

TITLE: I'm a year 6-get me out of here!

BOOK: Holes and When you reach me (Rebecca Sted)

VISIT: Hatfield Outdoor Activity centre: climbing and raft building

ROLE PLAY: Part of a ship with writing area in it

MUSIC: Tightrope off The Greatest Showman

ENGLISH	ART & DESIGN	LANGUAGES
<p>School council speech</p> <p>Christmas Play</p> <p>Work based on the trip:</p> <p>Using a range of techniques to persuade – merits of watersports</p> <p>Report writing – watersports as a hobby Instructional text – personal safety Explanatory text –linked with science and forces, “How do rafts float?”</p> <p>History of Hatfield Water Park</p> <p>Analyse how messages, moods, feelings and attitudes are conveyed in poetry looking especially at the poet Ted Hughes.</p> <p>Work based on the novel</p> <p>Letters from camp green lake-Stanley writes to his mum and lies about the camp because he doesn't want her to worry</p> <p>Telescoping from the Hole</p> <p>Character descriptions: Stanley, Yellow-spotted lizard, Warden</p> <p>Lizard appearance-link to art work</p> <p>Newspaper report</p> <p>Write a script for I'm a celebrity: ideas online</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Batik</p> <p>Water painting</p> <p>Marble Painting</p> <p>PVA strips</p> <p>Acrylic paint, dish soap, add water: straw to make bubbles and hold paper over the top-desert effect</p> <p>Shading</p> <p>Learn about great artists, architects and designers in history: water based artists.</p> <div data-bbox="801 962 1352 1366" data-label="Image"> </div>	<p>Madame Nugent</p> <p>Recap greetings</p> <p>French cuisine: create a French restaurant in the classroom.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>

Spine rattling spelling challenge

The little raindrop

Poetry: sounds of water-water dance poem

Grammar focus

-Main clause, relative clause, subordinate clause

-Coordinating and subordinating conjunctions

-Use further prefixes and suffixes and understand the guidance for adding them

-Speech

-Spell some words with 'silent' letters [for example, knight, psalm, solemn]

-Using a wide range of devices to build cohesion within and across paragraphs

-Using further organisational and presentational devices to structure text and to guide the reader

-Continue to distinguish between homophones and other words which are often confused

-Punctuating speech

-Tense: past, future, present perfect, simple, progressive

-Expanded noun phrase

-Modal verbs

-Relative clauses beginning with who, which, where, when, whose, that

-Hyphens

-Parenthesis () , -

-Colon for list

-Bullet points

-Active and passive voice

Reading comprehensions throughout the year based on our class novel in the style of SATS questions.

-continuing to read and discuss an increasingly wide range of fiction, poetry (link to teamwork and water) , plays, non-fiction and reference books or textbooks. Majority at the start will be based on our class novel.



-Identify and discuss a wide range of writing and explore their themes and conventions
Independent reading every day in the classroom (promote reading for pleasure) The children will be recommending books that they have read to their peers, giving reasons for their choices

SCIENCE

Working scientifically

- Panning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings

Electricity

associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
 -compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
 -use recognised symbols when representing a simple circuit in a diagram.

Light

-recognise that light appears to travel in straight lines
 -use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

DESIGN & TECHNOLOGY

Food Tasting Trials- understand and apply the principles of a healthy and varied diet



Design and Make a raft that is successful on water (link to materials in Science)

Design a board game

-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
 -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
 -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

COMPUTING

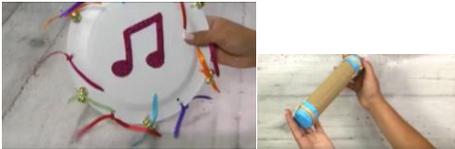
Programming: Create a board game of I'm a celebrity

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

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals such as presenting data

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

<p>-explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Evaluate -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world</p>	
<p>HISTORY Britain's settlement by Anglo-Saxons: Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>Chronology Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.</p> <p>Communicate Historically Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.</p>	<p>MUSIC Mrs Jenkins</p> <p>Develop an understanding of the History of music: Tightrope: Explore three beat. Look at culture of the music and learn the Waltz.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music: Make our own music instruments: creating tension for their writing. Create the sounds of water.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> 	<p>RE UNDERSTANDING CHRISTIANITY</p> <p>Identity and values Explore issues of justice and freedom-link to our class novel Religious stories with the way believers are expected to behave. Describe what freedom means to people of faith. Show understanding of the beliefs and feelings of faith members who have experiences injustice. Consider how they are expected to behave and where these rules come from. Explain what freedom means to them. Share experiences of injustice and explain their hopes and dreams for a just world- LINK TO SCHOOL COUNCIL SPEECH What does justices mean to them? What does freedom mean?</p> <p>Christmas and reincarnation -Explore religious stories with the way believers are expected to behave -Describe what freedom means to people of faith -Show understanding of the beliefs and feelings of faith members who have experienced injustice</p>

		<p>Christmas play-Mary and Joseph</p> <p><u>British Values – British values are:</u></p> <ul style="list-style-type: none"> • democracy; • the rule of law; • individual liberty; • mutual respect for and tolerance of those with different faiths and beliefs and for those without faith <p>LINK TO FRIENDSHIP ISSUES</p> <p>-Describe the ways in which people of faith have demonstrated forgiveness and reconciliation.</p> <p>-Identify the impact of a religious teaching such as forgiveness on a believer’s actions and reconciliation on community harmony.</p> <p>-Recognise situations where they need to forgive or be forgiven and ways they might enable this to happen.</p> <p>-Give examples of conflicts that have been resolved with the family, school or community.</p> <p>-Appreciate the power of forgiveness and reconciliation in the world.</p>
<p>GEOGRAPHY</p> <p>Locational Knowledge – Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>Name and locate counties and cities of the U.K focusing on the geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns</p>	<p>PE</p> <p>Team building activities (once a week throughout the term)</p> <p>Gymnastics</p> <p>Develop and refine a range of fluent and controlled movements involving a variety of apparatus.</p> <p>Create longer sequences of movement, including</p>	<p>MATHS</p> <p>Number and place value</p> <p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p>

and understand how some of these aspects have changed over time. Visit Hatfield Water Park which was excavated in 1971 when sand and gravel was needed to build the M62 and M18. Look at the areas these motorways serve and why they were built. Hatfield Water Park used an existing resource to enable trade links - link to Doncaster Airport using an existing infrastructure. Look at destinations of flights from this airport and locate different countries of the World and use data in maths work.

Local area: What would a Birds eye view of the school look like?

Can you map out the local area around the school?

Mapping and orienteering of the school environment

Communicate geographically

Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom

more difficult combinations including 5-second balances and inverted balances.

Dance

Develop creative responses to a variety of stimuli and perform for an audience.

Create and develop own dance composition giving reasons for choices and using peer feedback for reinforcement.

Water Safety

Team building activities

Use negative numbers in context, and calculate intervals across zero. (Need more work)

Solve number and practical problems that involve all of the above.

Number- addition subtraction, multiplication + division

Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.

Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.

Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.

Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.

Perform mental calculations, including with mixed operations and large numbers.

Identify common factors, common multiples and prime numbers.

Use their knowledge of the order of operations to carry out calculations

and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

involving the four operations (BODMAS).

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.

Fractions

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

Compare and order fractions, including fractions > 1

Generate and describe linear number sequences (with fractions)

Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.

Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$]

Divide proper fractions by whole numbers [for example $\frac{1}{3}$ divided by 2 = $\frac{1}{6}$]

Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$]

Recall and use equivalences between

simple fractions, decimals and percentages, including in different contexts.

Geometry-Positions and Direction Describe positions on the full coordinate grid (all four quadrants).

Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.