



Curriculum Statements for Academic Year 2018 / 2019

P6

Form Teacher: Mr Smith

Term	Literacy – Mr Smith Spoken English is as important as written work and we give considerable time to this.	Numeracy – Mr Smith Includes Development of mental strategies throughout the year	Science – Mr Hood
Autumn 2018	<p>Experience of a variety of reading material and to prepare criticisms</p> <p>Identification of why and how a text affects a reader</p> <p>Summary of a passage or text</p> <p>To write a familiar story from a new point of view – character perspective.</p> <p>Biography and autobiography – beginning with diary writing.</p> <p>To write a section of a story as a playscript with relevant features.</p> <p>To write a balanced argument in the form of a report.</p> <p>To be able to identify a range of non-fiction texts and their features.</p> <p>Spelling rules revised</p> <p>Grammar and punctuation awareness</p>	<p>Place value and rounding off</p> <p>Mental and written addition and subtraction of large numbers</p> <p>Multiples, factors and prime numbers</p> <p>Written methods for multiplication and division:</p> <p>HTU × TU and HTU × U</p> <p>Circles and angles</p> <p>Units of measure</p> <p>Comparing, ordering and simplifying fractions</p> <p>Multiplying decimals by 10, 100 and 1000</p> <p>Order of operations</p> <p>2D and 3D shapes</p> <p>Pie charts</p>	<p><u>Evolution and inheritance:</u></p> <p>Changes over time</p> <p>Offspring and inheritance</p> <p>Anning, Darwin, Wendel, Wallace</p> <p>Plant and Animal adaptations</p> <p><u>Animals Including Humans:</u></p> <p>Heart</p> <p>Double Circulatory system</p> <p>Lungs</p> <p>Pulse</p> <p>Activity and Exercise</p>
Spring 2019	<p>Authorial techniques to show passage in time</p> <p>Paragraph structures – conjunctions</p> <p>Conditionals, use of active and passive voice.</p> <p>To recognise different fiction genres of writing and match vocabulary and writing style – mystery, fantasy, horror, adventure, comedy etc.</p> <p>Poetry – the use of rhythm, rhyme and assonance</p> <p>To study and compare a range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (adverts, letters etc) free verse and nonsense verse</p> <p>Comprehension and verbal reasoning practice.</p> <p>Spelling strategies</p>	<p>Negative numbers, and solving problems involving numbers</p> <p>Mental and written addition and subtraction of decimals and money</p> <p>Mental and written multiplication and division</p> <p>Calculating with fractions</p> <p>Reflections and translations on coordinate axes</p> <p>Perimeter, area and volume</p> <p>Calculating with large numbers</p> <p>Multiplying and dividing decimals</p> <p>Percentages, decimals and fractions</p> <p>Simple formulae</p> <p>Area and volume</p> <p>Line graphs</p>	<p><u>Micro-Organisms:</u></p> <p>Types of microbes</p> <p>Developments in curing disease</p> <p>Useful bacteria</p> <p>Yeast investigations</p> <p><u>Light:</u></p> <p>Light rays</p> <p>Investigating shadows</p> <p>Reflection and Refraction</p> <p>The Eye</p>
Summer 2019	<p>Evaluating the styles of selected authors. Comparing and contrasting their styles of selected authors. Comparing and contrasting their styles, strengths and weaknesses and appeal to the reader.</p> <p>Development of higher order reading skills – skimming, scanning and research skills</p> <p>Humorous verse and stories which are parodies.</p> <p>Focus on grammar and punctuation – use and understanding of parenthesis and figurative language within writing.</p> <p>Preparation for summer concert (drama)</p> <p>Development of speaking skills</p>	<p>Problems involving number</p> <p>Adding and subtracting large and small numbers</p> <p>Long multiplication and division</p> <p>Working with fractions</p> <p>Problems involving percentages, fractions and decimals</p> <p>Ratio and proportion</p> <p>Solving problems involving money</p> <p>Number puzzles</p> <p>Fractions with different denominators</p> <p>Problems involving percentages and decimals</p> <p>Problems involving measures</p> <p>Using data</p>	<p><u>Electricity:</u></p> <p>Revising circuits and components</p> <p>Investigating wires and cells</p> <p>Series and parallel circuits</p> <p>Control Technology</p> <p><u>Working Scientifically:</u></p> <p>Will be covered throughout the year as a variety of practical investigations and looking at the contribution of important scientists.</p>



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Prep 6

Form Teacher: Mr Smith

Term	Humanities - Mr Hood	Computing - Mr Hood Computing skills are also taught on a cross curricular basis	Music - Mr Smith	Art / DT - Mr Smith	French - Mrs A Parrish	Latin / Classics - Mr Hood	Italian - Mr Ferris	PE/Games - Mr Ferris	PSCHE - Miss Gerrard
Autumn 2018	<p><u>World War II and the Blitz</u></p> <ul style="list-style-type: none"> Causes of the War Map reading related to the main theatres of operation Dunkirk The Battle of Britain The Blitz and evacuees 	<p><u>Designing a text based adventure in Python</u></p> <ul style="list-style-type: none"> learn some of the syntax of a text-based programming language use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list plan a text-based adventure with multiple 'rooms' and user interaction thoroughly debug the program. <p><u>Computational Thinking</u></p> <ul style="list-style-type: none"> develop the ability to reason logically about algorithms understand how some key algorithms can be expressed as programs understand that some algorithms are more efficient than others for the same problem understand common algorithms for searching and sorting a list appreciate algorithmic approaches to problems in mathematics. 	<p><u>Round & Descants:</u></p> <p>Exploration of different kinds of song structures, including rounds & descants, giving pupils an opportunity to develop their ability to sing and to maintain an independent part.</p> <p>Recorder work.</p>	<p>Revise colour mixing</p> <p>Primary and secondary tones of colour</p> <p>Work with line, tone, sketching still life</p> <p>Examining movement in Art</p> <p>Proportion and oval figure drawing</p> <p>Expression in portraits and colours</p>	<p>Telling the time</p> <p>Difference between English and French schools</p> <p>Understanding a French school timetable</p> <p>The definite article</p>	<p><u>Historical:</u></p> <ul style="list-style-type: none"> Babies and young children in Roman times. The Importance of Greek Seafaring. <p><u>Language:</u></p> <ul style="list-style-type: none"> Imperatives singular and plural Onomatopoeia in Latin Imperfect tense <p><u>Myths and legends:</u></p> <ul style="list-style-type: none"> Romulus & Remus Oceanus & Tethys 	<p>Revision of sporting preferences and use of the verbs 'guadare' & 'Giocare'</p> <p>Introduce regular '-are', '-ere' & '-ire' verbs using only the present tense</p> <p>Introduce irregular verbs in the present tense: 'essere' & 'avere'</p> <p>Nouns: School subjects</p> <p>Creating a timetable & surveying preferences</p>	<p>Gymnastics</p> <p>Football</p> <p>Mini hockey</p> <p>High 5 Netball</p> <p>Cross Country</p> <p>Table Tennis</p>	<p>Getting on and falling out</p> <p>Feelings</p> <p>Me and Others</p>



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<p>Spring 2019</p>	<p><u>Our Challenging World:</u></p> <ul style="list-style-type: none"> This unit will focus on being able to describe and understand key aspects of physical geography, including: rivers and water cycle. Comparing physical geography of the UK with elsewhere in the world 	<p>Planning a mobile app:</p> <ul style="list-style-type: none"> develop an awareness of the capabilities of smartphones and tablets understand geolocation, including GPS identify interesting, solvable problems evaluate competing products pitch a proposal for a smartphone or tablet app. <p>Researching the app Market:</p> <ul style="list-style-type: none"> create a set of good survey questions analyse the data obtained from a survey work collaboratively to plan questions conduct an interview or focus group analyse and interpret the information obtained present their research findings. <p>Interface Design:</p> <ul style="list-style-type: none"> work collaboratively to design the app's interface use wireframing tools to create a design prototype of their app develop or source the individual interface components (media assets) they will use address accessibility and inclusion issues document their design decisions and the process they've followed. 	<p>The American Influence: Learning about American culture leading to jazz and the blues.</p> <p>Swinging: Exploration of jazzy rhythms, on and off beats and syncopation. Music from different times, countries & cultures.</p> <p>Recorder work.</p>	<p>Art in the 20th Century including Kadinsky, Klee, Magnette, Lowry, Picasso, Dali, Hockney and Warhole. Work of Clarice Cliff Landscape work, shape, form, space, colour, texture and pattern to communicate ideas in painting.</p>	<p>Names of places in the town Numbers 70-100 Talking about your town-past and present Understanding a French email Leaflets for tourists</p>	<p>Historical:</p> <ul style="list-style-type: none"> The oracle and Predicting the future Naming a baby – dies lustricus Slavery in the Roman Empire <p>Language:</p> <ul style="list-style-type: none"> Imperfect tense Irregular verbs Participles <p>Myths and legends:</p> <ul style="list-style-type: none"> Calydonian Boar The golden apple 	<p>Nouns: Food & drink</p> <p>Ordering at the café/ restaurant & paying with euros</p> <p>Nouns: Fruit & veg</p> <p>Buying from the Greengrocer</p> <p>Ordering ice cream at the ice cream shop</p> <p>Nouns: The home & household items</p>	<p>Basketball Mini Tennis Mini Rugby Netball Gymnastics Dance</p>	<p>Good to be me Keeping Safe Growing Up</p>
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<p>Summer 2019</p>	<p><u>Vikings</u></p> <ul style="list-style-type: none"> • Focus on the Vikings as traders as well as Warriors • Development over time from raiding to settling • Viking Life; <ul style="list-style-type: none"> ➢ writing and the sagas ➢ Viking gods ➢ Clothing ➢ Everyday life 	<p><u>Marketing:</u></p> <ul style="list-style-type: none"> • consider key marketing messages, including • identifying a unique selling point • develop a printed flyer or brochure incorporating text and images • further develop knowledge, skills and understanding in relation to creating a website • further develop skills relating to shooting and editing video. <p><u>Project Management - fiver challenge:</u></p> <ul style="list-style-type: none"> • scope a project to identify different components that must be successfully combined • identify their existing talents and plan how they can develop further knowledge and skills • identify the component tasks of a project and develop a timeline to track progress • identify the resources they'll need to accomplish a project • use web-based research skills to source tools, content and other resources • consider strategies to ensure the quality of a collaborative project. 	<p><u>Since the 1930's:</u></p> <p>Exploring music post 1930's from war-time, through brass bands of the 1950's, Beatles & Abba.</p> <p>How does music reflect time and place?</p> <p>Instrumental work; syncopation; singing expressively.</p> <p>Recorder work.</p> <p>Songs for the end-of-year concert.</p>	<p>Designing and making headdresses for the character of a story, using a range of textiles and other materials</p>	<p>French menus</p> <p>Similarities and differences between cultures and culinary traditions</p> <p>Ice cream flavours</p> <p>How to order food</p>	<p><u>Historical:</u></p> <ul style="list-style-type: none"> • Roman building and construction • Roman Inscriptions • Manumission and sponsalia – freedom and betrothal <p><u>Language:</u></p> <ul style="list-style-type: none"> • More participles • Gender agreement • Revision of all language points <p><u>Myths and legends:</u></p> <ul style="list-style-type: none"> • Polyphemus • Marriage of Peleus & Thetis 	<p>Combining the preposition 'in' with 'the'</p> <p>Describing yourself using adjectives for appearance & character</p> <p>Reading & translating texts</p> <p>Letter writing</p>	<p>Rounders</p> <p>Kwik cricket</p> <p>Athletics</p> <p>Swimming</p>	<p>Growing Up</p> <p>Cont'd</p> <p>Changes</p>
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Prep 6 – How parents can help

- Encouraging the use of a dictionary to check words
- Check presentation of homework and sign
- Encourage your child to be aware of current affairs by reading a newspaper
- Visit a museum to look at displays linked to the History topics
- Encourage your child to read as widely as possible. Responses to books read at home (which are not school-based) can be recorded in the Reading Diary
- Opportunities for map reading
- Structured revision
- Visit an art gallery to look at the work of 20th Century artists.
- Encourage your child to evidence targets set within their homework, throughout all curriculum subjects