



# The Shepherdswell Experience



## Year 6 - Asia Class - Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English</b>	<b>Informal and Formal style of writing</b>	<b>Writing an informal letter</b>	<b>The Final Year</b> -introducing the novel and hearing the author read aloud to explore the language and world of the text. - Reading and responding to poetry - building our understanding or characters and their lives. - Re-reading and performing poetry	<b>The Final Year</b> - Reading and responding to poems read. - exploring how text layout helps to communicate meaning and emotions in a verse novel. - Developing understanding of and empathy with characters	<b>The Final Year</b> -Exploring intra and intertextual connections. -Developing empathy with characters and events, recognising authorial intent and impact on the reader. -Recognising and understanding how an author creates emotion and develops empathy in a reader.	<b>The Final Year</b> -Connecting story events and characters to our own lives. -Broadening understanding of story concepts through non-fiction research writing -Planning a Non-Chronological report	<b>The Final Year</b> -Proof reading and editing drafts -publishing final drafts.
<b>SPG</b>	<b>Taught by B.M</b>	<b>Taught by B.M</b>	<b>Taught by B.M</b>	<b>Taught by B.M</b>	<b>Taught by B.M</b>	<b>Taught by B.M</b>	<b>Taught by B.M</b>
<b>Maths</b>	<b>Number - Place Value</b> -Year 5 maths recap -Maths presentation -Arithmetic -Numbers to 1,000,000	<b>Number - Place Value</b> -Numbers to 10,000,000 -Read and write numbers to 10,000,000 -Compare and order any integers -Arithmetic	<b>Number - Place Value/Number</b> -Negative Numbers -Round any integer -Add and subtract integers -Arithmetic	<b>Number - Addition and Subtraction</b> -Common Factors -Common Multiples -Rules of divisibility -Primes to 100 -Square and cube numbers	<b>Number - Addition and Subtraction</b> -multiply a 4-digit number by a 2-digit numbers -solve problems with multiplication -Short Division	<b>Number - Multiplication and Division</b> -Division using factors -Introduction to long division -Long division with remainders -Solve problems with long division	<b>Number - Multiplication and Division</b> -solve multi-step problems - order of operations - mental calculations and estimations - reason from known facts
<b>Science</b> <b>Kent Agreed Syllabus</b>	<b>Living things and their habitats</b> As a scientist I can classify animals	<b>Living things and their habitats</b> As a scientist I can identify and classify animals based on characteristics.	<b>Living things and their habitats</b> As a scientist I can classify plants	<b>Living things and their habitats</b> As a scientist I can link plant groups to their environment.	<b>Living things and their habitats</b> As a scientist I can understand the importance of microorganisms	<b>Living things and their habitats</b> As a scientist I can know the important scientists surrounding	<b>Living things and their habitats</b> Revision of knowledge



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						classification (Lester and Linnaeus)	
Computing	Programming  -Tinkering with scratch adding music	Programming  -Adding music to scratch to match a film genre	Programming  To program a soundtrack for a specific genre	Programming  To program a soundtrack for a specific genre	Programming  To debug and evaluate a soundtrack	Programming  To debug and evaluate a soundtrack	D.T
RE	CREATION - Creation and Science: Conflicting or complementary?  Making sense of the text	CREATION - Creation and Science: Conflicting or complementary?  Making sense of the text	CREATION - Creation and Science: Conflicting or complementary?  Making sense of the text	CREATION - Creation and Science: Conflicting or complementary?  Comparing with science	CREATION - Creation and Science: Conflicting or complementary?  Comparing with science	CREATION - Creation and Science: Conflicting or complementary?  Comparing with science	CREATION - Creation and Science: Conflicting or complementary?  Review of topic
PE	OAA/ Football						
PHSCE	Being Me In My World - Jigsaw Planning  I can identify my goals for this year, understand my fears and worries about the future and know how to express them.	Being Me In My World - Jigsaw Planning  I know that there are universal rights for all children but for many children these rights are not met.	Being Me In My World - Jigsaw Planning  I understand that my actions affect other people locally and globally.	Being Me In My World - Jigsaw Planning  I can make choices about my own behaviour because I understand how rewards and consequences feel.	Being Me In My World - Jigsaw Planning  I understand how these relate to my rights and responsibilities.	Being Me In My World - Jigsaw Planning  I understand how an individual's behaviour can impact on a group.	Being Me In My World - Jigsaw Planning  I understand how democracy and having a voice benefits the school community.
History  <i>Taught over two terms</i>	How has communication changed over time?		How has communication changed over time?		How has communication changed over time?		How has communication changed over time?



<b>Geography</b>  <i>Taught over two terms</i>	<b>What is the geography of the United Kingdom?</b> Identify where I live in the UK and locate the UK's major cities.	<b>What is the geography of the United Kingdom?</b> Compare and contrast the different countries of the UK	<b>What is the geography of the United Kingdom?</b> Identify physical characteristics of the United Kingdom.	<b>What is the geography of the United Kingdom?</b> Understand how people have affected the United Kingdom's landscape.	<b>What is the geography of the United Kingdom?</b> Describe and explain the sorts of industries in which people in the United Kingdom work.	<b>What is the geography of the United Kingdom?</b> Understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy.	<b>What is the geography of the United Kingdom?</b>  Consolidation
<b>Art</b>	Taught by specialist teacher						
<b>French</b>	<b>French Sport and The Olympics - Kapow Planning</b>  Sports in French	<b>French Sport and The Olympics - Kapow Planning</b>  France and around the world	<b>French Sport and The Olympics - Kapow Planning</b>  Ready to go	<b>French Sport and The Olympics - Kapow Planning</b>  Le Tour de France	<b>French Sport and The Olympics - Kapow Planning</b>  Petanque	<b>French Sport and The Olympics - Kapow Planning</b>  Olympic Games	<b>French Sport and The Olympics - Kapow Planning</b>  Consolidation
<b>Music</b>	Taught by specialist teacher						
<b>DT</b>	<b>Structure/ Playground - Kapow Planning</b> <ul style="list-style-type: none"> <li>• Design</li> <li>• Risk assesses</li> <li>• Make</li> <li>• Evaluate</li> </ul>						