

| | | | | | |
|--|---|---|--|--|--|
| <p align="center">SCIENCE</p> <p>Living things and their habitats</p> <p>Unit 1: Classifying critters</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics <p>SMSC:</p> <p>*Work in mixed ability groups, showing respect for each other's thoughts</p> <p>*Respect and appreciate the work carried out by scientists on our behalf</p> | <p>P.E</p> <ul style="list-style-type: none"> * Agility - Reaction/Response - Quick starts, good acceleration, controlled balance on catch. * Ball handling - 1. Develop the ability to work with a ball in both directions, 2. Make smooth movements with the ball, 3. Develop fluidity when changing hands. * Competition - 1. Develop skills for game play. 2. Discuss and review performance, 3. Judge 'Personal Best' and peer progress. <p>SMSC:</p> <p>* Reflect on the talent and creativity of others</p> | <p align="center">R.E</p> <p>UNIT QUESTION What do Sikhs believe and how are these beliefs expressed?</p> <p>In this unit pupils will develop their understanding of the beliefs and practices within Sikhism. They will explore how beliefs can impact upon individual and communal life.</p> <p>SMSC:</p> <ul style="list-style-type: none"> * Consider, with respect, the religious beliefs of Sikhs * Helping others in the community (Harvest Festival) * Multi-cultural week – understanding and appreciating the diversity in our local community (visit to a Sikh Temple) | <p align="center">ART AND DESIGN:</p> <p>Drawing</p> <p>Lines</p> <p>Making different lines in pencil, looking how lines create effects</p> <p>Drawing lines with different character</p> <p>Perspective and Composition</p> <p>Figures and faces</p> <p>Painting Silk painting</p> <p>Sculpting Ancient Greece vase sculpture. Clay, coiling and slips. Apply acrylic paint for decorations.</p> <p>Cross-curricular Greek architecture, drawings on pottery/pot outlines, comedy and tragedy masks modelling</p> <p>SMSC:</p> <ul style="list-style-type: none"> * Appreciate and respect the world around us * Recognise the impact that the Ancient Greeks have had on buildings, architecture, theatre and the art world | <p align="center">KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD - HISTORY</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Who were the Ancient Greeks?</p> <p>What was life like in Ancient Greece?</p> <p>What did the Ancient Greeks achieve? <i>Olympics, marathon</i></p> <p>How has Britain and the wider world been influenced by the Ancient Greeks?</p> <p>SMSC:</p> <ul style="list-style-type: none"> * Recognise the impact that the Ancient Greeks have had on buildings, architecture, theatre, sporting events and the art world * Respect other country's cultures and ethos * Value of historical inventors and inventions and their impact on society * Systems of rule in Athens/Sparta | |
| <p align="center">ENGLISH:</p> <p>UNIT 4:</p> <p>A story with flashbacks</p> <p>Key Fiction text: Gone Away! by Lou Kuenzler</p> <p>Writing outcome: To write a new short story with flashbacks based on 'Gone away!'</p> <p>SMSC: *Think about the impact of loss</p> <p>Biography and Autobiography</p> <p>Key Non-fiction text:</p> <p>Alexander Selkirk Biography</p> <p>Writing outcome: To write a biography about the life of Alexander Selkirk and present it to the class.</p> <p>SMSC: *Empathise with the lives that others lead – link to homelessness</p> <p>Grammar focus:</p> <p>Formal and Informal Vocabulary</p> <p>Spelling focus: Suffixes RWI Units 1, 2, 3 and 4, Special Focus 1 (words containing letter string – ough) and Special Focus 2 (Orange Words)</p> <p>Handwriting:</p> <p>Using 'PENPALS' pupils will be taught to:</p> <ul style="list-style-type: none"> * write legibly, fluently and with increasing speed by: * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. <p>Cross Curricular Work</p> <p>Greek myths</p> <p>Fables</p> <p>Greek literature such as 'The Iliad' by Homer</p> <p>SMSC: *Understand the morals presented in fables and link these to own experiences</p> | | <p align="center">YEAR 6</p> <p align="center">Autumn 1st Half</p> <p align="center">The Achievement and Influence of the Ancient Greeks</p> <p align="center">PSHCE (SMSC)</p> <ul style="list-style-type: none"> * To identify goals for this year, understand fears and worries and how to express them * To know there are universal rights for all children and to identify my wants/ needs and how these compare to others' * To understand that my actions affect myself and others * To contribute to the group and understand how we all function best as a whole * School council – voting for class representative (democracy) | <p align="center">MATHEMATICS:</p> <p>UNIT 1</p> <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • solve number and practical problems that involve all of the above perform mental calculations, including with large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy <p>UNIT 2</p> <ul style="list-style-type: none"> *practise multiplication for larger numbers, using the formal written methods of short and long multiplication • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations <p>Unit 3</p> <ul style="list-style-type: none"> * practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving the answers up to three decimal places • multiply decimals by whole numbers, starting with the simplest cases, such as 0.4 × 2 = 0.8, and in practical contexts, such as measures and money • solve problems which require answers to be rounded to specified degrees of accuracy • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate <p>UNIT 4</p> <ul style="list-style-type: none"> * practise division for larger numbers, using the formal written method of short division • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate • perform mental calculations, including with large numbers • identify common factors, common multiples and prime numbers • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations <p>In all of the above, opportunities will be sought to reinforce using and applying. The children will also experience questions presented in SAT style when working through each topic.</p> <p>SMSC: *Working with others * Investigate maths problems using cultural contexts * discover patterns in Greek art</p> | | |
| <p align="center">COMPUTING</p> <p>We are app planners – planning the creation of a mobile app (Blippit)</p> <p>*Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>*Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>*Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>*Work with variables and various forms of input and output.</p> <p>SMSC: Developing an understanding of E-Safety *Recognise the positives and negatives of mobile phones *wondering at the speed and complexity of developments in ICT * appraise each other's work and offer constructive feedback</p> | <p align="center">DESIGN AND TECHNOLOGY:</p> <p>Designing Use research and develop design criteria to inform the design of innovate, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate ideas through discussion, annotated sketches, computer-aided design.</p> <p>Making: Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials and ingredients, according to their functional properties and aesthetic qualities.</p> <ol style="list-style-type: none"> Make a model of the Parthenon (see Plan Bee) Archimedes' Water Screw (key individual's mini study). <p>Technical Skills:</p> <ol style="list-style-type: none"> Understanding how to strengthen, stiffen and reinforce complex structures. Understanding and using mechanical systems in their products. <p>SMSC: *Recognise the achievements of themselves and others *offer advice * recognise and value the contributions of others *Recognise and celebrate the positive and long-lasting impact of inventions made in the past *persevering and taking care</p> | | <p align="center">FRENCH:</p> <p align="center">Clothing and fashion</p> <p>Children will focus on learning the names of clothes and learning about fashion in France. Children will consider the differences between France and England linked to fashion. Children go back over adjectives of colour, size and quality and adjective agreements. They should also express opinions about clothes items.</p> <p>SMSC: *Appreciation of another culture</p> | <p align="center">Music: World unite – exploring step dance performance</p> <ul style="list-style-type: none"> • To explore beat and syncopation through song and body percussion. • To develop co-ordination and rhythm skills. • To perform a rhythmic sequence to a piece of music. • To develop the idea of pitch shape and relate it to movement. • To understand pitch through movement and notation. • To create rhythm patterns. • To arrange different musical sections to build a larger scale performance. • To explore rhythm through dance. • To combine different rhythms. • To explore ways of combining and structuring rhythms through dance. <p>SMSC: *Appreciation of the performance of others * Working together * Valuing the opinions of others</p> | |
| <p>FOCUS WEEKS: Multi-cultural week 16-20th October 2017.</p> | | | | | |