

**English – SKILLS – Read Write Inc. (Include but are not limited to below)**

**Reading**

- Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
  - Reads accurately by blending sounds in unfamiliar words
  - Reads common exception words
  - Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
  - Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - Becomes very familiar with key stories, fairy stories and traditional tales.
  - Checks that the text makes sense to them as they read
  - Corrects inaccurate reading as they read
  - Discusses the significance of the title and events
  - Predicts what might happen on the basis of what has been read so far
  - **Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met**
  - **Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
  - **Uses dictionaries to check the meaning of words that have been read**
- Writing**
- Begins to form lower-case letters in the correct direction, starting and finishing in the right place
  - Writes sentences by sequencing sentences to form short narratives
  - Writes sentences by re-reading what has been written to check that it makes sense
  - Spells words containing each of the 40+ phonemes already taught
  - Names the letters of the alphabet in order
  - Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
  - **Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences**
  - **Organises paragraphs around a theme**
  - **In narratives, creates settings, characters and plot**
  - **Proof-reads for spelling and punctuation errors**

**History**

- Skills:**
- Articulate and present a clear, chronological world history narrative within and across historical periods studied.
  - Articulate the significance of a historical person, event, discovery or invention in British history.
  - Ask perceptive questions to evaluate an artefact or historical source.
  - Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
  - Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
  - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
  - Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
  - Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
- Activities:**
- Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).
  - Describe and explain the common traits and motives of leaders and monarchs from different historical periods.
  - Describe the causes and consequences of a significant event in history.
  - Identify different types of bias in historical sources and explain the impact of that bias.
  - Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
  - Present a detailed historical narrative about a significant global event.

**Year 6 - Autumn 2023**

**Maafa**



**Opener:** Exploring Africa today

**End:** Museum visit

**Science**

**Skills – Circulatory System**

- Understand that the circulatory system in animal's transports oxygen, water and nutrients around the body.
  - Name and describe the purpose of the circulatory system and the functions of the heart, blood vessels and blood.
  - Independently decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.
  - Take accurate, precise and repeated measurements in standard units, using a range of chosen equipment.
- Activities**
- Dissecting a sheep heart identifying its external features, major blood vessels, aorta and vena cava.
  - Creating a representative blood sample to draw a labelled diagram highlighting the components and functions of blood.
  - Accurately recoding my heart rate and carrying out an investigation into factors which may affect it. Comparing results with an initial hypothesis.

**Geography**

- Skills:**
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
  - Explain how humans function in the place they live.
- Activities:**
- Develop understanding about Africa surrounding topics including: countries, land use, natural resources, location, settlements, population, climate and physical features
  - Create a fact file to record information researched about an African country of personal choice.

**Music**

- Skills: Understand and use 'Pulse and Metre'**
- Activities:**
- Explore 4,2,3 and 6 beats in a bar
  - Recognise time signatures
  - Appraise and listen
  - Identify features and instruments learned
  - Assess and reflect on own learning

**Maths**

**Maths Skills: Place Value**

**Activities:** Representing numbers to 100, to 1000 and to 10,000 on a number line; partition numbers to 100, to 1000 and to 10,000 including using flexible partitioning; compare and order numbers to 1000 and 10,000; estimate using a number line to 1000 and 10,000; rounding to the nearest 10, 100 or 1000; Counting in values of 50 and 1000s.

**Maths Skills: Addition and subtraction**

**Activities:** Adding and subtracting 1s, 10s, 100s and 1000s using a variety of written and mental methods; Add and subtract two 2-digit to 4-digit numbers without exchange, with a single exchange or with multiple exchanges; determining and utilizing efficient methods of subtraction; estimate answers to problems; Comparing answers using inverse operations.

**Maths Skills: Multiplication and division A**

**Activities:** Making and using equal groups for multiplication problems; using arrays to solve problems; using multiples of 2, 5, 10; multiplying and dividing by 3, 4 and 8 and developing confidence with 3s, 4s and 8s timestables; multiply and divide by 3s, 6s, 9s and develop an understanding of 9 times-tables and division facts; multiply and divide using 7s, 11s and 12s times-tables.

**Art**

**Skills**

- Explain the significance of different artworks and artists from a range of times and cultures and use elements of these to create their own artworks.
- Use colour palettes and characteristics of an artistic movement or artist in artwork.
- Evaluate and analyse creative works using the language of art, craft and design.

**Activities**

- Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art.
- Create landscape art with or without typical perspective.

**Design and Technology - Food**

**Skills:** Understand healthy eating, safety in the kitchen and basic preparation skills.

**Activities:**

- Prepare a range of foods and meals.
- chop, dice, slice, peel, mash and cut a range of foods.

**RE**

**Skills**

- Dharma Day
- Holi

**Activities**

Describe and understand links between communities, way of life, celebration, worship, pilgrimages and other aspects of faith.

**Well being**

**Skills: Activity passport**

**Activities:**

- Make and bury a time capsule.
- Design and create a bug hotel.
- Discover and identify bugs
- Make a mask
- Tie your shoelaces/practise knots
- Create a Christmas board game
- Christmas games and activities

**Computing**

**Skills**

- Y4:**
- Can use logic to explain or correct algorithm, and solve a programming problem by breaking it down into smaller parts
- Y5:**
- Use sequence, selection and repetition in programmes

**Activities:**

Using J2 code to programme movement by creating an algorithm.

**Skills: Trampolining**

**Activities:** Being safe whilst using the trampoline and using the correct form to bounce. Only one person bounces at a time and when waiting for your turn you must spot.

**Skills: Swimming**

**Activities:** listening to the safety instructions from the instructor, ensuring they are able to enter the pool appropriately and carry out simple different strokes along with using equipment.