

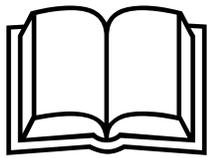


# Deanery C.E. Primary School

Programme of Work in Year 6  
AUTUMN TERM 2016

English and Maths are taught following the Renewed Primary Framework. The aim of the Primary Framework for English and mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

## English



### READING

The reading curriculum in Year 6 remains soundly based on a wide range of high-quality fiction, poetry and non-fiction texts, including ICT and other visual and multimodal texts, and continues to provide opportunities for children to extend and apply their repertoire of reading skills. Children compare and contrast texts in order to find patterns and to make links. They consolidate their research and study skills so they can locate, retrieve and record information efficiently. They practice evaluating the usefulness of a range of materials for specific purposes, critically appraising them for bias and accuracy.

### WRITING

Year 6 is marked by confidence, control and fluency in writing fiction and non-fiction. Talking first-hand experience and personal reading, continue to provide the foundation for writing. Children also draw on a range of secondary sources. Writing is still firmly located in a relevant, motivating context including those in other curriculum subjects and themes. The purpose and audience for all forms of writing is emphasised and children are encouraged to be experimental and adventurous. Extended writing allows time for developing complexity in narrative structure, characters and settings, using a range of linguistic techniques experienced through hearing and reading good models, storytelling and drama.

**Narrative:** Stories with flashbacks & Extending Narrative American culture- There's a Boy in the Girls' bathroom.

**Non Fiction:** Persuasion; Biography and Autobiography; Journalistic writing; arguments, non-chronological reports

**Poetry:** The Power of Imagery & Finding a Voice Jabberwocky.

### SPELLING

Year 6 spelling is marked by increasing accuracy of phonically regular words and the ability to apply a range of strategies to unfamiliar words.

### HANDWRITING

Children will continue to use a neat, joined and legible handwriting style both in dedicated practice sessions and consistently across the curriculum.

## Mathematical Development



In Year 6 children solve multi-step problems, including those that involve fractions, decimals and percentages. Through discussion and application, they develop and refine their strategies to solve increasingly complex problems, recognising that to simplify a problem is a helpful starting point. Teachers ensure that children have frequent opportunities to use and apply mathematics across the curriculum. This develops children's understanding and enjoyment of mathematics and their ability to use mathematics as a problem-solving tool. In Year 6, children continue to consolidate their knowledge of number facts involving all four operations and use known facts to derive related facts.

## Science



'Living things and their habitats' – classification of plants and animals according to common observable characteristics.

'Evolution and inheritance' – recognising that living things have changed over time and that fossils provide information about living things from millions of years ago.

<p>R.E.  </p>	<p>Worship - what is 'worship?' How does it compare across different faiths?          Religious art – Children will be creating scenes from Bible stories using textiles as legacy art to display in school. This will then be used as a comparison to classical works of religious art e.g. Michael Angelo's Cistine Chapel</p>
<p>P.E./Games  </p>	<p>Gymnastics – Creating holes and barriers          Dance unit. – Linked to WW1 History topic          Outdoor and Adventurous Activities – Low rope course, orienteering, canoeing and archery on Quinta residential.          Invasive games – netball, football, hockey, rugby.</p>
<p>Computing  </p>	<p>Children will design and develop their own maths game using scratch. They will first explore the construction of a 'model game' and decompose it to understand how it has been programmed. The game they create will use variables, selection and repetition.</p> <p>Children will be introduced to the coding language 'HTML'. They will change elements of code that is already in use with other websites and then they will move on to creating their own web page within an HTML editor 'Thimble'.</p>
<p>P.S.H.E.   </p>	<p><b>Residential stay</b> – Quinta Hall residential in September provides great opportunities for teamwork.  <b>Charity Fundraiser</b> – Children will develop project planning and collaboration skills. They will, use ICT skills to develop a product or service and to develop marketing materials. The children will use spreadsheets to keep a track of their project and analyse resources and costs.</p>
<p>CREATIVE CURRICULUM  </p>	<p><b>Artists Impressions of the world</b>          In <b>Art</b>, we'll be developing our art skills, looking at</p> <ul style="list-style-type: none"> <li>• Impressionism - the way that light and colour could be captured with loose brush strokes to create an impression.</li> <li>• The use of paint, light, colour and subject matter to express emotions, observations and experiences</li> <li>• The use of photography, painting and printing techniques; to reproduce their own and others works of art.</li> <li>• Expressionist Art- trying to express certain feelings about something through the use of dark colours, frantic brushstrokes and exaggerated lines to create emotion in the artwork.</li> <li>• Post-impressionism and the use of lots of colours and shadows.</li> <li>• A study of Lowry and the use of colour/ sense of perspective in Lowry scenes</li> <li>• How art can mean different things to different people</li> <li>• How 'pop artists' used everyday objects in their work</li> </ul> <p>We'll also be developing art skills such as the use of different mediums: watercolours, acrylics, creating mini and large pieces of art and creating perspective drawings based on Lowry.</p> <p><b>History – First World War</b>          During this topic we will study aspects of the First World War including:</p> <ul style="list-style-type: none"> <li>• Causes of WW1</li> <li>• Alliances between countries</li> </ul>

	<ul style="list-style-type: none"> <li>• Experiences of trench warfare</li> <li>• The development of machinery and weapons</li> <li>• The role of women in WW1</li> <li>• Life on the Home Front</li> <li>• WW1 poetry</li> </ul> <p>We will develop our historical knowledge, skills and understanding including:</p> <ul style="list-style-type: none"> <li>• Sequencing events on a timeline</li> <li>• Find out about the beliefs, behaviour and characteristics of people.</li> <li>• Comparing beliefs and behaviour.</li> <li>• Making historical enquiries</li> <li>• Explaining past events in terms of cause and effect</li> <li>• Confident use of the library and internet for research.</li> <li>• Use primary and secondary sources to find out about the First World War</li> </ul>
HOMEWORK	<p>Children are expected to produce a piece of writing based on their two English targets once every three weeks. This will be completed in their homework target book. Children will complete a piece of grammar homework once every three weeks and also a reading comprehension once every three weeks. There will also be a weekly spelling test. Children will complete one project during the year and will replace the weekly writing homework. There is also a maths based activity each week, completed electronically via My Maths. There may be additional maths sheets to consolidate learning.</p> <p>Children will be informed weekly of homework and it will be noted in the homework diary.</p> <p><b>Please sign your child's homework diary at the end of each week.</b></p>