modal verbs and adverbs Passive voice Brackets or commas to indicate parenthesis Commas to clarify meaning or avoid ambiguity Inverted commas Colons to introduce lists and semi-colons to separate items within lists Colons and semi-colons to mark the boundary between independent clauses Dashes to indicate parenthesis Hyphens to avoid ambiguity Consistent punctuation of bullet points <ul style="list-style-type: none"> capital letters, full stops, question marks, commas for lists and apostrophes for contraction use synonyms to avoid repetition
<u>Composition</u>	<ul style="list-style-type: none"> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"> spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
<u>Handwriting and presentation</u>	<ul style="list-style-type: none"> write legibly, with consistent and fluent joined handwriting.

Focus skills

- Use figurative language for effect such as metaphors, similes and personification.
- Use of expanded noun phrases to enhance descriptions.
- Describe settings, character and atmosphere.
- Recap prepositions.
- Recap direct speech and punctuation.
- Recap fronted adverbials.
- Recap parenthesis.



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Subject: Mathematics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p><u>Number: Place Value</u> Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p>		<p><u>Number- addition subtraction, multiplication + division</u> Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.</p> <p>Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</p>				<p><u>Fractions</u> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions > 1</p> <p>Generate and describe linear number sequences (with fractions)</p> <p>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>Divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$]</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$]</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>				<p><u>Geometry- Position and Direction</u> Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>		Consolidation



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Subject: History

In this unit, children are introduced to the idea that people from other societies have been coming to Britain for a long time. They will learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links can be made with other societies that contributed to the formation of the United Kingdom and how Saxons and Scots contributed to its development. This unit will also delve into the Vikings and the legacy they left upon Britain.

The Big Question...

How well did the Anglo-Saxons and Vikings get on with each other?

Learning Outcomes

- Can I explain exactly how much fear the Viking raids caused?
- Can I investigate the rivalry between Anglo-Saxons and Vikings?
- Can I understand the difference in the lives led by Anglo-Saxons and Vikings?
- Can I describe how important religion was to the Anglo-Saxons and Vikings?
- Can I use existing evidence to learn more about the Anglo-Saxons and Vikings?
- Can I recognise the contributions and legacy of the Anglo-Saxons and Vikings?
- **Why Warrington? What was life like in Warrington during this time?**

History Skills:

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
Order significant events, movements and dates on a timeline.
Describe the main changes in a period in history.
Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
Give reasons why there may be different accounts of history.
Evaluate evidence to choose the most reliable forms.

Learning skills:

Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.

Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
Investigate own lines of enquiry by posing questions to answer.
Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
Plan and present a self-directed project or research about the studied period.

Core Vocabulary:

Viking, raid, invade, Denmark, Norway, Sweden, Norse, King, kingdom, Alfred the Great, King Athelstan, Danegeld, King Ethelred II (The Unready), Saga, runes, Odin, Frigg, longhouse, criminal, justice, defendant, court, ordeal, wergild, Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings.

English links:

Non-chronological reports, captions, job advertisements, persuasive speech, diary entry, annotating maps, letters.

Maths links:

Interpreting dates on a timeline

Other curriculum links:

Geography: Warrington - local focus

PE: Invasion games

Art / DT: artwork - Saxon art create, design and develop Anglo-Saxon/Viking jewellery and weaponry

Drama (English) - Conscience Alley, hot-seating

PSHE: considering the needs of others, developing community spirit

British Values: democracy, citizenship
Spiritual, Moral, Social and Cultural development:



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Subject: Science

Properties & Changes of Materials



In this unit, we will be learning about the properties and changes of materials. We will ask questions about materials and how they change. We will test the properties of materials, before looking at how materials dissolve, what a solution is, and evaporation. We will compare reversible and irreversible changes.

Learning Outcomes

- Can I show that some materials will dissolve in liquid to form a solution?
- Can I demonstrate that some dissolving and mixing processes can be reversed?
- Can I explain that some changes form new materials, and that these changes are not usually reversible?
- Can I explain that some changes caused by heating or cooling form new materials, and that these changes are often not reversible?
- Can I explain that changes caused by burning form new materials, and that these changes are not reversible?
- Can I compare and group together everyday materials on the basis of their properties?
- Can I give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials?

<u>Working scientifically:</u>	<u>Learning skills:</u>	<u>Core Vocabulary:</u>
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 Identifying scientific evidence that has been used to support or refute ideas or arguments.	I can suggest possible and unlikely outcomes or consequences of decisions and actions I can recognise and explain a problem and hypothesise about solutions I can speculate about possibilities and think about their consequences I can find and organise information from a wide range of sources including books and ICT I can use what I know and what I have experienced, to predict and generalise from it and apply this to new situations I can recognise that evaluation requires criteria against which to make judgements and can decide which criteria is important and why I can talk about my strengths and areas for development I work for the pleasure of learning, creating or doing in its own right I work well in a group and can tell you what helps my group to work well together I can organise and shape a talk, making connections between ideas.	Hard, tough, strong, rigid, elastic, plastic, flexible, electrical conductor, thermal conductor, solution, solute, solvent, dissolve, evaporate, mixture, soluble, insoluble, filter, reversible/physical change, irreversible/chemical change, burning.
<u>English links:</u>		<u>Maths links:</u>
Haiku or other poem about the properties of one material – see book 'Centrally Heated Knickers' by Michael Rosen. Produce a glossary for the scientific words.		Take accurate measurements. Present results in tables and graphs. Interpret results. Calculate the mean of results.
<u>Other curriculum links:</u>		
Computing: Use dataloggers, if available, to take measurements of temperature, when finding the best thermal insulator. Use the internet to research uses of materials. Use Excel to present results. Use PowerPoint to present findings and to illustrate explanations.		