**SHARE IN OUR LEARNING: Year 6 Autumn 2**

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| EnglishImage result for english clipart | **Writing*** Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
* Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
* Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)

Recount* Developing tense structures
* Awareness of creative text structures e.g. flashback
* Application of narrative and poetic features

Persuasion* Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
* Consider how debates can have a variety of structures including using counter-arguments.
* Use causal language including subordinating conjunctions.

**Grammar and punctuation*** Using the passive and active voice
* Developing use of subordination and conjunctions
* Recognising the function of all parts of a sentence
* Increase awareness of modal verbs

**Spelling*** Hyphenated words
* Words with the /i:/ sound spelt *ei* after c
* Revision of prior Key Stage 2 spelling rules (This will be ongoing throughout the year and will also be representative in homework)

**Reading**ClassicsA Christmas CarolReading domains:

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| * **2a**
 | give / explain the meaning of words in context  |
| * **2b**
 | retrieve and record information / identify key details from fiction and non-fiction  |
| * **2c**
 | summarise main ideas from more than one paragraph  |
| * **2d**
 | make inferences from the text / explain and justify inferences with evidence from the text  |
| * **2e**
 | predict what might happen from details stated and implied  |
| * **2f**
 | identify / explain how information / narrative content is related and contributes to meaning as a whole  |
| * **2g**
 | identify / explain how meaning is enhanced through choice of words and phrases  |
| * **2h**
 | make comparisons within the text  |

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| MathematicsImage result for maths clipart | **Arithmetic*** Further develop understanding of calculation methods using four main operations.
* Recognise and apply systems for finding percentages
* Link percentages to fraction and decimal information

**Place Value*** Recognise the value of all digits to 10,000,000 and decimals to 0.001
* Estimate the position of values on a number line
* Count forwards and backwards in steps of integers, decimals and powers of 10

**Algebra*** Use formulae
* Generate linear sequence
* Express missing number problems algebraically
* Enumerate possible combinations of variables and use them to solve equations e.g. *a* + *b* = 10 *a* could be 6 and *b* could be 4

**Negative Numbers*** Calculate intervals across zero
* Order and compare values including those below zero
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| ScienceRelated image | **Electricity and circuits*** Recognise how circuits can be constructed, altered and affected by components.
* Develop awareness of electrical symbols
* Use electrical diagrams to construct circuits
* Recognise why a circuit may not work from drawings and actual models
* Adjust the effectiveness and operation of components within a circuit e.g. make a bulb dimmer.
* Test the effectiveness of components and materials within a circuit commenting on their properties.
* Working scientifically – range of ongoing skills e.g. questioning, using equipment, assessing results etc.
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| TopicImage result for creative curriculum clipart | **Game and mechanism design (DT and computing)*** Investigate and review existing products
* Consider sequence of working
* Draft plans
* Work collaboratively to complete a project
* Build prototypes
* Develop cams, pulleys and the use of electrical systems
* Build accurately, including prototypes
* Develop building skills, including measuring, cutting and precision finishing
* Assess the effectiveness of their product and that of their peers
* Use programming skills to control sprites
* Make interactive elements within their games
* Consider how programming may not work and debug
* Develop deeper awareness and control of sequences, algorithms and variables.
* Consider the role of inputs and outputs to control external systems.
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| PEImage result for PE clipart | **Creativity and balance*** Developing ball handling techniques
* Considering tactics to beat my opponent
* Considering how to use team members within tactics
* Reviewing performance in order to improve
* Sequence movements which can be applied to performance and sport
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| OtherImage result for creative curriculum clipart | * RE (Christianity) – Advent and symbolism
* Music – Brass – Developing knowledge and use of musical notation
* Computing – Coding and game design
* PSHE - To recognise how we can celebrate differences and how important it is in society.
* Anti-Bullying Week
	+ Developing understanding of social issues including racism and homophobia.
	+ Consider the idea of being an ‘outsider’ in modern society.
	+ Considers ways of improving the treatment of others in society
* Art – Painting and photography
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