

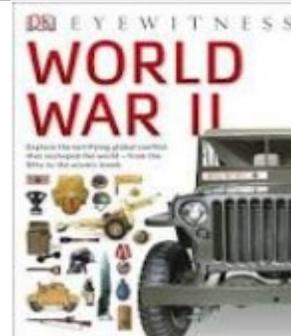
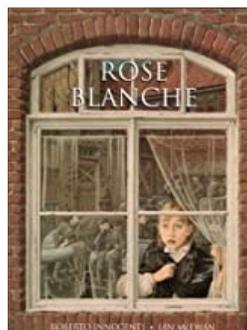
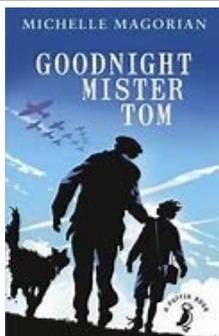


YEAR 6 / AUTUMN 1

WHAT IS LIFE LIKE AS AN EVACUEE?

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





ACADEMIC EXCELLENCE	<p>Set challenging goals and work towards these</p> <p>Focus on next steps and acting on feedback to improve</p> <p>Review progress against own targets</p> <p>Know that only our best is good enough</p>
POSSIBILITIES AND RISKS	<p>Challenging learning opportunities for children to be outside comfort zone</p> <p>Increase responsibilities for year 6 children and introduce Year 6 'Jobs' – reading buddies, playground buddies, sports ambassadors, classroom helpers</p> <p>Year 6 visitor in school – WW2</p> <p>Sports competitions</p> <p>Performing readings at Harvest service</p>

LEARNING TO LEARN	<p>Review and develop understanding of 5Rs with particular focus on readiness to learn in Autumn 1</p> <p>Celebrate successes and learning from mistakes</p> <p>Work towards Learning to Learn Awards</p> <p>Modelling of effective learning skills by staff</p>
SOCIAL INTELLIGENCE	<p>Assemblies – linked to school aims</p> <p>Year 6 responsibilities – year 6 as role models</p> <p>Representing school in sporting competitions</p> <p>Adapting behaviours according to environments and audiences – home, school, school visits</p> <p>No Outsiders – To promote diversity – I know what diversity is and I can accept that other people may be different from me and I understand that living in the UK means accepting and celebrating diversity.</p>



ENGLISH	READING	Read range of genres Support inferences with evidence Summarise key points in text Identify how language contribute to meanings Discuss use of figurative language Discuss and explain reading, providing reasoned justification
	WRITING	Plan writing to suit audience and purpose Develop characterisation and setting Select grammar and vocab for effect Develop and use range of cohesive devices Develop grammatical consistency To recount and Inform - Bravery award speeches Recount - Diary entry
	SPELLING / PHONICS / GPS	Synonyms and antonyms Develop appropriate style and register informal and formal speech Use relative clauses Use commas for clauses Use (), - and , for parenthesis Know the subject and object of a sentence Secure spelling in homophones, prefixes and silent letters Words from 3/4 statutory spelling list
	SPOKEN LANGUAGE	Learn and perform poem by heart – war poem / Harvest Use appropriate register and language Articulate arguments and opinions Use questions to build knowledge

MATHS	Recap using the ready to progress criteria Year 5 P.V composing numbers up to 10,000, 100,000 Secure place value to 1 000 000 – reading, writing, comparing and rounding 4 Operations on whole numbers Solving word problems Common Multiples Common Factors Prime Numbers Fractions – simplify, compare and order, add, subtract, multiply and divide,
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SCIENCE	<p>Working Scientifically Planning different scientific enquiries to answer questions, inc. variables Taking measurements with scientific equipment Recording data using various graphs, keys, tables, diagrams Use test results to set up further tests and comparative tests Recording and presenting findings, inc. conclusions, degrees of trust Identify where evidence has been used to support or refute ideas</p> <p>Physics To know how light travels To know how shadows are formed and how to change shadows To know how we see things</p> <p>LINKED TO BLACKOUT AND HISTORY TOPIC</p>
HISTORY	<p>Investigate and interpret past Use sources of evidence to deduce information Select suitable sources of evidence, giving reasons Use sources of information to form testable hypotheses. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past and refine lines of enquiry as appropriate.</p> <p>Chronological knowledge beyond 1066 The Battle of Britain, refugees, appeasement, front line, home front.</p>

COMPUTING	<p>Coding To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. To use functions and understand why they are useful. To understand how functions are created and called. To use flowcharts to create and debug code. To create a simulation of a room in which devices can be controlled. To understand how user input can be used in a program. To understand how 2Code can be used to make a text-adventure game.</p>
GEOGRAPHY	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)</p> <p>Recall European countries and their capital cities</p> <p>Understand the impact of war on migration of people and the implications for children and families</p> <p>HISTORICAL LINK, GEOGRAPHY OF EUROPE</p>



MFL	<p>The theme is weather and countries</p> <p>Anticipate and link the spellings of words by applying phonic knowledge</p> <p>Read aloud with accurate pronunciation, including reciting a poem</p> <p>Use adverbs of time (toujours, quelquefois, normalement)</p>
DESIGN TECHNOLOGY	<p>Art Focus</p>
MUSIC	<p>To know about importance of music in war time for entertainment, morale and community</p> <p>To know the different instruments in the percussion family</p> <p>To perform rhythms on percussion instruments</p> <p>To combine and layer rhythms to create musical pieces</p> <p>To perform changing dynamics, pace and timbre</p>
PSHE	<p>To understand how our bodies change during puberty and the importance of keeping clean</p> <p>To understand how emotions can change during puberty and strategies for managing these</p> <p>No Outsiders – To Promote Diversity</p>

PHYSICAL EDUCATION	<p>Perform the shapes, jumps, travel;, balances, positions to a high level or control and accuracy including new positions and versions</p> <p>Can perform a range of actions in and out of rolls</p> <p>Can confidently lead others in a stretching routine to prepare themselves for gymnastics</p> <p>Can combine a wide range of different shapes and balances in a performance with control and accuracy</p> <p>Can hold different positions when balancing and use different shapes to express a given theme</p> <p>Can create sequences that have changes of speed and level</p> <p>Can select the most appropriate way to travel from one balance to another</p> <p>Can safely set up the gymnastic apparatus</p>
ART AND DESIGN	<p>Observational Drawing - WW2 objects. Using pencil and pen</p> <p>Consolidating all pencil and pen skills</p> <p>Collage- building up the WW2 silhouettes, layering up with black paper, magazine and printed imagery from the era</p>
RELIGIOUS EDUCATION	<p>How important is belief in God?</p> <p>What are the Christian views of God - 'Father, Son and Holy Spirit'?</p> <p>How do Christians believe God is with them</p> <p>To know the importance of Harvest as a Christian festival and its relevance today</p>
ENRICHMENT	<p>Visits to St Phillips – Harvest Service</p> <p>Artefacts/ recounts from the children's relatives</p> <p>Visitor – WW2 Workshop</p>