

Year group: 6

Term: Autumn 1

Topic: Conflict and Resolution



Literacy

Book Talk

Book: Private Peaceful

Author: Michael Morpurgo

Reading Key Performance Indicators:

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.
- Provide reasoned justifications for his/her views.

Writing Genres:

- Recount- Journalistic Writing
- Historical Narrative- Flashback

Assessed Writing:

- Recount- Journalistic Writing

Creative Writing:

- Autobiography
- Battle Scene

Pupils will learn to:

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.
- Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Use a range of devices for cohesion within and across paragraphs.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.
- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- Use the passive to affect the presentation of information in a sentence.
- Use layout devices to structure text.
- Use the colon to introduce a list and use semi-colons within lists.
- Use bullet points to list information.

Recount – Journalistic writing

Immerse

- To present current news affairs to explore the role of a newspaper reporter.
- To read a variety of newspapers to familiarise ourselves with the genre.

Analyse

- Use a given text, find language and layout features and identify the intent and audience for the writing.

Skills

- To use varying levels of formality within our writing.
- To use direct speech to convey character within a newspaper report.
- To use a range of cohesive devices – adverbials of time and place within a newspaper report.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.

Write

- To draft and write a newspaper report by using organisational and presentational devices to structure text and to guide the reader.
- To write a newspaper report using varying levels of formality, direct speech and cohesion.

Edit and review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.

Historical narrative - flashback

Immerse

- To explore historical footage and reports to immerse ourselves into the battles of WW1 and WW2.

Analyse

- Use a given text, find language and layout features and identify the intent and audience for the writing.

Skills

- To organise paragraphs around themes.
- To use a range of literary devices to develop vivid imagery
- To use language and vocabulary that reflect the era of the writing.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form

Write

- Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- To write a flashback using the skills learnt within the journey.

Edit and review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.

Integers and decimals

Pupils will learn:

- To read and write numbers to ten million.
- To compare and order numbers to ten million.
- To identify place value to three decimal places.
- To round integers to a required degree of accuracy.
- To apply rounding in a range of contexts.
- To explore strategies for addition.
- To explore strategies for subtraction.
- To interpret addition and subtraction problems.
- To interpret addition and subtraction problems involving decimals.
- To apply strategies to multi-step problems.

Multiplication and division

- To explore factors and multiples.
- To use equivalences to calculate (multiplication).
- To use equivalences to calculate (division).
- To multiply and divide by 10, 100 and 1000.
- To solve problems using known and derived facts.
- To use the short multiplication algorithm.
- To use the long multiplication algorithm.
- To use the formal long division algorithm with a 1-digit divisor.
- To generate key facts for long division.
- To use the formal long division algorithm with a 2-digit divisor.
- To find and interpret whole number and decimal remainders.
- To find and fraction remainders.
- To solve and interpret problems (1&2).

Calculation problems

- To understand which operations have equal priority.
- To understand the order of operations including brackets.
- To use and apply the order of operations.
- To generate and describe linear number sequences.
- To express missing numbers algebraically.
- To create algebraic expressions for different contexts.
- To satisfy equations with two unknowns.
- To apply problem solving strategies.

Times Table Focus: Revision of all times tables.

Arithmetic Focus: The four operations.

Science	<u>Light and Perception</u> Pupils will learn: • Lesson 1: How do we see? • Lesson 2: What do shadows tell us about light? • Lesson 3: What is reflection? • Lesson 4: What is refraction? • Lesson 5: What colour is light? • Lesson 6: What is light pollution? Pupils will know and understand: • That we see when light is reflected from an object into our eyes. • Light travels in straight lines. • The parts of the human eye and how the eye works. • Reflection is when light bounces off a surface and changes direction of the ray of light. • The angle of incidence is always equal to the angle of reflection. • How light behaves in water. • Clear white light is made up of 7 colours. • The colours we see are known as the visible spectrum. • Light waves can be absorbed, transmitted or reflected to create colour, white or black. • How shadows are formed and that they are the same shape as the object that cast them. • What light pollution is and the impact it has on humans and animals.
History	<u>Conflict and Resolution- Part 1</u> Pupils will learn: • Lesson 1: How did the First World War begin and why did Britain fight? • Lesson 2: Who fought for Britain in the First World War? • Lesson 3: What was trench warfare? • Lesson 4: What did women do during the First World War? • Lesson 5: How did the First World War end and what followed? Pupils will know and understand: • Archduke Franz Ferdinand, the Austro-Hungarian heir, was killed on 28 June 1914 in Sarajevo. • The Triple Entente was made up of the British, French, and Russian empires. • Triple Alliance was made up of the German, Austro-Hungarian, and Italian empires. • In 1916, the Military Service Act introduced conscription, calling for every unmarried man aged between 18 and 41 to enlist for military service. • The Battle of the Somme is regarded as one of the most devastating and costly battles of the First World War. • Because of the war, women had to do the jobs that were reserved for men only before the war. • Up to 1 million women worked in munitions factories. The First World War ended at 11am on 11 November 1918. Armistice Day is still acknowledged in Britain today.

Geography	
Art	<u>Drawing - Making My Voice Heard</u> Pupils will know and understand: Generating ideas: • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes Using sketchbooks: • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks Making skills: • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently • Combine materials and techniques appropriate to fit with ideas • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art Knowledge of artists: • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work Evaluating and analysing: • Give reasoned evaluations of their own and others' work which takes account of context and intention • Discuss how art is sometimes used to communicate social, political, or environmental views • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work Pupils will learn: • To explore expressive drawing techniques. • To consider how symbolism in art can convey meaning. • To apply understanding of the drawing technique chiaroscuro. • To evaluate the context and intention of street art. • To apply an understanding of impact and effect to create a powerful image.
Design Technology	
Computing	
PE	<u>Football</u> Pupils will learn: • Lesson 1: To maintain possession when attacking. • Lesson 2: To apply attacking skills with control under pressure. • Lesson 3: To select the appropriate skill, choosing when to pass and when to dribble.

	• Lesson 4: To move into and create space to support a teammate. • Lesson 5: To use the appropriate defensive techniques for the situation. • Lesson 6: To apply rules, skills and principles to play in a tournament. Pupils will know and understand how to: • Create and use space to help my team. • Dribble, pass, receive, and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation and make this decision quickly. • Use marking, tackling and/or interception to improve my defence. • Use the rules of the game consistently to play honestly and fairly. • Work collaboratively to create tactics with my team and evaluate the effectiveness of these. • Recognise my own and others strengths and areas for development and can suggest ways to improve. Handball Pupils will learn: • Lesson 1: To use attacking skills to maintain possession under pressure. • Lesson 2: To select the appropriate skill to create space, move towards goal and away from defenders. • Lesson 3: To select and apply the appropriate skill to score goals. • Lesson 4: To use defending skills to prevent an opponent from scoring. • Lesson 5: To use the appropriate defensive technique for the situation. • Lesson 6: To apply rules, skills and principles to play in a tournament. Pupils will know and understand how to: • Be confident to make decisions when refereeing. • Select the appropriate action for the situation and make this decision quickly. • Use a wider range of skills with increasing control under pressure. • Use feedback provided to improve the quality of my work. • Use the rules of the game consistently to play honestly and fairly. • Work collaboratively to create tactics with my team and evaluate the effectiveness of these. • Work in collaboration with others so that games run smoothly. • Recognise my own and others strengths and areas for development and can suggest ways to improve.
French	<u>French Sport and the Olympics</u> Pupils will learn: • To know the names of some sports in French and how to express preferences. • To know the French name for countries around the world. • To know the verb 'aller' (to go) and how to conjugate in the past tense as well as identifying the correct preposition. • To know P.E. action verbs. • To know how to play Pétanque (a famous French game). • To know how to write a magazine article using vocabulary and grammar from the unit. Pupils will know and understand: • To know whether to use the pronouns il 'he' or elle 'she' when describing someone.

	• To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). • To conjugate the verbs aller, jouer and faire. • To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports. • To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. • To know the rules for playing French bowls. • To know how the maillot jaune is awarded during the Tour de France race.
Music	
RE	<u>Creation and Covenant * Pupils are accessing the new RED curriculum</u> <u>Believe</u> By the end of this unit of study, pupils will know that the Church teaches that: • The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (YCFK 22) • In Jesus, God restored humanity's relationship with him. • Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit. • Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution. <u>Celebrate</u> By the end of this unit of study, pupils will know: • The symbols in the Sacrament of Baptism that point to a Christian's new life in Christ • The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith. <u>Live</u> By the end of this unit of study, pupils will know: • Many scientists are Christians and they do not see any conflict between their faith and science. • The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaitre). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69). <u>Understand, Discern, Respond</u> Pupils will learn: • To understand the Second account of Creation. • To understand the origin of stewardship and the guidance given by God. • To understand the Christian belief of original sin. • To understand that sin damages our relationship with God • To know that Jesus restores our relationship with God. • To explain baptism as the first sacrament. • To understand that Christian scientists have contributed to the scientific account of the beginnings of the universe.

RSE	Calming the Storm Pupils will learn: • We were created individually by God who cares for us and wants us to put our faith in Him. • Physically becoming an adult is a natural phase of life. • Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it. <u>Gifts and Talents</u> Children will learn: • There are similarities and differences between people arise as they grow and mature. • By living and working together ('teamwork') we create community. • There are many different types of family set up • Self-confidence arises from being loved by God (not status, etc.). <u>Girls' and Boys' Bodies</u> Pupils will learn: • That human beings are different to other animals. • About the unique growth and development of humans, and the changes that girls will experience during puberty. • About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately. • The need for modesty and appropriate boundaries. <u>Spots and Sleep</u> Pupils will learn: • How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
Immersive Events/Visits/Visitors	• Welcome Mass • Discover Opera • Pol-Ed Keeping Safe Session • Topic Trip- Eden Camp