Prep VI Curriculum Notes Autumn 2017

English

Fiction	Non-fiction	Poetry/Drama
Plan 1B: Historical Stories Required texts: **WarHorse** by Michael Morpurgo, **War Game** by Michael Foreman, **In Flanders Fields** by Jorgensen & Harrison-Lever **One Boy's War** by Huggins-Cooper & Benfold Haywood Description: Chn read 4 WWI books, Morpurgo's WarHorse, Foreman's War Game, Huggins-Cooper's One Boy's War and In Flanders Fields by Jorgensen & Harrison-Lever. Using these, they discuss and analyse features of historical fiction, compiling a glossary of terms. They also compare books, plays and films, writing playscripts. Rehearsing diff sentence types and dialogue punctuation, chn compare and review books. Grammar focus: 1. Use a range of conjunctions to create compound and complex sentences. 2. Use relative clauses. 3. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 4. Use correct punctuation to indicate speech. **Reading comprehension texts.** **Grammar, punctuation and spelling workbooks.** **Spellings based on The National Literacy Strategy.**	**Plan 2B: Instructions and Explanations** Required texts: **Sue Palmer's Books of Instructions and Explanations** Description: Time to get competitive! Chn read and write instructions and explanations, exploring register, punctuating bullet points and adding parentheses. The unit ends with writing based on the chn's interests, be they football, Strictly or competitive baking. Grammar focus: 1. Use brackets, dashes and commas to indicate parenthesis. 2. Use semi-colons, colons or dashes to mark boundaries between main clauses 3. Use colons to introduce lists 4. Punctuate bullet points consistently **Reading comprehension texts.** **Grammar, punctuation and spelling workbooks.** **Spellings based on The National Literacy Strategy.**	**Plan 2B: Narrative poems** Required texts: **The Highwayman** by Alfred Noyes Other poems are provided in resources Description: Use the narrative poem The Highwayman to identify features that poets use for effect. Study the use of historical language, adverbials and relative clauses to add details. Chn learn part of the poem by heart, compare it to other poems and write a new ending. Grammar focus: 1. Learn the grammar in App.2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs. 2. Use relative clauses correctly and appropriately 3. Recognise and use the perfect form of verbs 4. Identify and use adverbials. **Reading comprehension texts.** **Grammar, punctuation and spelling workbooks.** **Spellings based on The National Literacy Strategy.** **St Austell Verse-speaking competition.**

Mathematics

Week	Mathematics topic covered	Objectives covered
1	Settling in activities; Initial assessments; classroom administration. Ordering numbers and place value	• Algebra: Collecting like terms; solving equations; expanding brackets. • Revise using decimal notation for tenths and hundredths • Order numbers with up to two decimal places (including different numbers of places) and place them on a number line • Round a number with two decimal places to the nearest tenth or to the nearest whole number
2	Ordering numbers and place value Measures: area and perimeter	• Algebra: Collecting like terms; solving equations; expanding brackets. • Count on and back in steps of 0.1, 0.25 • Measure and calculate the perimeter of rectilinear shapes • Measure and calculate the area of rectilinear shapes • Estimate the area of an irregular shape by counting squares • Calculate the perimeter of simple compound shapes that can be split into rectangles • Calculate the area of simple compound shapes that can be split into rectangles • L6 Writing algebraic equations with whole numbers in context of area and perimeter
3	Shape: 2-D shapes and 3-D solids, angles	• Describe, identify and visualise parallel and perpendicular edges or faces • Use the properties of 2D and 3D shapes to classify 2-D shapes and 3-D solids • Visualise 3-D shapes from 2-D drawings and identify different nets for a closed cube • Use Venn and Carroll diagrams to show information about shapes • Sort and classify quadrilaterals using criteria such as parallel sides, equal sides, equal angles and lines of symmetry • Make and draw shapes with increasing accuracy

Week	Mathematics topic covered	Objectives covered
		• Estimate angles and use a protractor to measure these • Draw angles, using a protractor, on their own and in shapes • Calculate angles on a straight line, in a triangle or around a point • L6 Properties of Polygons; using LL lines to solve problems.
4	Mental multiplication and division	• Revise multiplying two-digit numbers by single digit numbers by partitioning, e.g. 47 × 6 = (40 × 6) + (7 × 6) • Use brackets • L6 Bidmas • Revise dividing two-digit numbers by single-digit numbers, including leaving a remainder • Decide whether to group or share (including halving and quartering) to solve division • Give an answer to a division as a mixed number when the divisor is 2, 4, 5, 10 or 100, e.g. 39 ÷ 4 = 9¾ • Double quickly any two-digit number e.g. 78, 7.8. 0.78, and derive the corresponding halves • Double multiples of 10 to 1000, e.g. double 360, and derive the corresponding halves
5	Written methods for multiplication and division	• Multiply pairs of multiples of 10, e.g. 30 x 40, or of 10 and 100, e.g. 600 x 40 • Approximate first before calculating • Revise using the grid method to multiply three-digit numbers by single digit numbers and to multiply two-digit numbers by two-digit numbers • Use the grid method to multiply four-digit numbers by single-digit numbers • Revise using chunking on the ENL to divide three-digit numbers by single digit numbers, including those leaving a remainder • Decide whether to round up or down after division
6	Fractions, percentages, ratio and proportion	• Revise finding fractions of shapes • Change an improper fraction to a mixed number, e.g. 33/8 to 4 1/8 • Recognise equivalence between fractions e.g. between 1/16s, 1/8s, 1/4s and 1/2s; and between 1/100s, 1/10s and 1/2s • Reduce a fraction to its simplest form • Relate finding fractions to division and use them as operators to find fractions including

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		several tenths and hundredths of quantities • Understand percentage as the number of parts in every 100, and express halves, quarters, tenths and hundredths as percentages • Find simple percentages of whole number quantities e.g. 10%, 20%, 40% and 80 % by doubling, and 25% by finding a quarter • Revise using ratio and proportion to describe the relationship between quantities, e.g. 3 red beads for every 2 blue beads, 3 out of every 5 beads are red • Solve simple problems involving direct proportion by scaling quantities up or down • L6 Addition and subtraction of fractions by first finding LCM
7	Reasoning and explaining Handling data: frequency tables, bar charts, pie charts and line graphs	• Explain methods and reasoning orally • Make general statements about odd and even numbers including their products • Recognise and extend number sequences • Revise finding factors of two-digit numbers • Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask • Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs • Interpret pie charts
8	Handling data: frequency tables, bar charts, pie charts and line graphs Mental and written addition and	• Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask • Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs • Interpret pie charts • L6 Scatter graphs • Add or subtract mentally a near multiple of 10, 100 or 1000, or a near multiple of £1 and adjust, e.g. 3127 + 4998, 5678 -1996. £5.00 ± £2.99

Week	Mathematics topic covered	Objectives covered
	subtraction	• Use strategies for adding or subtracting two-digit whole numbers, and place value to add or subtract three-digit multiples of 10 and pairs of decimals
9	Mental and written addition and subtraction	• Add or subtract mentally a near multiple of 10, 100 or 1000, or a near multiple of £1 and adjust, e.g. 3127 + 4998, 5678 -1996. £5.00 ± £2.99 • Use strategies for adding or subtracting two-digit whole numbers, and place value to add or subtract three-digit multiples of 10 and pairs of decimals • Approximate first before calculating • Revise using vertical addition to add pairs of four-digit numbers • Revise adding two numbers with the same number of decimal places using vertical addition, including amounts of money, e.g. £35.75 + £26.78 • Revise subtracting four digit numbers by counting up, e.g. 5431 – 2789 • Subtract four digit numbers using decomposition • Subtract numbers with the same number of decimal places by counting up, including amounts of money, e.g. 25.3 – 15.7, 5.24 – 2.76, £50.00 - £26.78 • Choose an efficient method to subtract by choosing for a variety of calculations such as 5412 – 3006, 1524 – 320 or 1524 – 978
10	Mental and written addition and subtraction Using a calculator	• Choose an efficient method to subtract by choosing for a variety of calculations such as 5412 – 3006, 1524 – 320 or 1524 – 978 • Choose mental, written or calculator methods to work out addition and subtraction calculations • Approximate first before calculating • Select the correct sequence to carry out calculations needing more than one step • Recognise a negative answer • Know how to clear a calculation and how to clear the last entry • Use the decimal point • Enter and interpret money calculations • Check with a different order (e.g. when adding a long list of numbers) or by using the inverse • Choose mental, written or calculator methods to work out addition and subtraction

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		calculations
11	Problem solving	• Use all four operations to solve single- and multi-step word problems • Use brackets • Decide whether to round up or down after division • Solve mathematical puzzles • Use ordered lists/systematic working to find all possibilities • Solve logic problems
12	Assess and review	• Understand what each digit represents in a numbers with up to two decimal places • Begin to recognise and use numbers with three decimal places • Order numbers with up to three decimal places (including different numbers of places) and place them on a number line • Recognise equivalence between fractions e.g. between 1/16s, 1/8s, 1/4s, and 1/2s; 1/100s, 1/10s, and 1/2s • Understand percentage as the number of parts in every 100 and express halves, quarters, tenths and hundredths as percentages • Compare fractions and percentages • Find simple percentages of shapes and of whole number quantities e.g. 10%, 20%, 40% and 80 % by doubling, and 25% by finding a quarter • Multiply two-digit numbers by single digit numbers by partitioning, e.g. 47 × 6 = (40 × 6) + (7 × 6) • Divide two-digit numbers by single-digit numbers, including those leaving a remainder • Give an answer to a division as a mixed number, e.g. 39 ÷ 4 = 9¾ • Approximate first before calculating • Revise using the grid method to multiply three-digit numbers by single-digit numbers and to multiply two-digit numbers by two-digit numbers • Use the grid method to multiply four-digit numbers by single-digit numbers • Using chunking on the ENL to divide three-digit numbers by single digit numbers, including those leaving a remainder

Week	Mathematics topic covered	Objectives covered
		- Revise adding two numbers with the same number of decimal places using vertical addition, including amounts of money, e.g. £35.75 + £26.78 - Revise subtracting four digit numbers by counting up, e.g. 5431 − 2789 - Choose mental, written or calculator methods to work out addition and subtraction calculations

Science

Materials, rocks & soils, geology, temperature, gases, convection & conduction, insulation, evaporation, condensation, the water cycle, dissolving, separating mixtures, chemical changes, acids & alkalis, line graphs, Earth in Space.

History

Later Tudors. Special Topic: Sir Frances Drake.

James 1-The Pilgrim fathers and the Gunpowder Plot (Special Topic -Cotehele House project)

 Geography

Maps and mapping

French

Notre école, telling the time, weather.

Latin

Roman roads, translation practice, grammar points.

ICT

Adobe, Scratch, ECDL, Science Explorer, multimedia presentation, online survey, Excel, Audacity sound, film making.

Art

Techniques & skills	Activity
- Drawing - painting - sculpture - colour - pattern/line - Cross-curricular: Religious Studies	- Collaborative artwork - Study Church architecture – produce pastel/painted picture and collage - William Morris repeated pattern - Art quotes poster