

CURRICULUM SUMMARY



Term:
Spring 1

Year Group:
6

Class Teacher:
Mr P Daly and
Mrs K Long

To love, serve and learn as Jesus shows us



Year Group: 6D

Term: Spring 1



Subject: English

Medium Term Planning for Writing

<u>Year Group:</u>	6	<u>Class Teacher:</u>	<u>Mr Daly/Mrs Long</u>
<u>Academic Year:</u>	2019/2020	<u>Term:</u>	<u>Spring 1</u>

'War Game' *Michael Foreman*

<u>Final writing Outcome:</u>	Flashback Narrative
<u>Incidental pieces of writing:</u>	<ul style="list-style-type: none">• Response to characters and plot.• Diary entry.• Interview-hot seating.• Non-Chron report on life in the trenches.• Information text.• Setting description and impact of changes to scenery.• Interview questions.• Thought bubbles/speech bubbles.• Picture captions.• Re write dialogue between Otto and Jim or two other soldiers.• Character description.• Persuasive writing – Propaganda• Script for advert based on Sainsbury's clip.• Letter home.

Success Criteria

Continuous skills

<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none">• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly• 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 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*• 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
<u>Handwriting and presentation</u>	<ul style="list-style-type: none">• write legibly

<u>Differentiated focus skills</u>	
<u>ARE</u>	<u>Greater Depth</u>
<ul style="list-style-type: none"> • Using passive verbs to affect how information is presented • Adverbials of time and place • Use verb tenses consistently and correctly throughout their writing. • Commas to clarify meaning/avoid ambiguity • Using apostrophes for possessive singular and plural. • Using colons. • Use ellipsis. 	<ul style="list-style-type: none"> • Adverbials of time and place; including fronted adverbials and accurate use of commas. • Use verb tenses consistently and correctly throughout their writing. • Commas to clarify meaning/avoid ambiguity • Using apostrophes for possessive singular and plural. • Using colons. • Use ellipsis.



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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	
<u>Number: Decimals</u> Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.		<u>Number: Percentages</u> Solve problems involving the calculation of percentages [for example, of measures and 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.		<u>Number: Algebra</u> Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.		<u>Measurement</u> <u>Converting Units</u> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres.		<u>Measurement: Perimeter, Area and Volume</u> Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm ³ , m ³ and extending to other units (mm ³ , km ³)		<u>Number: Ratio</u> 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.		Consolidation



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Subject: History

Pupils will learn about the remarkable achievements of the ancient Maya. Through these activities pupils will learn about the Maya perspective of time, the calendar system, writing, maths and the environment. In doing so they should see the stark contrast between their own history and that of the Maya. Aside from learning about Maya culture, the unit will encourage pupils to move away from the tendency in applying one's own cultural values in judging the behaviour and beliefs of people raised in other cultures. Instead, pupils will be aware of the different (though not inferior) ways of doing things and the complexity of human life.

The Big Question...

What made the Maya so magnificent?

Learning Outcomes

- Can I explore the Ancient Mayan civilization?
- Can I understand how the Maya thrived in their particular environment?
- Can I explain what life in the Mayan civilization was like?
- Can I interpret what Mayan life was like 1,000 years ago?
- Can I describe, to an extent, how civilized the Maya were?
- Can I investigate why the Mayan Empire ended so quickly?
- **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:

Mesoamerica, pok-ta-pok, vigesimal number system, lithography, Copan, Chichen Itza, Palenque, hieroglyphs, syllabogram, logogram, camera lucida, codex, cacao, maize, sacrifice

Key Individuals:

- **The Priest** - Held the regular rituals surrounding the temple possibly including sacrifice.
- **The Pharmacist** - provided natural medicines which kept the people very healthy.
- **The Farmer** - irrigated fields and provided food for the city

English links:

Non-chronological reports, captions, tour guide, persuasive speech, diary entry, annotating maps, letters, translation.

Maths links:

Interpreting dates on a timeline
Number and Place Value - base number of 20, concept of zero.

Other curriculum links:

Geography - compare locations of major world cities in the 1-8th centuries.

PE - Devise/play a version of the ball game: Pok-Ta-Pok

Art/DT - Pyramid structures
- Make chocolate

Drama (English) - Conscience Alley, hot-seating, drama

Science - Astronomy

PSHE - considering the needs of others, developing community spirit; Mayan medicine - natural cures.

British Values: democracy, citizenship
Spiritual, Moral, Social and Cultural development; organisation of society, structure of cities.



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Subject: Science
Scientific Enquiry



In this unit we will be developing our enquiry skills in the five areas: Observation over time, pattern seeking, identifying, classifying and grouping, comparative and fair testing and research using secondary sources.

<u>Learning Outcomes</u>		
<ul style="list-style-type: none">• Can I learn about the science behind some Viking food production methods and find out about the modern day production of dairy foods?• Can I identify, describe and classify micro-organisms?• Can I devise and conduct tests to compare the effectiveness of glue, reporting findings?• Can I plan and conduct scientific enquiries, presenting findings?• Can I use observations and test results to make predictions and to set up further tests on a model boat?		
<u>Working scientifically:</u>	<u>Learning skills:</u>	<u>Core Vocabulary:</u>
<ul style="list-style-type: none">• Observation over time.• Pattern seeking.• Identifying, classifying and grouping.• Comparative and fair testing.• Research using secondary sources.	<ul style="list-style-type: none">• I can suggest possible and unlikely outcomes or consequences of decisions and actions• I can recognise and explain a problem and hypothesis 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 so in its own right• I can work well in a group and can tell you what helps my group work well together• I can organise and shape a talk, making connections between ideas	<ul style="list-style-type: none">• Variable• Measurements• Repeat Readings• Diagrams• Predictions• Fair Test
<u>English links:</u>		<u>Maths links:</u>
<ul style="list-style-type: none">• Produce a glossary for topic specific scientific words		<ul style="list-style-type: none">• Measurements
<u>Other curriculum links:</u>		
<u>History</u> - accessing and relating to previous learning about the Vikings and comparing modern life to life of a Viking; understanding how the Vikings have influenced life today.		
<u>DT</u> - Designing and building structures suitable for purpose. Food technology.		