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| Year 6: Oaks |
|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Maths** | Place ValueFour Operations | FractionsMeasure | RatioAlgebra | Fractions-decimals-percentagesArea, perimeter and volume | StatisticsShape |  Position and movement |
| **English Reading** | Retrieval and inference | Inference and predicting | Inference and vocabulary | Inference and summarising | Consolidation | consolidation |
|  **Texts** | **A Story Like the Wind** | **Hansel and Gretel** | **The Origin of the Species** | **Rose Blanche** | **Shackleton's Journey** | **The Ways of the Wolf** |
| **Writing outcomes** | Flashback narrativeNewspaper report | Dual narrativeLetter- persuasive | Discovery narrativeExplanation- adaption | DiaryRecount- bravery speech award | Endurance narrativeBiography | Documentary narrativeDiscussion- balanced argumentHunted narrative |
| **Writing- word** | Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices | uild on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone | Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonymsThe difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing | Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices | Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing | Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing |
| **Writing- sentence** | Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely | B uild on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing | Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech | Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence | Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence | Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech |
| **Writing- text** | Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information | Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices | Build on previous units & focus on: Use headings and sub-headings to structure information | Build on previous year & focus on: using a wider range of cohesive devices - adverbials | Build on previous units & focus on: Using headings and sub-headings to organise information | Build on previous units & focus on: Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing |
| **Writing- punctuation** | Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses | Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity | Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list | Build on previous year & focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis | Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity | Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists |
|  **RE** | **CREATION**Creation and science: conflicting or complementary?in the wider context of ‘Big Questions’ | **INCARNATION**Was Jesus the Messiah?Christmas2 lessons | **GOSPEL**What would Jesus do? | **SALVATION**What difference does the resurrection make for Christians? | **BUDDHISM**What do Buddhists believe about the way they should live their lives and why? | **KINGDOM OF GOD**What kind of king is Jesus? |
| **Science** | Living things and their habitats | Evolution and Inheritance | Animals including Humans | Light | Looking After our Environment | Electricity |
| **Computing** | text adventures | Spreadsheets | Coding | Online safety  Networks | quizzing | blogging |
| **PSHE** | Me and my relationships | Valuing Difference | Keeping Safe | Rights and Respect | Being My Best | Growing and Changing |
| **Music** |  |  | Theme and variations |  | Composing and performing a leavers song.  | Advanced Rhythm |
| **PE** | Tag RugbyPupil Profiling | Hi5 Netball | Basketball Gymnastics/Dance Pupil Profiling | Football Handball |  CricketPupil Profiling |  Athletics/Rounders OAASports Day Prep |
| **MFL: French** | French sport and the Olympics |  |  | In my French House(teach infinitive verb form) |  | Visiting a town in France |
| **History** |  | What was life like in Tudor England? |  | What was the impact of World War II on the British People? |  | Unheard Histories |
| **Geography** | Why does the Population Change? |  | Would you like to live in the Desert? |  | Why do Oceans Matter? |  |
| **Art** | **Sketchbook & drawing:** 2D to 3D making |  | **Print, colour, collage:** Activism | **Collaboration & Community:** Shadow puppets |  |  |
| **DT** |  | **Structures:**Playgrounds |  |  | **Mechanisms:**Automata toys | **Electrical systems:** Steady hand game |
| Enrichment |  |  | **Trip to Knole House** |  | **Trip to Imperial War Museum** |  |