

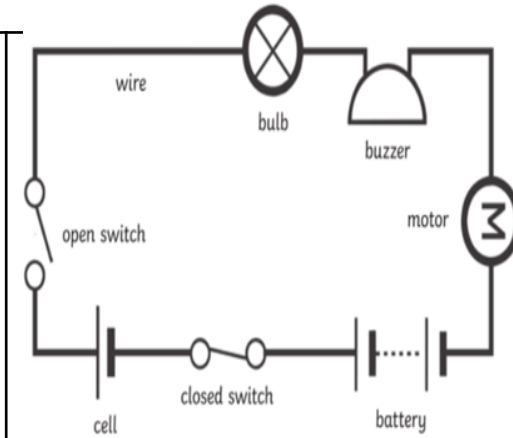
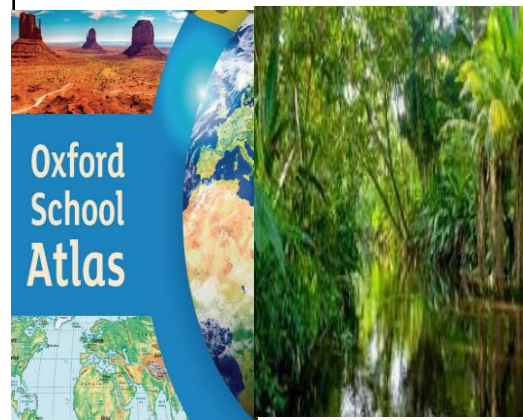


## YEAR 6 Autumn 2

### Is Fairtrade Unfair?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p>Set challenging goals and work towards these                  Focus on next steps and acting on feedback to improve                  Review progress against own targets                  Know that only our best is good enough</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Challenging learning opportunities for children to be outside comfort zone                  Increase responsibilities for year 6 children and continue with Year 6 'Jobs' – reading buddies, sports ambassadors, classroom helpers, Sporting competitions                  Representing school in inter school sporting competitions                  Explore what we mean by courage and bravery – Link with English Bravery Award Speech                  Nativity – production at St Philip's Church</p>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with particular focus on <b>reflective</b> - Thinks about their work, uses what they have learnt before to help them, learns from their mistakes and looks for ways to improve their work                  Work towards Learning to Learn Awards                  Celebrate successes and learning from mistakes                  Modelling of effective learning skills by staff</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Assemblies – linked to school aims                  Year 6 responsibilities – year 6 as role models                  Representing school in sporting competitions                  Adapting behaviours according to environments and audiences – home, school, school visits                  No Outsiders – The Whisperer – Stand up to discrimination                  Discuss that all individuals are different and have unique, special qualities regardless of gender, race, ability or disability.                  Remembrance                  Anti Bullying Week                  Children in need                  Road safety week                  School Council class meetings                  Parliament week – visit from Esther McVey</p>



<b>ENGLISH</b>	<b>READING</b>	Read range of genres Support inferences with evidence Summarise key points in text Discuss use of figurative language Discuss and explain reading, providing reasoned justification Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words	<b>MATHS</b>	<p><b>Recap - Numbers</b>                  Finding common multiples                  Finding common factors                  Finding prime numbers                  Solving word problems</p> <p><b>Fractions</b>                  Adding and subtracting fractions (Recap)                  Multiplying fractions                  Dividing a fraction by a whole number</p> <p><b>Decimals</b>                  Writing and reading decimals                  Writing fractions as decimals                  Multiplying decimals                  Dividing decimals</p>
	<b>WRITING</b>	Examine language and select vocab for effect (understanding how such choices can change and enhance meaning) in formal speech Recognising vocabulary and structures that are appropriate for formal writing and discuss vocab in context Use dictionaries/Understand how words are related - synonyms Determine purpose, audience and form - discussing words and phrases Familiarisation with Structure and Language Features Build cohesion within and across paragraphs Plan - noting and developing initial ideas, drawing on reading and research where necessary Outcomes – Bravery speech award and Letter to an M.P.		
	<b>SPELLING / PHONICS / GPS</b>	Words from 3/4 and 5/6 statutory spelling list Homophones and Synonyms Endings spelt '-cious' or '-tious' Words with 'ough' letter string Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility		
	<b>SPOKEN LANGUAGE</b>	Use appropriate register and language Articulate arguments and opinions Use questions to build knowledge		



<b>SCIENCE</b>	<p><b>Working Scientifically</b>                  Describe circuits using appropriate terminology                  Record using recognised symbols                  Use secondary sources of information</p> <p><b>Physics</b>                  Build upon understanding of circuits from the year 4 curriculum                  Construct circuits with an increasing number of components                  Use the recognized electrical symbols                  Research how electricity is generated both traditionally using coal and gas and by renewable resources                  Extension lessons to allow the children to apply their knowledge and construct circuits for real life contexts – security alarms</p>
<b>HISTORY</b>	

<b>COMPUTING</b>	<p><b>Computing</b>                  To complete coding from Autumn 1                  understand how user input can be used in a program                  understand how 2-code can be used to create a text-adventure game</p> <p><b>Networks</b>                  Learn about what the internet consists of                  Find out what a LAN and WAN are                  Find out how the internet is accessed at school                  Research and find out about the age of the internet                  To think about what the future might hold in technological advances</p>
<b>GEOGRAPHY</b>	<p><b><u>TOPIC: Fair Trade</u></b>  <b><u>Strand: Human and Physical Geography</u></b>  <b><u>Geographical skills and fieldwork</u></b>                  Use atlases, maps and aerial photographs to find rainforests and explain what the climate is like there. Explain why rainforests cannot be found in the UK.                  Label maps to show where cocoa can grow and link to rainforests can be located.                  Compare the average rainfall in different climate zones, including the rainforest, and draw a graph to represent this.                  Investigate the natural resources, such as palm oil, coffee and cocoa, and the role they play in trade routes.                  Describe the fair trade process for some products                  Follow a product from the plant through the global supply chain                  Explain sustainability and the role fair trade can play</p> <p><b><u>What you will know by the end of the unit</u></b>                  Where the main producers of cocoa are in the world                  That not all people are treated fairly and can be exploited                  The positives and negatives of Fair Trade                  That the cheaper costs of products may have negative consequences                  The impact of international trade on the local economy and lives of local people                  The impact of international trade on the environment                  The benefits of international trade                  As consumers we have rights and make choices</p>



MFL	<p><b>The theme of this term is geography, countries, languages and nationalities</b> To develop knowledge of France as a country (geographical features) To give their opinion and explain why To use the correct form of 'in' when talking about towns or countries (en, au, aux, à)</p>	PHYSICAL EDUCATION	<p>Can safely and correctly lead a small group warm up routine To understand the effects of different intensities of exercise on heart and breathing rate To be able to competently and confidently create complex high quality sequences using a wide range of both actions and dynamics on challenging apparatus Perform creative routines in a small group demonstrating tension, strength, coordination and poise To judge and comment on performance using correct gymnastic terminology setting targets to achieve their personal best</p>
DESIGN TECHNOLOGY	<p><b>Hot Wheels – Design, make and evaluate a moving vehicle</b> How to use learning from science and mathematics to help design and make products that work Know that materials have both functional properties and aesthetic qualities Explain how mechanical systems - cams or pulleys or gears create movement How more complex electrical circuits can be used to create functional products <b>Design, make and evaluate a sewing bag</b> To create and use own template Know and use pins and needles safely To combine fabrics To know what applique is and to use it to decorate fabric To use and apply various stitches</p>	ART	<p>Plan and design a collage (complete from autumn 1)</p>
MUSIC	<p>MELODY WRITING - UKULELES Vocal and Instrumental HARMONY – UKULELES/GUITARS Arranging and accompanying melodies. EXPRESSIVE QUALITIES: DYNAMICS and TEMPO TRANSITION PROJECT – GLOCKS Bringing together the aspects of melody, rhythm and harmony</p>	RELIGIOUS EDUCATION	<p><b>Was Jesus the Messiah?</b> U.C. Incarnation  To explain some of the connections between Biblical texts and the idea of Jesus as the Messiah. To discuss how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>
PSHE	<p>Importance of rules for safety Looking after our Mental Health and Well Being – managing anxieties (ongoing) <b>Link with science</b> Preventing early use of substances – managing peer pressure Physical Health – importance of exercise Healthy Eating – a balanced diet</p>	ENRICHMENT	<p>Representing school at sporting fixtures School council meeting – discuss feedback Taking part in a Carol Service Use books and artefacts from the Education Library Service. Celebrate Bonfire Night and the history behind it Remembrance Support Children in Need Day Take part in the Christmas Curriculum Parliament week – visit from Esther McVey PSCO Visit – Bonfire Safety Protecting our Planet Day Inter Faith Week</p>