



Curriculum Statements for Academic Year 2019 / 2020

P6

Form Teacher: Mr Salt

Term	Literacy – Mrs. Watkins	Numeracy – Mr Salt	Science – Mr Hood
	Spoken English is as important as written work and we give considerable time to this.	Includes Development of mental strategies throughout the year	
Autumn 2019	<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>Light:</p> <p>Light rays</p> <p>Investigating shadows</p> <p>Reflection and Refraction</p> <p>The Eye</p> <p>Animals Including Humans:</p> <p>Heart</p> <p>Double Circulatory system</p> <p>Lungs</p> <p>Pulse</p> <p>Activity and Exercise</p>
Spring 2020	<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>Micro-Organisms:</p> <p>Types of microbes</p> <p>Developments in curing disease</p> <p>Useful bacteria</p> <p>Yeast investigations</p> <p>Evolution and inheritance:</p> <p>Changes over time</p> <p>Offspring and inheritance</p> <p>Anning, Darwin, Wendel, Wallace</p> <p>Plant and Animal adaptations</p>
Summer 2020	<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>Electricity:</p> <p>Revising circuits and components</p> <p>Investigating wires and cells</p> <p>Series and parallel circuits</p> <p>Control Technology</p> <p>Working Scientifically:</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

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Term	Humanities - Mr Hood	Computing - Mr Hood Computing skills are also taught on a cross curricular basis	Music - Mr Salt	Art - Miss Kent	French - Mrs Parrish	Latin / Classics - Mr Hood	Italian - Mr Ferris	PE/Games - Mr Ferris	PSCHE - Miss Gerrard
Autumn 2019	<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> 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><u>People in action.</u> How to convey movement in their art work.</p> <p>Look at cartoons and illustrations.</p> <p>Draw expressions and use multiple drawings to create a moving picture.</p>	<p>Telling the time Difference between English and French schools Understanding a French school timetable 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 Football Mini hockey High 5 Netball Cross Country Table Tennis</p>	<p>Getting on and falling out Feelings Me and Others</p>



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<p>Spring 2020</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><u>Planning a mobile app:</u></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><u>Researching the app Market:</u></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><u>Interface Design:</u></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><u>The American Influence:</u> Learning about American culture leading to jazz and the blues.</p> <p><u>Swinging:</u> Exploration of jazzy rhythms, on and off beats and syncopation. Music from different times, countries & cultures.</p> <p>Recorder work.</p>	<p><u>What a performance.</u> <u>Look at costumes worn in different times and cultures.</u></p> <p>Leon Bakst's Girl with a fan, James Tissot.</p> <p>Research and design their own costume.</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><u>Historical:</u></p> <ul style="list-style-type: none"> The oracle and Predicting the future Naming a baby – dies lustricus Slavery in the Roman Empire <p><u>Language:</u></p> <ul style="list-style-type: none"> Imperfect tense Irregular verbs Participles <p><u>Myths and legends:</u></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 2020</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> Exploring music post 1930's from war-time, through brass bands of the 1950's, Beatles & Abba. How does music reflect time and place? Instrumental work; syncopation; singing expressively.</p> <p>Recorder work.</p> <p>Songs for the end-of-year concert.</p>	<p><u>A sense of placed.</u> <u>Landscapes both rural and urban.</u></p> <p>John Constable Claude Monet David Hockney Lowry.</p> <p>Sketch their own landscape.</p>	<p>French menus Similarities and differences between cultures and culinary traditions Ice cream flavours 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 Kwik cricket Athletics Swimming</p>	<p>Growing Up Cont'd 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