

New Curriculum 2017/18



Class – 6

Core Subjects

Please Note-All plans are subject to change

English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
GPS	<p>☑☑Improve range of connectives to give writing fluency and cohesion: e.g. using adverbials such as 'on the other hand; in contrast; as a consequence of this;</p> <p>☑☑ensure correct identification of the main clause and subordinate clause in a sentence; explore different order in own writing; discuss effect of changes;</p> <p>☑☑quickly identify statements, questions and</p>	<p>☑☑develop confidence to recognise and use adverbials which link ideas across sentences and paragraphs;</p> <p>☑☑confidently identify the past, present and future tense within texts;</p> <p>☑☑be able to select powerful and effective verbs when writing;</p> <p>☑☑revise the term modal verbs to indicate degree of possibility:</p>	<p>☑☑recognise a parenthesis within a sentence (embedded clause) and know how to punctuate this accurately, with commas, dashes or brackets;</p> <p>☑☑show how the hyphen can be used to avoid ambiguity: e.g. man eating shark versus man-eating shark; little-used car versus little-used car;</p> <p>☑☑revise identification of direct speech and reported/indirect speech; use accurately in independent writing;</p> <ul style="list-style-type: none"> • use the semi-colon to mark a bigger 	<p>☑☑show also that a semi-colon can divide long items in a list; revise use of the colon before a list. Introduce the colon as indicating a reveal: e.g. I knew her secret: she was a ghost!</p> <p>☑☑show that an ellipsis is the omission of a word or phrase which is expected and predictable, e.g. Jack waved to Kelly and (he) watched her walk away.</p> <p>☑☑use a dictionary and thesaurus with confidence to define new words and to support the collection of a wide variety of words to support writing;</p> <p>☑☑be able to identify</p>	Revise for SATS-fill knowledge gaps	Fill knowledge gaps

	<p>commands, and punctuate correctly;</p> <p>☑☑ know that relative clauses begin with who, which, where etc;</p> <p>☑☑ readily identify the passive voice: e.g. The window in the greenhouse was broken (as distinct from the active.)</p> <p>☑☑ use expanded noun phrases in writing, to convey precise information: e.g. The horse which jumped over the fence won the race;</p>	<p>might, should, will etc;</p> <p>☑☑ confidently use the term synonym for words which are similar in meaning: thin, slim;</p> <p>and antonym for words which are opposite in meaning;</p> <p>☑☑ know the meaning of preposition and be able to identify these in texts;</p>	<p>pause than a comma, separating two sentences which are closely linked in context: e.g. The journey was very long; we all fell asleep.</p>	<p>formal and informal styles; begin to be able to use formal Standard English;</p> <p>☑☑ achieve competence in subject/verb agreement, both in speech and in writing e.g. we were; they were; I did;</p>		
<p>Spellings</p>	<p>Revision of Year 3, 4 and 5 objectives. Extend and develop to Year 6 coverage below, as appropriate.</p> <p>Statutory:</p> <ul style="list-style-type: none"> • Words ending in -able and -ible; -ably and – ibly • Adding suffixes to words ending with –fer • Further use of the hyphen • Further homophones and near-homophones 					
<p>Writing genres and Texts</p>	<p>A whole range of writing genres will be studied including different types of formal and informal writing; poetry; fiction and non-fiction.</p>	<p>A whole range of writing genres will be studied including different types of formal and informal writing; poetry; fiction and non-fiction.</p>	<p>A whole range of writing genres will be studied including different types of formal and informal writing; poetry; fiction and non-fiction.</p>			

	Text: Street Child		Text: TBC		Text: TBC	
Maths						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	Number - Place Value Number - Addition, Subtraction, Multiplication and Division Fractions Geometry - Position and Direction		Number - Decimals Number - Percentages Number - Algebra Measurement - Converting Units Measurement - Perimeter, Area and Volume Number - Ratio		Geometry - Properties of shapes Problem Solving Statistics Investigations	
Science						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Animals including humans	Evolution and inheritance	Electricity	Light	All living things	Animals including humans - reproduction
Class - 6 Foundation Subjects 2017/18						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art & Design	Textiles & Print making –Linked to History Making Colour- William Morris		Textiles & Print making –Linked to DT and History		Digital art	
Computing	We are APP planners	We are Project managers	We are market researchers	We are interface designers	We are app developers	We are marketers
Design & Technology	Food Celebrating culture and seasonality-linked to History		Food Celebrating culture and seasonality-linked to History Electrical Systems – more complex switches		Textiles	
Geography	Locality and Mapping Skills		Locality/region/features linked to History-moving on from year 5 work and applying it to a different culture		Study of the UK: Linked to School Trip Counties/cities, regions and features Fieldtrip work.	
History	Turning points in British History:		World War II		N/A	

	The Victorians and The Industrial Revolution					
MFL	Sports Competitions- Recognise and use vocabulary about parts of the body and sports activities	Climate - Recognise and use vocabulary to describe the weather and seasons	Recognise and use vocabulary to say how you are feeling (avoir expressions)	Recognise and use words to describe school	Recognise and use vocabulary for shopping and ordering food and drink in a café	
Music	Roundabout - Exploring Rounds	Journey Into Space - Exploring Sound Sources	Songwriter - Exploring Lyrics and Melody	Cyclic Patterns - Exploring Rhythm and Pulse	Stars Hide Your Fires - Performing Together	Who Knows? - Exploring Musical Processes
PE	Basketball/Tag Rugby/Swimming/Sports hall Athletics		Dance/Gymnastics/Handball		Cricket/Athletics/Tennis/Rounders	
PSHE	New Beginnings	Getting on and falling out	Good to be me	Going for Goals	Relationships	Changes
RE	Christianity		Islam		Sikhism/Buddhism	