

## Dosbarth Tryfan Blwyddyn 6 - Hydref 2019

<p>Language, Literacy &amp; Communication</p>	<p><b><u>English</u></b>  <i>Fiction - Friend or Foe</i>  <u>Oracy:</u></p> <ul style="list-style-type: none"> <li>• Express information and ideas clearly.</li> <li>• Listen carefully.</li> <li>• Contribute purposefully to discussions.</li> <li>• Follow up points in group discussions, showing reasons for agreement or disagreement.</li> </ul> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Confidently read a range of texts with fluency and enjoyment.</li> <li>• Use a range of strategies for finding information e.g. skimming.</li> <li>• Show understanding of the main ideas in different texts.</li> <li>• Infer ideas which are not explicitly stated e.g. writers' viewpoints or attitudes.</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Plan their writing using different strategies e.g. notes, diagrams.</li> <li>• Use different features in their writing e.g. sub-headings.</li> <li>• Use varied and imaginative vocabulary in their writing for emphasis and effect.</li> <li>• Proofread their own work and that of others. Reflect on, edit and redraft their work to improve their writing.</li> <li>• Use paragraphs to organise their work.</li> <li>• Use the full range of punctuation accurately e.g. commas, bullet points, speech marks, apostrophes for possession.</li> <li>• Use strategies to spell words correctly, including subject specific words and phrases.</li> <li>• Present their work neatly, using legible handwriting.</li> </ul> <p><b><u>Cymraeg</u></b>  <b><u>Bwyd</u></b></p> <ul style="list-style-type: none"> <li>• Y Gêm Rygbi- story and language patterns linking to Rugby World Cup</li> <li>• Wncwl Em - class story with flip charts and language patterns.</li> <li>• Matiau Iaith- extending language patterns about themselves.</li> </ul>
<p>Mathematics &amp; Numeracy</p>	<ul style="list-style-type: none"> <li>• Read and write numbers to 1 million.</li> <li>• Use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems.</li> <li>• Multiply numbers and decimals by a multiple of 10 e.g. 15 x30, 1.4m x20.</li> <li>• Add and subtract numbers using whole numbers and decimals.</li> <li>• Multiply 2- and 3-digit numbers by a 2 digit number; divide 3-digit numbers by a 2-digit number.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use and interpret timetables and schedules to plan activities and make calculations.</li> <li>• Estimate, measure and record lengths in different ways e.g. 1.5cm, 15mm, 1½cm.</li> <li>• Check answers using inverse operations.</li> <li>• Estimate by rounding to the nearest 10, 100, 1000 or whole number.</li> <li>• Transfer mathematical skills to a variety of contexts and everyday situations.</li> <li>• Identify the appropriate steps and information needed to complete the task or reach a solution.</li> <li>• Select appropriate mathematics and techniques to use.</li> <li>• Choose an appropriate mental or written strategy.</li> <li>• Explain results and procedures clearly using mathematical language.</li> </ul>
<p>Science &amp; Technology</p>	<p><b><u>Science</u></b> <i>Light / Heart and Pulse</i></p> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• Communicate clearly by speech, writing, drawings, diagrams, charts, tables, bar charts, line graphs, videos, and ICT packages, using relevant scientific vocabulary</li> <li>• Use standard measure and S.I. units</li> <li>• Enquiry (through planning...)</li> <li>• The choice of success criteria</li> <li>• Predictions using previous knowledge and understanding</li> <li>• The observations or measurements that need to be made</li> <li>• The equipment and techniques required for the enquiry</li> <li>• Any hazards and risks to themselves and others</li> </ul> <p><b><u>Developing</u></b></p> <ul style="list-style-type: none"> <li>• Use apparatus and equipment correctly and safely</li> <li>• Make careful observations and accurate measurements, using digital and ICT equipment at times</li> <li>• Form considered opinions and make informed decisions</li> </ul> <p><b><u>Reflecting</u></b></p> <ul style="list-style-type: none"> <li>• Begin to evaluate outcomes against success criteria</li> <li>• Deciding whether the approach/method was successful</li> <li>• Linking the learning to similar situations, within and outside school</li> </ul> <p><b><u>Digital Competency</u></b> Internet safety and citizenship Applying programs e.g. Word, Excel, Powerpoint Emailing</p>

	<p><u>Themes:</u>  We are app planners.  We are project managers.  <u>DCF Skills</u>  Problem-solving and modelling  Planning; Sourcing and Searching; Creating; Evaluating and Improving.</p>
Health & Wellbeing	<p><u>P.E.</u>  Football, gymnastics, swimming and orienteering.  <u>P.S.E/Jigsaw</u>  Being me in my world/ Celebrating Difference.</p>
Expressive Arts	<p><u>Art</u>  Andy Warhol- pop art, colour, patterns  Clarice Cliff  <u>Music</u>  Roundabout- exploring rounds.  Journey Into Space- exploring sound sources.  <u>DT</u>  WW2- Shelters, prefab buildings- designing and making.</p>
Humanities	<p><u><i>Britain Since the 1930s</i></u>  Looking at changes to aspects of life over the decades, including World War 2.  <u>R.E.</u>  Celebrations and Festivals</p>