



## Deanery C.E. Primary School

Programme of Work in Year 6  
SPRING TERM 2017

English



### READING

The reading curriculum in Year 6 remains soundly based on a wide range of high-quality fiction, poetry and non-fiction, including ICT and other visual and multimodal texts, and continues to provide opportunities for children to extend and apply their repertoire of reading skills. In Year 6, children begin to increase their knowledge of morphemes and the origins of words so that they are able to access the meanings of words they have not yet encountered in print and words that are not even in their spoken vocabulary.

### WRITING

Narrative structure continues to develop in an adventurous way, for example including stories within stories, flashbacks, beginning in the middle or at the end of events. Year 6 writers are confident in organising their work through paragraphs, including correct layout and punctuation of dialogue and reported speech.

**Narrative:** Journey to Jo'burg to link with our Migration topic

**Non Fiction:** Autobiography and biography, argument texts, newspaper reports

**Poetry:** Linked to migration and Nelson Mandela

### BIG WRITING

This weekly session will develop the 4 generic targets in writing: Vocabulary, Connectives, Openings and Punctuation

### SPELLING

In Year 6, we will continue to work on the scheme to revise common spelling rules and patterns. We will then work through the Y6 spelling rules set out in the new National Curriculum. Children will be taught to use dictionaries, spellcheckers and ICT confidently to proofread their work.

### HANDWRITING

Children will be taught to develop a personal, legible handwriting style both in dedicated practice sessions and which they can adapt to suit different purposes.

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.

Children describe, interpret and use patterns and relationships which they observe. Most use words then letters as symbols to construct and use simple expressions or formulae.

In Year 6, children continue to consolidate their knowledge of number facts involving all four operations and use known facts to derive related facts. Most children have a secure, reliable method of written calculation for each operation and recognise when one method may be more efficient than another, for both whole numbers and decimals.

They draw shapes on grids of different types, determine and describe the positions of the shapes after a transformation, including a reflection, a translation or a rotation through a quarter or half turn about its centre or a vertex.

<p>Science</p> 	<p>During this term the children will further their understanding of:</p> <ul style="list-style-type: none"> <li>• Inheritance and Evolution – Explore how living things have changed over time and recognise that offspring produced can vary due to genetics.</li> <li>• Staying alive – Identify and name the parts of the human circulatory system and identify the effect of drugs on the human body</li> </ul> <p>They will experience many practical activities to help increase their understanding and record their findings in a variety of ways.</p>
<p>R.E.</p> 	<p>We will explore “Sacrifice” through the Life of Abraham and Sarah. Sacred texts – Compare the importance of different sacred texts for different religions.</p>
<p>P.E.</p> 	<p><b>Monday or Tuesday &amp; Friday</b> <b>Gym</b> – Counter balance and counter tension <b>Games</b> – Net and Wall Games</p>
<p>Computing</p> 	<p><b>Computer Networks</b> – Children will learn how HTML is used to create webpages on the internet and they will ‘remix’ a webpage by editing it’s HTML code.</p> <p><b>We are advertisers</b> – Children will use iMovie to create a short television advert.</p>
<p>P.S. H. E.</p> 	<ul style="list-style-type: none"> <li>• <b>Citizenship</b> through RE, also some children taking part in Rotary Junior Citizenship Award.</li> <li>• Circle Time and activities.</li> <li>• <b>Dot com</b> - The value of religion, love, honour, courage and friendship.</li> </ul> <p>The rights of a child. Different points of view </p>
<p>CREATIVE CURRICULUM</p> 	<p><b>‘Migration’</b>  In <b>Geography</b>, we’ll be finding out about:</p> <ul style="list-style-type: none"> <li>• The similarities and differences between places we know</li> <li>• How and why our families have moved around the world</li> <li>• How and why people move and goods are transported around the world</li> <li>• Environmental disasters which influence human migration</li> <li>• Disaster relief organisations</li> </ul> <p>In <b>History</b>, we’ll be finding out about:</p> <ul style="list-style-type: none"> <li>• Migrations of people in pre-historical times</li> <li>• The spread of ideas, technology, language, food, goods and culture through migration</li> <li>• The historical importance of past Empires on present day societies</li> <li>• The effects of migration from Europe to the rest of the world</li> <li>• The enforced migration of black African people through slavery</li> <li>• Influences of past movements of people on our present day societies</li> </ul> <p>In <b>Society</b>, we’ll be finding out about:</p> <ul style="list-style-type: none"> <li>• Human needs and rights</li> <li>• Laws and rules and their enforcement by governments</li> <li>• Refugees — who they are, what their rights are and our responsibilities with regards to this</li> <li>• Organisations who support refugees and migrants, their role and focus of activity</li> <li>• The similarities and differences between places and groups of people</li> <li>• Our basic needs as people</li> <li>• People’s lives in different places and cultures</li> </ul>

	<ul style="list-style-type: none"> <li>• Reasons for economic migration, its effects and laws to control it</li> <li>•</li> </ul> <p><b>History – The Greeks</b>  During this topic we will study aspects of the ancient Greek civilisation including:</p> <ul style="list-style-type: none"> <li>• Greek Gods</li> <li>• Greek art</li> <li>• Greek plays</li> <li>• The Greek language and etymology</li> <li>• The history of the Olympics</li> <li>• The Greek development of democratic systems</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>• 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 Greek civilisation.</li> </ul>
<p>Homework</p> 	<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.</p> <p>My Maths – set weekly  SATs revision – maths, grammar and reading (from Feb half term)  Spelling rules to be taught on a Wednesday, practised and tested on the following Tuesday.</p> <p>Children will be informed weekly of homework and it will be noted in the homework diary.  <b>Please sign your child’s homework diary at the end of each week.</b></p>