

**Design & Technology (Topic) Buildings –Artefacts** Design **-**use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**- their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge

 apply their understanding of how to strengthen, stiffen and reinforce more complex structures

St Herbert’s Medium term plan:Term: Autumn 1 Class: 9Year Group: 6

**English**

**Fiction Myths and Legends**

**Non-Fiction Journalistic Writing ,Instructions**

* **Reading ;** identifying and discussing themes and conventions in and across a wide range of writing
* making comparisons within and across books identifying how language, structure and presentation contribute to meaning
* Through discussion provide justification for their views.
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence discuss and evaluate
* how authors use language, including figurative language, considering the impact on the reader
* identifying how language, structure and presentation contribute to meaning
* retrieve, record and present information from non-fiction.

**Writing**

* To note and develop initial ideas, drawing on reading and research where necessary
* in writing narratives, consider how authors have developed characters and settings
* To use organisational and presentational devices to structure text and to guide the reader
* To ensure the consistent and correct use of tense throughout a piece of writing
* To ensure the correct subject and verb agreement when using singular and plural
* proof-read for spelling and punctuation errors
* To assess the effectiveness of their own and others’ writing

**Grammar** To develop understanding of

* The use of expanded noun phrases
* The use of semi-colons, colons or dashes to mark boundaries between independent clauses
* To use and understand the grammatical terminology of synonym, antonym.

**Computing**

* E Safety- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
* Multi-media - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

**Science**

•recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

•recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

•identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

**ANCIENT GREECE**

**Foreign Languages-FRENCH**

**Celebration**

**Parts of the body**

**Music Exploring Rounds**

* **To be able to follow a notated melody line as an aid to vocal performance**
* **To develop use of notation with increasing confidence**
* **Listen with attention to detail and recall sounds with increasing aural memory**

**History (Topic)**

Ancient Greece – a study of Greek life and achievements and their influence on the western world

**Art & Design (Topic)**

**Religious Education**

Diocese Scheme of Work

**Geography (Topic)**

N/A

**Physical Education**

Indoor –Gymnastics – To develop flexibility, strength, technique, control and balance

Outdoor –Competitive games - Hockey - apply basic principles suitable for attacking and defending

**Maths**

* read, write, order and compare numbers up to
* 10 000 000 and determine the value of each digit
* use negative numbers in context, and calculate intervals across zero
* perform mental calculations (+/-), including with mixed operations and large numbers
* solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
* use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
* multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
* identify common factors, common multiples and prime numbers
* identify the value of each digit in numbers given to three decimal places
* add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
* recognise that shapes with the same areas can have different perimeters and vice versa
* calculate the area of parallelograms and triangles
* 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
* calculate and interpret the mean as an average
* find pairs of numbers that satisfy number sentences involving two unknowns
* generate and describe linear number sequences