

English

Key Text: Key Text: The Wind in the Willows – Kenneth Grahame (Vintage Classics)

Writing: Arguments and debates, formal letters

- Looking at specific ways in which language can be used to effectively to structure an argument
- Use of the passive and active voice
- Differences in formal and informal language

Reading: Maintain positive attitudes to reading and understand what they read by continuing to read and discuss an increasingly wide range of fiction and reference books or text books.

Spoken Word: Developing well-structured descriptions and narratives, including for expressing feelings.

Text and Word: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.

Punctuation: Use punctuation marks consistently including: capital letters, full stops, question marks, exclamation marks, apostrophes (to show omission and possession), speechmarks (to show direct speech), dashes and hyphens, colons and semi-colons.

Sentence structure: Use of the passive voice to affect the presentation of information in a sentences (eg. I broke a window versus the window in the greenhouse was broken)

Maths

- Read, write, order and compare numbers up to 10,000,000 including decimals
- Round any whole number to a required degree of accuracy
- Use negative numbers in context
- Use the formal written methods for addition, subtraction, multiplication and division
- Solve problems involving the four operations, including in context
- Use estimation to check answers to calculations

Bishop Perrin

C.E. Primary School



JUSTICE CLASS

YEAR 6

TALES OF THE THAMES

Autumn 1

CURRICULUM INFORMATION

RE

How has the Christian message survived for over 2000 years? During this half-term we will learn about spreading a message and how the Christian message spread after Jesus' Ascension. We will learn about Confirmation and the longevity of the Christian message.

THEME

Theme name: Tales of the Thames

Subject Driver: Geography

In **Geography**, children will learn about how to describe and understand key aspects of physical geography and human geography in relation to the river Thames. They will communicate information through quantitative skills and extended writing. In **Science**, children will work scientifically to record data and results of increasing complexity using scientific diagrams and labels, classification keys and a range of graphs. In **DT**, children will look at different bridge designs and experiment with different types of support structures before designing and making their own bridge. In **History**, children will investigate Britain's settlement by Anglo-Saxons. In **Music**, children will develop their listening skills and evaluate different pieces of music. In **PHSE**, we will be looking at strategies for managing risk; different influences; resisting unhelpful pressure; personal safety and how anti-social behaviours affect wellbeing.

Suggested trips to support learning:

Trip to the Henley River and Rowing Museum
Boat trip on the Thames

PE: Aerobics and Fitness

COMPUTING:

Construct and interpret frequency tables
Understand how to structure a spread sheet and use formulae to tally results

FRENCH: Ask and talk about regular activities, say what you don't do

If you have any queries about other aspects of the curriculum that are not covered here, please see your child's class teacher or take a look on the [school website](#).