

## Half term plan 2017

**Teacher: R Korab**  
**Date Autumn 1 2017**

**Year group: 6**

**Topic : WW1**

### Literacy Objectives

Unit 1: Fiction Genres

Read and compare story structures in different genres.

Use varied sentence structure and a variety of punctuation to enhance writing.

Identify the different word classes.

Identify the features of a formal letter and use these to write a letter.

Identify the key features of recounts and use these to write a recount of an event.

Identify the 4 main types of reading comprehension question.

### Numeracy Objectives

Unit 1:

Number and place value; addition and subtraction and properties of shapes.

Unit 2:

Multiplication and division; fractions and position and direction.

Other: mental maths; tables practice and problem solving.

### Science Objectives

- 1) How do animals behave at different times during the year?
- 2) How can we observe animals when we are not there?
- 3) How can we observe the life cycles of specific animals more closely?
- 4) How does the number, type and behaviour of birds found around our school change during the year?
- 5) What happens to invertebrates during the year?

### Computing objectives

To see that a smartphone is a computer.

To come up with interesting problems that I could solve with an app.

To research apps that already exist that may solve my problem.

To judge how well apps that already exist work.

To create and present a well-planned presentation for my app.

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|   | <p>To name and describe the inputs and outputs of smartphones.</p> <p>To use GPS to find media (e.g. photos) that have been geotagged.</p> <p>To show how apps that already exist will solve a problem.</p> <p>To explain how search engines order web pages in a search</p> <p>To answer questions about my app well.</p> <p>To explain how smartphones connect to the internet through the phone network.</p> <p>To explain how GPS works and how it can be used in practice.</p> <p>To use different types of media (e.g. video) in my app presentation.</p> |
| <p><b>French objectives</b></p> <p>Recognise and use some basic holiday vocabulary in spoken and written sentences.</p> <p>Understand and participate in a short conversation about animals at the zoo, responding to questions in full sentences and giving simple opinions, with help.</p> <p>Be able to prepare and deliver a short talk about a holiday, adapting sentences from the unit that differ from the English sentence structure.</p> <p>Translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics.</p> <p>Understand some unfamiliar vocabulary and the main points of a story, including opinions, in its spoken and written versions.</p> <p>Recognise subject pronouns, and use “il” and “elle” with verbs in speech and writing to form sentences about what someone is having to eat/drink, from memory.</p> <p>Perform a short role-play, using and adapting sentence structures from the unit.</p> <p>Use formal language, e.g. the “vous” form, in appropriate situations, e.g. to a restaurant customer.</p> | <p><b>P.E objectives</b></p> <p>To run a cross country race taking into account the importance of speed and pacing appropriately.</p> <p>To consider and employ tactics in a cross country race.</p> <p>Develop greater speed, fluency and accuracy when performing basketball skills.</p> <p>To consider and employ tactics in a basketball game.</p> <p>To monitor performance and identify ways in which to improve.</p>   |

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| <p><b>History</b><br/> To understand what Europe was like in 1914</p> <p>To understand the main causes of WW1</p> <p>To understand the main causes of WW1 and the impact that Alliances had</p> <p>To understand how propaganda was used to get people to help with the war effort.</p> <p>To understand what trench warfare was like</p>   | <p><b>Geography</b><br/> To use maps and atlases to locate countries and describe features studied.</p>  |
| <p><b>Art</b><br/> To use ink to draw detailed pictures</p> <p>To paint on canvas with acrylics</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing and painting with a range of materials - pencil, charcoal and paint.</p> | <p><b>DT</b><br/> To make a model of a trench using cutting sticking and finishing skills accurately.</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>   |
| <p><b>Music</b><br/> To learn a song by heart focusing on the musical dimensions e.g. pitch, timbre, tempo, rhythm and texture.</p> <p>To be able to sing parts of the song back in parts.</p> <p>To appreciate a piece of music linked to an historical or Geographical topic.</p> <p>To sing in small groups/ parts/ solo with expression and control.<br/> To study a piece of music related to WW1.</p>   | <p><b>R.E</b><br/> To understand Bible teachings about creation<br/> To raise and answer questions about meaning of creation, the nature of human beings and about human values<br/> To understand Bible teachings about human disobedience<br/> To raise and answer questions about the nature of human beings and about human values<br/> To understand Bible teachings about work<br/> To raise and answer questions about the nature of human beings and about human values, purpose and destiny<br/> To understand Bible teaching on covenants<br/> To raise, and suggest answers to, questions about human values<br/> To describe some similarities between Elijah and Jesus<br/> To raise, and suggest answers to, questions about their understanding of miracles</p> |
| <p><b>PSCHE ( circle time)</b></p> <p>To discuss their views on issues that affect the global environment</p>   | <p><b>Dance/ Drama</b></p>   |

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| <p>To reflect and evaluate their own experiences and set personal goals</p> <p>To develop strategies to deal with their feelings about themselves, their family and others in a positive way</p> <p>To Identify the needs of the wider community and develop their roles and responsibilities as members</p> <p>To discuss issues relating to relationships</p> <p>To discuss issues relating to bullying and the effect it has on people</p> <p>To consider social and moral dilemmas that they come across in life</p> |  |
| <p><b>Visits/visitors</b></p> <p>Residential to Kingswood</p> <p>Crucial Crew</p>  | <p><b>Enrichment Activities/ Topic Days</b></p> <p>Transition visits to secondary schools</p> <p>WW1 Touchstones</p> |