CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:		YEAR GROUP : 6	DATE: Autumn 2018
Why has Romeo and Juliet stood the test of time?	**WOW STARTERS / ACTIVITIES** Create iMovie/stop frame animation Design posters for theatre performance Write and perform scene from play Plan and create miniature historical theatre set Children in Need Outdoor art using natural materials Visit to Trinity Church	**BREAKDOWN OF CHALLENGES**	

Questions:

How would Shakespeare feel if he knew how popular his work is nowadays?

Why are we so intrigued by the characters in Romeo and Juliet?

Should we be led by our heart or our head?

Was their love doomed from the start?

Do you think that the Capulets and Montagues will actually put an end to the feud?

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS: Below Expectations	At Expectations	Exceeding Expectations
HISTORY	Elizabethan times.	• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?	• Can they place features of historical events and people from past societies and periods in a chronological framework? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? • Can they place a specific event on a timeline by decade?	• Can they pose and answer their own historical questions? • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events might be seen as more significant than others?
GEOGRAPHY	Map Work		• Can they give extended descriptions of the physical and human features of different places around the world? • Can they map land use with their own criteria? • Can they use OS maps to answer questions? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? • Can they identify and name the tropics of Cancer and Capricorn and also the Artic and Antarctic circles?	• Can they explain how human activity has caused an environment to change? • Do they understand the term sustainable development? Can they use it in different contexts?
SCIENCE	Animals including humans • Circulatory system • Heart, blood vessels • Diet, exercise and drugs • Transport of nutrients through the body	Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? •Can they make accurate measurements using standard units? •Can they explain their findings in different ways	• Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? • Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?	• Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies? • Can they compare the organ systems of humans to other animals?

	Living Things and Their Habitat • Classification of living things • Vertebrates and invertebrates • Classifying reptiles, amphibians, mammals, insects etc.	(display, presentation, writing)?	• Can they describe the ways in which nutrients and water and transported within animals, including humans? • Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals? • Can they give reasons for classifying plants and animals based on specific characteristics?	• Can they make a diagram of the human body and explain how different parts work and depend on one another? • Can they name the major organs in the human body? • Can they locate the major human organs? • Can they make a diagram that outlines the main parts of a body? • Can they explain why classification is important • Can they readily group animals into reptiles, fish, amphibians, birds and mammals? • Can they group animal into vertebrates and invertebrates?
ICT	We are App Planners We are animators	• Develop an awareness of the capabilities of smart phones and tablets	• Develop an awareness of the capabilities of smart phones and tablets • Understand Geo location, including GPS • Identify interesting, solvable problems • Evaluate competing products • Can they present a film for a specific audience and then adapt same film for a different audience? • Can they create a sophisticated multimedia presentation?	• Pitch a proposal for a smart phone or tablet app • Use green screen to add additional special effects to animation project • Use iMovie to sequence and finish the animation project
PSHE/RE	Difference and Diversity - FREE Celebrating different cultures	• Children can make judgements and decisions and can list recognise their own worth and that of others. • Children can respect differences between people. • Children can express their views confidently.	• Children can listen to and show respect for the views of others. • Children can describe some of the different beliefs and values in society. • Children can escribe different features of religions and worldviews. • Children can observe and understand varied examples of religions and worldviews.	• Children can respond to and, or challenge negative behaviours such as stereotyping and aggression. • Children can demonstrate respect and tolerance towards people different from themselves. • Children can explain, with reasons, their meanings and significance to individuals and communities.
ART/D&T		• To justify why they selected specific materials	• To use tools and materials precisely • Adapt the way they work if needed • To use a wide range of techniques in their work	• To explain why they have chosen specific drawing techniques

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)		NUMERACY (including non-negotiables)
Reading	**Writing**	
WORD READING **Apply phonic knowledge and skills to read unfamiliar words.** Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	**TRANSCRIPTION** **Know how to:** Convert verbs into nouns by adding suffixes. For example, tion, ure. Distinguish between homophones and other words which are often confused. Spell identified commonly misspelt words from Year 5 and 6 word list. Understand that the spelling of some words needs to be learnt specifically.	▪ Count on/back from a given number in steps of 10/100/1000/10000 up to at least 1,000,000 ▪ Count on/back in whole numbers, fraction and decimal sequences through zero to include negative numbers (e.g. 2.5 or 1 $\frac{1}{4}$) ▪ Find 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

COMPREHENSION

Maintain positive attitudes to reading and understanding of what they read

Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Read books that are structured in different ways.
Read for a range of purposes.
Become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
Recommend books that they have read to their peers, giving reasons for their choices.
Identify and discuss themes in a range of writing and across longer texts.
Identify and discuss the conventions of different text types.
Make comparisons within and across books.
Learn a range of poetry by heart. For example, narrative verse, sonnet.
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Understand books read independently

Check that the book is meaningful and discuss what has been understood.
Use meaning-making strategies to explore the meaning of unfamiliar words and figurative and idiomatic language in context.
Ask questions to extend understanding.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.
Predict what might happen from details stated and implied from across a text.
Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Identify and explain the effect of the context on a text. For example, historical, geographical.
Identify and explain how language, structure and presentation contribute to the meaning of a text.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Identify and comment on writer's choice of language.
Identify and explain how writers use grammatical features for effect.
For example, the use of short sentences to build tension.
Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.

Participate in discussions about books that are read to them and those they can read for themselves,

Use dictionaries to check the spelling and meaning of words
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Use a thesaurus.
Use a range of spelling strategies.

Handwriting

Write legibly fluently and with increasing speed

Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
Choose the writing implement that is best suited for a task (e.g. quick notes, letters).
Penpals joins.

COMPOSITION

Plan writing.

Identify the audience for and purpose of the writing.
Select the appropriate form and register for the audience and purpose of the writing.
Note and develop initial ideas.
Use knowledge of the writer's craft from their reading.
Use knowledge from research.

Draft and write

Use the appropriate grammar and vocabulary for the audience and purpose.
Understand how grammar and vocabulary choices can change and enhance meaning to impact on the reader.
In narratives, integrate description of settings, characters and atmosphere and dialogue to convey character and advance the action.
Précis longer passages, conveying key information.
Use a wide range of devices to build cohesion within and across paragraphs.
Use organisational and presentational devices to structure text and to guide the reader. For example - headings, bullet points, underlining

Evaluate and edit

Assess the effectiveness of their own and others' writing.
Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Ensure the consistent and correct use of tense throughout a piece of writing.
Ensure correct subject and verb agreement when using singular and plural.
Distinguish between the language of speech and writing.
Distinguish between the correct subject and verb agreement when using singular and plural.
Distinguish between the language of speech and writing and choose the appropriate register.

Proof-read for spelling and punctuation errors.

- Read, write, partition, order and compare numbers to at least 1,000,000
- Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 (e.g. round 5 digit number to the nearest 10.000)
- Order and compare numbers including integers, decimals and negative numbers
- Read, write, order, partition and compare decimal numbers up to 3dp
- Round decimals with 1 and 2dp to the nearest whole number and to 1dp
- Multiply and divide mentally drawing upon known facts and/or using place value
- Multiply and divide any whole and decimal number by 10, 100 and 1000 giving answers up to 2dp
- Mentally add and subtract tenths and one-digit whole numbers and tenths
- Add/subtract mentally a 5-digit number and 4- digit numbers (e.g. 15,345 + 2300 and 12,462 – 2300)
- Count on/back with positive and negative numbers, including through zero
- Count on/back in fraction and decimal sequences
- Find factors and factor pairs of each number to 100
- Find complements to 100. 1000 ,10,000 and to £1.00, £5.00 and £10.00
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Number and Place value (approx.1 week)

Count forwards or backwards in steps of powers of 10 for any number up to 1 000 000.
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.

Multiplication and division (approx. 2 weeks)

Multiply and divide numbers mentally drawing upon known facts.
Identify multiples & factors; find all factor pairs of a number & common factors of 2 numbers.
Multiply and divide whole numbers and those involving decimals by 10, 100 & 1000.

building on their own and others' ideas and challenging views courteously.

Express a personal point of view about a text, giving reasons linked to evidence from texts.
Raise queries about texts.
Make connections between other similar texts, prior knowledge and experience and explain the links.
Compare different versions of texts and explain the differences and similarities.
Listen to others' ideas and opinions about a text.
Build on others' ideas and opinions about a text in discussion.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Explain the main purpose of a text and summarise it.
Present and explain the author's viewpoint of a text.
Present a personal point of view based on what has been read.
Present a counter-argument in response to others' points of view.

Provide reasoned justifications for their views.

Explain a personal point of view, giving reasons and evidence from text.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction. collate

Find relevant information and evidence from a range of texts.
Record, collate and organise information or evidence appropriately.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

VOCABULARY, PUNCTUATION AND GRAMMAR (ongoing throughout the year)

Develop understanding of grammatical features

Recognise the difference between vocabulary and structures that are appropriate for formal and informal speech and writing, including subjunctive
Use the subjunctive where appropriate in formal writing and speech.
For example - If I were to insist, it is essential that he be available.
Use passive verbs to affect the presentation of information in a sentence.
Use expanded noun phrases to convey complicated information concisely.

Indicate grammatical features with punctuation

Use hyphens to avoid ambiguity.
Use semi-colons, colons or dashes to mark boundaries between main clauses.
Use a colon to introduce a list.
Punctuate bullet points consistently.

Use the terminology:

Active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points ellipsis

Understand the terminology.
Use the terminology to talk about own writing.

Spelling

Revision of work from previous years.
Rising Stars scheme of work for yr6

Genres:

Diary
Newspaper report
Prologues
Newspaper
Play script

Recall multiplication and division facts up to 12x12 (Y4)

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Fractions (approx.1 week)

Identify, name & write equivalent fractions of a given fraction, represented visually, inc. $^1/_{10}$ & $^1/_{100}$
Add & subtract fractions with the same denominator & denominators that are multiples of the same number.

- Solve problems which require answers to be rounded to specified degrees of accuracy
- Recall & use equivalences between simple fractions, decimals & percentages, including in different contexts.

Measurement (approx.1 week)

Complete, read and interpret information in tables, including timetables (Y5)
Solve problems involving converting between units of time. (Y5)

- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
- Recognise that shapes with the same areas can have different perimeters and vice versa

Geometry (approx.1 week)

Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons (Y5)

- Describe positions on the full coordinate grid (all four quadrants)
- Recognise angles where they meet at a

point, are on a straight line, or are vertically opposite, and find missing angles.

Assessment and Review (1 week)

Autumn 2

Fractions (including decimals and percentages) (approx.1-2 days)

Count forwards or backwards in steps of powers of 10 for any number up to 1 000 000.
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

- Identify the value of each digit in numbers to three decimal places & x and ÷ numbers by 10, 100 and 1000 - giving answers to 3 decimal places

Multiplication and division (approx.1 week)

Multiply and divide numbers mentally drawing upon known facts.
Identify multiples & factors; find all factor pairs of a number & common factors of 2 numbers.
Multiply and divide whole numbers and those involving decimals by 10, 100 & 1000.
Recall multiplication and division facts up to 12x12 (Y4 objective)

- Multiply one-digit numbers with up to two decimal places by whole numbers

Ratio and Proportion

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

Fractions (including decimals and percentages) (approx.2 weeks)

Identify, name & write equivalent fractions of a given fraction, represented visually, inc. $^1/_{10}$ & $^1/_{100}$
Add & subtract fractions with the same denominator & denominators that are multiples of the same number.

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare & order fractions including fractions >1

Ratio and Proportion

- Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Measurement (approx.2-3 days)

Complete, read and interpret information in tables, including timetables (Y5)
Solve problems involving converting between units of time. (Y5)

- Solve problems involving the calculation and conversion of units of measure, using

		decimal notation up to three decimal places where appropriate **Geometry (approx.1 week)** Perform mental calculations, including with mixed operations and large numbers Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. • Recognise, describe and build simple 3-D shapes, including making nets. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. **Ratio and proportion (approx.1 week)** Multiply and divide numbers mentally drawing upon known facts. Identify multiples & factors; find all factor pairs of a number & common factors of 2 numbers. • Solve problems involving similar shapes where the scale factor is known or can be found **Assessment and Review (1 week)**

GEOGRAPHY HISTORY	ART/D&T	SCIENCE	ICT (Including e-safety)
As historians we will look at life in Tudor times, Elizabethan theatre and social history. Also we will study the life of Shakespeare.	As artists we will design posters and costumes for a production of Romeo and Juliet. Masks for a masked ball. In D&T we will be using the media of collage to investigate the damage caused by plastic in the ocean.	As scientists, we will learn about animals, including humans – their circulatory system, heart, blood vessels, diet, exercise and drugs.	As computer programmers we will plan the creation of an app and create a short animated film.

SCHOOL VALUES				
LEARN TO LEARN SKILLS	ENVIRONMENT (including outdoor learning)	ENTERPRISE	COMMUNITY	ORACY / PRESENTATION/PHSE
We will develop our Learn to learn skills by: Make the most of others' strengths when organising work. Empathise with others, appreciating that people respond in different ways Be a good role model for good learning behaviour. Always prepared to explore more than the first possible solution to a problem. Identify strengths and weaknesses in their work, and give reasons. Understand that questions can have more than one answer and that some cannot be answered.	Literacy: Use of outdoor areas to practise voice projection as in Elizabethan theatre. Performing Poets. Outdoor workshop opportunities. Team building activities - PE	Designing and making posters to advertise a play. Driving the Grange Christmas Card Project.	Visit to Trinity Church	Create an i-movie Present scene of choice in groups Weekly performing poets Opportunity for poetry workshop Should boys cry? PHSE Difference and Diversity Module Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence. Ask questions to develop ideas and make contributions that take account of others' views. Use evidence to support ideas and opinions. Explain ideas and opinions, elaborating to make meaning explicit. Take an active part in discussions, taking different roles. Use hypothetical and speculative language to express possibilities. Use standard English fluently in formal situations.

				Debate an issue, maintaining a focused point of view. Use formal language of persuasion to structure a logical argument. Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear. Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere Talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression. Pay close attention to and consider the views and opinions of others in discussions. Make contributions to discussions, evaluating others' ideas and responding to them. Understand and select the appropriate register according to the context.