

Year group: 6

Term: Autumn 2

Topic: Mapping the World



Literacy

Book Talk

Book: The Explorer

Author: Katherine Rundell

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:

- Instructional Text
- Adventure Narrative

Assessed Writing:

- Instructional Text

Creative Writing:

- Diary Entry
- Setting Description (Linked to Class Text)

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.

Instructional Text

Immerse

- Engage in persuasive discussions to decide what would be essential for survival on a desert island.
- Create and present a persuasive argument for chosen survival items, using evidence and reasoning to influence others.

Analyse

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

Skills

- Use imperative verbs
- Use time adverbials
- Use the spelling rule- prefix dis, un, over and im.

Plan

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

Write

- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- Write an instructional text using imperative verbs, time adverbials and the spelling rule- prefix dis, un, over and im.

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.

Writing genre: Adventure narrative

Immerse

- Use creative mapping to build a story setting.
- Create an effective setting description.

Analyse

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

Skills

- Use verb tenses.
- Use inverted commas in speech.
- Use the spelling rule- Words with unstressed vowel sounds.

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 the opening and build up of an adventure narrative using the correct verb tenses.
- To write the problem and resolution of an adventure narrative using inverted commas.
- To write the ending of an adventure narrative using the spelling rule- words with unstressed vowel sounds.

Edit and review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.

	<ul style="list-style-type: none"> • Proof read for spelling errors linked to spelling statements for year 6. • Use dictionaries to check the spelling and meaning of words.
<p>Maths</p>	<p><u>Calculating Problems</u> Pupils will learn:</p> <ul style="list-style-type: none"> • To understand which operations have equal priority. • To understand the order of operations. • To understand the order of operations, including indices. • To understand the order of operations, including brackets. • To solve problems involving the order of operations. • To solve algebraic equations with one unknown value. • To solve algebraic equations with two unknown values. • To use a letter to represent a number in contextual problems. • To generate and describe linear number sequence. <p><u>Fractions and Decimals</u></p> <ul style="list-style-type: none"> • To identify, describe and represent fractions. • To understand and describe fraction equivalence. • To find equivalent fractions in their simplest form. • To compare and order fractions. • To compare and convert mixed number and improper fractions. • To order fractions greater than one. • To add and subtract fractions with different denominators. • To multiply an integer by a fraction. • To multiply two fractions. • To divide a fraction by an integer. • To solve problems involving fractions. • To recall and use fraction and decimal equivalence. • To calculate decimal equivalence using short division. <p>Times Table Focus: Related Facts Arithmetic Focus: Fractions/Decimals/Percentages</p>
<p>Science</p>	<p><u>Classification</u> Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1: How can we arrange organisms into groups? • Lesson 2: What is classification? • Lesson 3: How can we classify vertebrates? • Lesson 4: How can we classify invertebrates? • Lesson 5: How can we classify plants? • Lesson 6: What are microorganisms?

	<p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Who Carl Linnaeus was and how his work influenced the classification of living thing. • How to use the Linnaean System of classification. • The six kingdoms used in classification are: kingdom archaea, Kingdom Bacteria, Kingdom Protista, Kingdom Fungi, Kingdom Plantae and Kingdom Animalia. • How to classify vertebrates and invertebrates. • How to classify plants – beginning with vascular and non-vascular. • What microorganisms are and how they can be classified. • The positive and negative impacts of microorganisms. • How habitats are important for the conservation of species.
History	
Geography	<p><u>Mapping the World</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1: What can maps tell us about the world? • Lesson 2: How can you locate places on a map? • Lesson 3: How do you read an Ordnance Survey map? • Lesson 4: Can you plan fieldwork? • Lesson 5: Can you carry out fieldwork? • Lesson 6: Can you present your fieldwork findings? <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Different maps are designed for different uses. • A cartographer is someone who makes maps. • A compass is a tool that shows which direction is north. • Lines of latitude run parallel to each other from east to west and show how far something is north or south of the Equator. • Lines of longitude, also called meridians, run from north to south between the North Pole and the South Pole, and they show how far something is east or west of Greenwich in London, England. • Latitude and longitude are measured in degrees (°), minutes ('), and seconds ("). • Ordnance Survey (OS) is the national mapping agency for Great Britain. • Gridlines are used to describe the location of different symbols or features on an OS map. • Four-figure grid references allow you to locate a grid square. Six-figure grid references allow you to identify a specific place, such as a shop. • OS maps use symbols to help readers find features more easily. • Geographical investigations involve fieldwork. • Fieldwork is when you go outside to explore the local area and find out more about it. • When carrying out fieldwork, we will need to plan, research, collect and record data, present your findings, analyse them, and then evaluate your study. • Fieldwork can involve investigating both human and physical features.

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Art	<p>Card Craft</p> <ul style="list-style-type: none"> • Pupils will create an Advent card using art skills appropriate for the year group.
Design Technology	<p>Digital World Pupils will know and understand:</p> <p>Design</p> <ul style="list-style-type: none"> • Write a design brief from information submitted by a client. • Develop design criteria to fulfil the client's request. Consider and suggest additional functions for my navigation tool. • Develop a product idea through annotated sketches. • Place and manoeuvre 3D objects, using CAD. Changing the properties of, or combining one or more 3D objects, using CAD. <p>Make</p> <ul style="list-style-type: none"> • Consider materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo). Explain material choices and why they were chosen as part of a product concept. • Program an N, E, S, W cardinal compass. <p>Evaluate</p> <ul style="list-style-type: none"> • Explain how a program fits the design criteria and how it would be useful as part of a navigation tool. Develop an awareness of sustainable design. Identify key industries that utilise 3D CAD modelling and explaining why. • Describe how the product concept fits the client's request and how it will benefit the customers. Explain the key functions in my program, including any additions. • Explain how a program fits the design criteria and how it would be useful as part of a navigation tool. • Explain the key functions and features of my navigation tool to the client as part of a product concept pitch. • Demonstrate a functional program as part of a product concept pitch. <p>Knowledge</p> <ul style="list-style-type: none"> • To know that accelerometers can detect movement. • To understand that sensors can be useful in products as they mean the product can function without human input. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1: To navigating the world. • Lesson 2: To program a navigation tool. • Lesson 3: To understand product concepts.

	<ul style="list-style-type: none"> • Lesson 4: To use 3D CAD models. • Lesson 5: To plan and deliver a product pitch.
Computing	<p>iProgram</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1: To know the various inputs that computer games can use. • Lesson 2: To program a computer game by sequencing conditional statements. • Lesson 3: To know that programs are developed according to a plan. • Lesson 4: To know how to program an algorithm according to a plan. • Lesson 5: To know how to develop a program according to a plan. • Lesson 6: To know how to develop strategies for testing and debugging computer programs. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. • To solve problems by decomposing them into smaller parts. • To use sequence, selection and repetition in programs. • To work with variables and various forms of input and output. • To use logical reasoning to explain how some simple algorithms work. • To detect and correct errors in algorithms and programs. • To design and develop programs with Scratch.
PE	<p>Fitness</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1: To develop an awareness of what the body is capable of • Lesson 2: To develop speed and stamina • Lesson 3: To develop strength using own body weight • Lesson 4: To develop coordination • Lesson 5: To develop agility • Lesson 6: To develop balancing with control <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • Change running technique to adapt to different distances. • Collect, record and analyse scores to identify areas where I have made the most improvement. • Work with others to organise, manage and record information at a station. • Encourage and motivate others to work at their best. • Understand that there are different areas of fitness and how this helps me in different activities. • Different components of fitness and ways to test and develop them. • Work to my maximum consistently when presented with challenges.
French	<p>French Football Champions</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Football vocabulary in French. • Footballer profiles in French. • French footballers – where do they come from?

	<ul style="list-style-type: none"> • French football vocabulary tournament. • Creating a footballer profile in French. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. • 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 know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir – I have just finished, or a place of origin. • To know that football is immensely popular in France which is reflected in the support for the national team, les Bleus.
Music	<p><u>Unit Theme: Dynamics, pitch and Tempo</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know that the conductor beats time to help the performers work well together. • To understand that improvisation means making up music 'on the spot'. • To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. • To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To appraise the work of a classical composer. • To improvise as a group, using dynamics and pitch. • To improvise as a group, using texture. • To use knowledge of dynamics, texture and pitch to create a group composition. • To use teamwork to create a group composition featuring changes in dynamics, pitch and tempo.
RE	<p><u>Prophecy and Promise * Pupils are accessing the new RED curriculum</u></p> <p><u>Believe</u></p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • The women of the Old Testament are true protagonists of salvation history (Pope John Paul II's address, General Audience, 27 March 1996). • Mary is the fulfilment of the Old Testament promises and became the 'Mother of God' by her 'Yes' to God's plan. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • The Magnificat is the song of the Mother of God and the song of the Church. • The Church prays the Magnificat each day at Vespers (evening prayer). • Some sung settings of the Magnificat <p><u>Live</u></p> <ul style="list-style-type: none"> • Examples of women today who are responding to God's call in their life. For example, the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order (Sisters of Mercy, Ursulines, Sisters of Loreto, Daughters of St Paul, Little sisters of the Poor). <p><u>Understand, Discern, Respond</u></p>

	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • To understand Miriam in the Old Testament. • To understand what is meant by women of the Old Testament as protagonists. • To understand how Mary is the fulfilment of promises in the Old Testament. • To understand the belief that Mary became the Mother of God. • To understand the Magnificat prayer. • To know the role of women’s religious orders in the church today. • To consider the role of women in the story of salvation and the life of the church.
RSE	<p><u>Created and Loved by God</u> <u>Me, My Body, My Health:</u></p> <p><u>Gifts and Talents</u> Children will learn:</p> <ul style="list-style-type: none"> • 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.). <p><u>Girls’ and Boys’ Bodies</u></p> <ul style="list-style-type: none"> • 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. <p><u>Spots and Sleep</u></p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Local Library Visit • Anti-Bullying Week • Remembrance Service at the Cenotaph • Enterprise Week and Winter Fair