

### Year 6 Medium Term Planning - Autumn 2018

Subject	3 <sup>rd</sup> Sept	10 <sup>th</sup> Sept	17 <sup>th</sup> Sept	24 <sup>th</sup> Sept	1 <sup>st</sup> Oct	8 <sup>th</sup> Oct	15 <sup>th</sup> Oct
<b>Assessments</b>		2015 Sample SATS					
<b>English</b>	<p><b>Text Focus:</b> The Jamie Drake Equation</p> <p><b>Writing Unit:</b> Letter Writing (Space Link - letter to NASA)</p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>- listen and respond appropriately to adults and their peers</li> <li>- ask relevant questions to extend their understanding and knowledge</li> <li>- use relevant strategies to build their vocabulary</li> <li>- speak audibly and fluently with an increasing command of English</li> <li>- participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p>Spelling - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <ul style="list-style-type: none"> <li>- use a thesaurus.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>- write legibly, fluently and with increasing speed</li> </ul> <p><b>Writing – composition:</b></p> <p>plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by:</li> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- précising longer passages</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) evaluate and edit by:</li> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between</li> </ul>					<p><b>Discrete Grammar Work:</b></p> <p><b>Word:</b></p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> <p><b>Sentence:</b></p> <p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u> or <u>Were they</u> to come</i> in some very formal writing and speech]</p> <p><b>Text:</b></p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	

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	<p>the language of speech and writing and choosing the appropriate register - proof read for spelling and punctuation errors</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- using passive verbs to affect the presentation of information in a sentence</li> <li>- using the perfect form of verbs to mark relationships of time and cause</li> <li>- using expanded noun phrases to convey complicated information concisely</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list punctuating bullet points consistently</li> </ul>	<p><b>Punctuation:</b></p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> <p><b>New Terminology:</b></p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>				
<b>Grammar</b>	Teaching in small groups, focusing on revision of grammatical terms and new Year 6 terminology based on the September Assessments					
<b>Comprehension/G.R</b>	<p><b>Text Focus:</b> Holes by Louis Sachar</p> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>Reading for Comprehension:</b></p> <ul style="list-style-type: none"> <li>- maintain positive attitudes to reading and understanding of what they read by:</li> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul>					
<b>Maths</b>		<b>Place Value</b>	<b>Addition</b>	<b>Subtraction</b>	<b>Multiplication</b>	<b>Division</b>

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(White Rose Hub)		<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>- round any whole number to a required degree of accuracy</li> <li>- use negative numbers in context, and calculate intervals across zero</li> </ul> <p>solve number and practical problems that involve all of the above.</p> <p><b>Pupils should use the whole number system, including saying, reading and writing numbers accurately.</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and</li> <li>- interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> <li>- 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</li> <li>- perform mental calculations, including with mixed operations and large numbers</li> <li>- identify common factors, common multiples and prime numbers</li> <li>- use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>- solve problems involving addition, subtraction, multiplication and division</li> <li>- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> <li>- multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>- use written division methods in cases where the answer has up to two decimal places</li> <li>- solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul>
<b>Arithmetic</b>	<p>Arithmetic is taught twice weekly in small groups</p> <p>Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.</p>		
<b>IPC Including: Science History Geography Art</b>	<p>Introducing Host Country - Brazil</p>	<p>IPC is our topic based approach to the foundation subjects. This term our unit is 'Space Explorers' . The children will learn about space and astronomy. They will explore our solar system and some of the mysteries of the universe. They will investigate the size of the sun and the moon; nebulae and how they can capture their shape, colour and patterns; the technology that is being used to explore Mars; how the International Space Station (ISS) is furthering our understanding of living in space and discover what people used to think about the Earth, Sun and Moon in the past.</p>	

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<b>Computing</b>	Online Safety Focus using the Google Curriculum	<b>We Are Website Planners!</b> Plan the creation of a multiplatform website. To pitch a proposal of an informative website to teachers.
<b>Religious Education</b>	<b>The Devon County Agreed Syllabus</b> In R.E the children will discover that fundamental to Christian belief is the existence of a holy and loving God – Father, Son, and the Holy Spirit. They will explore the Creation: investigating how the universe and human life are God’s creation, and how separation from God has caused many problems for humanity. Finally, they will investigate comparisons with scientific accounts	
<b>Music</b>	Looking at Pop and HipHop Music Children are going to develop an understanding of the history of music including great musicians and composers. They will learn about and through musical vocabulary - pitch/tone, tempo, rhythm They will listen to music from The Planets by Holst	
<b>D&amp;T</b>	Opportunities for cooking savoury and healthy dishes with the kitchen staff Building and designing through IPC Space Topic	
<b>PE</b>	Children will develop their ability of communicating, collaborating and competing with each other. - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  Samba Dancing with a Brazil link (Indoor) Invasion Games (Outdoor)	
<b>French</b>	Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - We will be focusing on learning the French language and exploring French culture.  We will begin by recapping prior knowledge and then move on to learning more	