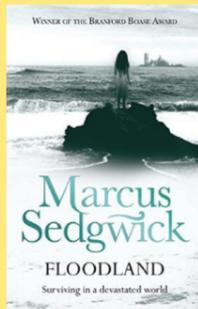


English

Floodland – Persuasive Writing, Report Writing, Rule Writing, Poetry



Tuesday – Newspaper Report – Vikings



Apprentice & Production – Radio Advert, Poster

Maths

Place Value

Round any whole number to the required degree of accuracy

Addition & Subtraction

Consolidate all learning in relation to the four operations using formal efficient methods at all times

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

Fractions

Multiply simple pairs of proper fractions, writing the answer in the simplest form

Divide proper fractions by whole numbers

Use written division methods where the answer has up to two decimal places

Associate a fraction with division to calculate decimal fraction equivalents, for simple fractions

Geometry

Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

Algebra

Express missing number problems algebraically

Use simple formulae

Generate and describe linear number sequences

Find pairs of numbers that satisfy number sentences with two unknowns

Enumerate all possibilities of combinations of two variables

Measures

Recognise that shapes with the same areas can have different perimeters and vice versa

Calculate the area of parallelograms and triangles

Recognise when it is possible to use formulae for area & volume of shapes

Statistics

Calculate and interpret the mean as an average

Consolidate and Assess



COOPERS LANE PRIMARY SCHOOL

YEAR 6 CURRICULUM

SUMMER TERM TOPIC PUZZLE

RAIDERS & TRAIIDERS



History

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A non-European society that provides contrasts with British history: Mayan civilization c. AD 900

Chronological Understanding

Can they say where a period of history fits on a timeline?

Can they place a specific event on a timeline by decade?

Can they place features of historical events and people from past societies and periods in a chronological framework?

Knowledge & Interpretation

Can they summarise the main events from a specific period in history, explaining the order in which key events happened?

Can they describe features of historical events and people from past societies and periods they have studied?

Science

Animals, including Humans

Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?

Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?

Can they describe the ways in which nutrients and water are transported within animals, including humans?

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

Digital Literacy

Do they use technology safely, respectfully and responsibly?

Can they recognise acceptable and unacceptable behaviour?

Can they identify a range of ways to report concerns about content and contact?

Information Technology

Can they combine a variety of software to accomplish given goals?

Can they select, use and combine software on a range of digital devices?

Can they design and create systems?

Can they analyse data?

Can they evaluate data?

Can they present information using different software?

Music

Performing

Can they sing a harmony part confidently and accurately?

Can they perform parts from memory?

Can they perform using notations?

Can they take the lead in a performance?

Can they take on a solo part?

Can they provide rhythmic support?

Appraising

Can they refine and improve their work?

Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?

Can they analyse features within different pieces of music?



Year 6 Summer Topic Puzzle Raiders & Traders

Languages

Listening & responding

Do they understand longer passages made up of familiar language in simple sentences?

Can they identify the main points and some details?

Speaking

Can they hold a simple conversation with at least 3-4 exchanges?

Can they use their knowledge of grammar to adapt and substitute single words and phrases?

Reading & responding

Can they understand a short story or factual text and note some of the main points?

Can they use context to work out unfamiliar words?

Writing

Can they write a paragraph of about 3-4 simple sentences?

Can they adapt and substitute individual words and set phrases?

Can they use a dictionary or glossary to check words they have learnt?

PSHE

Living in the Wider World

Do they know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules?

Do they know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other?

Do they understand what democracy is, and about the basic institutions that support it locally and nationally?

Can they recognise the role of voluntary, community and pressure groups?

Do they recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment?

Do they recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals?

Do they face new challenges positively by collecting information, looking for help, making responsible choices, and taking action?

RE: Hinduism

Home Learning Opportunities

Ideas of places you could visit:

-

Other possible ideas to do at home:

-

PE (Rising Stars – Fitness Frenzy & Mighty Movers)

Acquiring & developing skills

Do they apply their skills, techniques and ideas consistently?

Do they show precision, control and fluency?

Evaluating & improving

Can they analyse and explain why they have used specific skills or techniques?

Can they modify use of skills or techniques to improve their work?

Can they create their own success criteria for evaluating?

Games

Can they explain complicated rules?

Can they make a team plan and communicate it to others?

Can they lead others in a game situation?

Gymnastics

Do they combine their own work with that of others?

Can they link their sequences to specific timings?

Athletics

Can they demonstrate stamina?

Can they use their skills in different situations?

OUTDOOR/ ADVENTUROUS

Can they plan a route and series of clues for someone else?

Can they plan with others taking account of safety and danger?

OUTDOOR PE- HARRY'S BOYS

Art

Drawing

Do their sketches communicate emotions and a sense of self with accuracy and imagination?

Can they explain why they have combined different tools to create their drawings?

Can they explain why they have chosen specific drawing techniques?

Sketch Books

Do their sketch books contain detailed notes, and quotes explaining about items?

Do they compare their methods to those of others and keep notes in their sketch books?

Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.

Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?

Knowledge

Can they make a record about the styles and qualities in their work?

Can they say what their work is influenced by?

Can they include technical aspects in their work, e.g. architectural design?

Design & Technology

Can they use a range of information to inform their design?

Can they use market research to inform plans?

Can they work within constraints?

Can they follow and refine their plan if necessary?

Can they justify their plan to someone else?

Do they consider culture and society in their designs?

Can they use tools and materials precisely?

Do they change the way they are working if needed?

How well do they test and evaluate their final product?

Is it fit for purpose?

What would improve it?

Would different resources have improved their product?

Would they need more or different information to make it even better?

Does their product meet all design criteria?

Did they consider the use of the product when selecting materials?

Stiff and flexible sheet materials

Can they justify why they selected specific materials?

How have they ensured that their work is precise and accurate?

Can they hide joints so as to improve the look of their product?