

**MAIN DRIVER**  
**History- WW1**  
**WAR- What is it good for?**

-An aspect of British history extending past 1066.  
 -Local history study.

**NUMERACY**

**NUMBER**  
 -Numbers to 10 million: read, write, order, compare; know place value; round to a given degree of accuracy  
 -Multiply and divide numbers up to four digits by a two-digit whole number using formal written methods; interpret remainders  
 -Perform challenging mental calculations  
 -Use estimation to check answers  
 -Know place value to three decimal places; multiply and divide numbers by 10, 100 and 1000  
 -Multiply one-digit numbers with up to two dp by whole numbers  
 -Solve problems involving all aspects of number, including multi-step problems

**RATIO AND PROPORTION**  
 -Solve problems involving: relative sizes of two quantities; percentages; similar shapes; unequal sharing and grouping

**ALGEBRA**  
 -Use simple formulae

**MEASUREMENT**  
 -Use a range of measures and conversions, using decimals up to three dp  
 -Convert between miles and kilometres  
 Know that shapes with the same area can have different perimeters and vice versa  
 -Use area and volume formulae

**STATISTICS**  
 -Use pie charts and line graphs to solve problems  
 -Calculate mean averages

**WOW/IMMERSION**

Beamish Trip  
 ‘Call to War’ Activity

**Wednesday 12<sup>th</sup> September**

**A WORLD AT WAR**  
 STEM Activities  
 Trench Warfare  
 Tanks  
 Submarines  
 Outdoor Activities

**LITERACY**

**Writing**  
 -Spell: words with prefixes, suffixes and silent letters; homophones and other confusing words; using knowledge of morphology and etymology  
 -Use a thesaurus/dictionary to check meanings/spellings  
 -Write legibly, fluently and with increasing speed  
 -Plan writing: to suit audience and purpose; noting and developing initial ideas; considering how authors develop characters and settings  
 -When writing: select appropriate grammar and vocabulary; use linking, organisational and presentational devices; in narratives use dialogue and develop character, setting and atmosphere  
 -Assess effectiveness of own and others’ writing and propose changes to enhance effect and clarify meaning  
 -Check writing for: correct and consistent tenses; subject/verb agreement; distinction between spoken/written language; appropriate register; correct spelling and punctuation  
 -Perform own compositions  
 -Understand formal language structures, including subjunctive  
 -Use: expanded noun phrases; modal and passive verbs; relative clauses  
 -Use: commas and hyphens to avoid ambiguity; brackets, dashes and commas for parenthesis; semi colons, colons or dashes between independent clauses; colons in lists; punctuation of bullet points

**Spoken language**  
 -Listen and respond appropriately  
 -Ask relevant questions  
 -Build vocabulary  
 -Articulate and justify own ideas  
 -Describe, explain and narrate for different purposes; express feelings  
 -Participate actively in conversations  
 -Speculate, hypothesise and explore ideas  
 -Speak clearly and fluently in Standard English  
 -Take part in discussions, presentations, performances, role-play, improvisations and debates  
 -Keep listeners interested  
 -Explore different viewpoints  
 -Communicate effectively using appropriate register.

**THE HOME FRONT**  
 100 Years Ago...  
 My Life  
 My Family  
 My Town  
 My Country

**PE**

-Use running, jumping, catching and throwing in isolation and in combination  
 -Play competitive games, modified as appropriate  
 -Develop flexibility and control in gym, dance and athletics  
 -Take part in outdoor adventurous activities  
 -Compare performances to achieve personal bests

**WW1 Centenary**  
**11.11.18**  
**Local Event Involvement**  
**Parade/Schools Event**

Science/Hist/Geog (when not the main driver)

**SCIENCE**  
 -Explore how light behaves (travelling in straight lines, reflection, refraction, shadow formation)  
 -Associate brightness of lamp or volume of buzzer with number and voltage of cells  
 -Compare and give reasons for variations in how circuit components function  
 -Draw circuit diagrams using recognised symbols

**GEOGRAPHY**  
 -Locate the world’s countries, focusing on Europe and the Americas  
 -Compare a UK region with one in Europe and one in the Americas  
 -Use maps, atlases, globes and digital/computer mapping  
 -Use eight points of the compass, four- / six-figure grid references, symbols and keys  
 -Use a range of methods to study the local area

**NOVEL STUDY**

**READING**  
 -Apply knowledge of morphology and etymology when reading new words  
 -Read and discuss a broad range of texts  
 -Read books structured in different ways; read for a range of purposes  
 -Recommend books to others  
 -Identify and discuss themes and conventions and make comparisons  
 -Learn a wider range of poetry by heart  
 -Prepare poems/plays to read aloud and perform  
 -Check for sense and ask questions to improve understanding  
 -Draw inference and make predictions  
 -Summarise main ideas  
 -Identify how structure and presentation contribute to meaning  
 -Discuss authors’ use of language  
 -Distinguish between fact and opinion  
 -Retrieve, record and present information from non-fiction  
 -Discuss books they read and hear  
 -Explain and discuss their understanding, including through formal presentations and debates  
 -Justify their views

**Memorial Service**  
 Church Presentation to Parents and Public to share their knowledge and understand.  
 Public Speaking

**Beyond 1918**  
 Child driven focus on other wars  
 WW2  
 Vietnam  
 Napoleonic war  
 Star Wars  
**Guest Speaker**

**MAIN OUTCOME**

Year 6  
 ‘PERCY PODCAST’

5 Episode Series sharing their learning from the term.

**PSHE**  
**Health and Wellbeing**

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

**SPAG**

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  
 Using passive verbs to affect the presentation of information in a sentence  
 Using the perfect form of verbs to mark relationships of time and cause  
 Using expanded noun phrases to convey complicated information concisely  
 Using modal verbs or adverbs to indicate degrees of possibility  
 Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun  
 Using commas to clarify meaning or avoid ambiguity in writing  
 Using hyphens to avoid ambiguity  
 Using brackets, dashes or commas to indicate parenthesis  
 Using semicolons, colons or dashes to mark boundaries between independent clauses  
 Using a colon to introduce a list and punctuating bullet points consistently

**CREATIVE**

**ART**  
 -Use sketchbooks to collect, record and evaluate ideas  
 -Improve skills in drawing, painting and sculpture, using various materials  
 -Learn about great artists, architects and designers.

**MUSIC**  
 -Use voice and instruments with increasing accuracy, control and expression.  
 - Develop understanding of musical history

**ICT**

-Create a range of digital products (including for handling data).  
 -Use technology safely, respectfully and responsibly.  
 -Use logical reasoning  
 -Understand computer networks  
 -Use search technologies effectively