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

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| English  [Image result for english clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiEwtibqvfVAhWBohQKHes8BxsQjRwIBw&url=http://www.clipartpanda.com/clipart_images/notebook-tabs-brown-english-15855502&psig=AFQjCNEO2YulgmVnin_6lZCQRW0ShN7u7A&ust=1503920260205565) | **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**  Classics  A Christmas Carol  Reading domains:   |  |  | | --- | --- | | * **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 | |
| Mathematics  [Image result for maths clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjK5qutqvfVAhVHPhQKHV7yAWUQjRwIBw&url=http://clipartix.com/math-clipart-image-49910/&psig=AFQjCNGIbs3IuJeKdRLXxYKRKhgpfGSVOA&ust=1503920433240207) | **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 |
| Science  [Related image](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiGus7VqvfVAhWFtBQKHWBcCTwQjRwIBw&url=http://rightmi.com/flint-water-quality-michigan-taxpayers-are-going-to-pay-for-it/&psig=AFQjCNH3WTlgZchbWg2p9EPQrRiB2HgORA&ust=1503920475976946) | **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. |
| Topic  [Image result for creative curriculum clipart](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiayeWPq_fVAhUK1xQKHaBtAzMQjRwIBw&url=https://delvesjunior.com/2016/01/06/spring-1-creative-curriculum/&psig=AFQjCNFXHtdzulf3FM1A25Zywndt79jbWw&ust=1503920580096075) | **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. |
| PE  [Image result for PE clipart](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiN18PDq_fVAhUFShQKHa7cBDcQjRwIBw&url=https://thetomatos.com/free-clipart-10956/&psig=AFQjCNHluq-EvkPTE_ff1hUYZ-UXDNHiDg&ust=1503920668523346) | **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 |
| Other  [Image result for creative curriculum clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjVnq3zqvfVAhUTlxQKHYv4DuYQjRwIBw&url=http://schliferaward.com/clipart/creative-clip-art.html&psig=AFQjCNFXHtdzulf3FM1A25Zywndt79jbWw&ust=1503920580096075) | * 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 |