Oak Class

Term 1

Firstly, a huge welcome to Year 6! The information below gives an outline of what the children will be learning this term. In addition, we will be doing Swimming on Thursday afternoon, so please ensure the children bring in the appropriate clothing, including a towel, on this day. We will also have Physical Education (PE) on a Friday afternoon, so again please ensure children wear their sports clothes on this day.

English

Spellings

Pupils should be taught:

- Adjectives – cious
- Adjectives – tious
- Words with short vowel sound /i/ spelled y
- Words with long vowel sound /i/ spelled y
- Adding the prefix 'over' to verbs
- Homophones and near homophones.

Writing (Goodnight Mister Tom)

Pupils should plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- noting and developing initial ideas, drawing on reading and research where necessary
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- building cohesion within a paragraph *[e.g. then, after that, this, firstly]*
- linking ideas across paragraphs using adverbials of time *e.g. later*, of place *e.g. nearby*, or number *e.g. secondly*, or by tense choice *e.g. he had seen her before.*

Pupils should edit and evaluate their writing by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors

(**Focused Vocabulary, Grammar and Punctuation lessons will be carried out daily to cover all features identified in the Year 6 Appendix (English Curriculum 2014)*)

Reading

Maintaining positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- learning a wider range of poetry by heart

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Spoken Language

Pupils should be taught to:

- listen and respond appropriately and selectively to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build a vocabulary of increasing breadth and depth
- articulate and justify answers, arguments and opinions with increasing confidence
- consider and evaluate different viewpoints; attend to and build on the contributions of others.

*(*Taken from the Kent Spoken Language Progression Guidance)*

Maths

Mental & Oral Calculation

Pupils should be taught to:

- read and write any integer and know what each digit represents.
- read and write decimal notation for tenths and hundredths and know what each digit represents.
- order and compare whole numbers up to 1 000 000, negative numbers and decimals.
- count forwards and backwards from any number including decimals
- know by heart and use all multiplication and division facts for tables up to 12 x 12.
- find and use all the pairs of decimals with a sum of 0.1, 1 or 10.
- find and use related facts from those already known e.g. "If I know 3 x 6=18 or 10 +90 =100...then what else do I know…"
- multiply and divide two-digit and single-digit numbers –*with jottings.*
- double or halve any number-*use partitioning and jottings.*
- multiply and divide two-digit decimals by a single digit number –*use jottings.*
- multiply and divide whole numbers and decimals mentally by 10 or 100
- round whole numbers to the nearest 10, 100, 1000.

Place Value

Pupils should be taught to:

- read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across 0

- solve number and practical problems that involve all the above.

Addition, Subtraction, Multiplication & Division

Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-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 two-digit number using the formal written method of short division where appropriate, 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 involving the 4 operations
- 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.

Science

Working Scientifically

Pupils should be taught to:

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- use test results to make predictions to set up further comparative and fair tests
- report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identify scientific evidence that has been used to support or refute ideas or arguments.

Light

Pupils should be taught to:

- 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
- 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.

Music (Advanced Rhythms)

Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.

Humanities

Changes in an aspect of history: wars & battles from 1066 to the present; understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in Europe and a region within North or South America.

French

Notre école – our school.

Physical Education (P.E)

Swimming (Thursday) & Fitness (Friday).

Personal, Social, Health Education (P.S.H.E)

What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.

Religious Education

Big Question: Is it better to express your religion in arts and architecture or in charity and generosity?

Art & Design

Textiles (Coco Chanel) – understanding a range of stitches to create pieces.

Computing

Coding and online safety.