

YEAR 6 - AUTUMN 2



English		Maths			
<p>Fiction: 'Clockwork' by Philip Pullman Alma (film narrative)</p> <p>Non-Fiction: Journalistic Writing 'The Egyptian Echo' by Paul Dowswell First Newspapers</p> <p>Poetry: 'Cosmic Disco Poems' by Grace Nichols (<i>Personification & powerful imagery</i>)</p>		<p><i>Maths planning is based on the Collins 'Busyant' scheme of work.</i></p>			
Science		Computing		Geography	
<p>Key Question/Theme: <i>Living Things & Their Habitats (Classification)</i></p>		<p>Key Question/Theme: <i>Sharing Information & Online Safety</i></p>		<p>Key Question/Theme: <i>Living in the Mountains</i></p>	
<p>Key Skills:</p> <ul style="list-style-type: none"> Describing 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. Giving reasons for classifying plants and animals based on specific characteristics. Identifying scientific evidence that has been used to support or refute ideas or arguments. 		<p>Key Skills:</p> <ul style="list-style-type: none"> Using technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 		<p>Key Skills:</p> <ul style="list-style-type: none"> Developing contextual knowledge of the location. Knowing how different mountains are formed. Human and physical characteristics Knowing how energy can be produced from mountainous regions. Knowledge of global climates Noticing the impact of climate change. Developing map-reading skills Identifying key mountain ranges around the world and understanding the terms 'latitude' and 'longitude'. 	
PSHE		RE		Design & Technology	
<p>Key Question/Theme: <i>Health & Well-being</i></p>		<p>Key Question/Theme: <i>Beliefs Regarding Death</i></p>		<p>Key Question/Theme: <i>Shelters</i></p>	
<p>Overall Objectives:</p> <ul style="list-style-type: none"> A healthy (including physically, emotionally and socially) balanced lifestyle (within relationships, work-life, exercise and rest, spending and saving and diet) Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Diversity and equality (in all its forms) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Rights (including the notion of universal human rights), 		<p>Key Skills:</p> <ul style="list-style-type: none"> Explaining the practices and lifestyles involved in belonging to a faith community. Explaining how some teaching and beliefs are shared between religions. Recognising and expressing feelings about personal identity and how this relates to religious beliefs and teachings. Expressing individual values and remaining respectful of those with different values. 		<p>Key Skills:</p> <ul style="list-style-type: none"> Using research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Generating, developing, modelling and communicating ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces and computer-aided design. Generating a prototype using appropriate techniques from a design. Selecting from and using a wider range of tools and equipment to perform practical tasks. Selecting from and using a wider range of materials and components, including materials and textiles according to their functional properties and aesthetic qualities. 	

responsibilities (including fairness and justice) and consent (in different contexts)		<ul style="list-style-type: none"> Evaluating ideas and products against design criteria and considering the views of others when improving products.
Music	French	PE
<u>Key Question/Theme:</u> <i>Music is taught by a specialist teacher</i>	<u>Key Question/Theme:</u> <i>The world around us</i>	<u>Key Question/Theme:</u> <i>PE Skills and Games (Specialist Teacher)</i>
<u>Key Skills:</u> <ul style="list-style-type: none"> Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvising and composing music for a range of purposes using the inter-related dimensions of music Listening with attention to detail and recall sounds with increasing aural memory Using and understanding staff and other musical notations Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Developing an understanding of the history of music. 	<u>Key Skills:</u> <ul style="list-style-type: none"> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Engage in conversations; ask and answer questions; express opinions and respond to those of others. Read carefully and show understanding of words, phrases and simple writing. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<u>Key Skills:</u> <ul style="list-style-type: none"> Using running, jumping, throwing and catching in isolation and in combination Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Developing flexibility, strength, technique, control and balance. Performing dances using a range of movement patterns Taking part in outdoor and adventurous activity challenges both individually and within a team Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.

Spiritual, Moral, Social and Cultural Development

Spiritual

- Experiencing fascination, awe and wonder:**
 Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Exploring the values and beliefs of others:**
 Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Understanding human feelings and emotions:**
 Is shown by pupils' willingness to reflect on their experiences.
- Using imagination and creativity in learning:**
 Is shown by pupils' use of imagination and creativity in their learning.

Moral

- **Investigating moral values and ethical issues:**
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**
Is shown by pupils' understanding of the consequences of their actions.

Social

- **Developing personal qualities and using social skills:**
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- **Exploring, understanding and respecting diversity:**
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.