

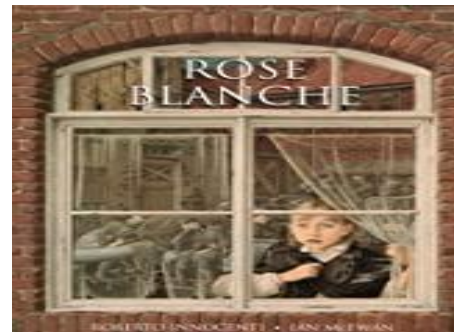


YEAR 6 / AUTUMN 1

WHAT DO YOU KNOW ABOUT THE STORY OF MIGRATION TO BRITAIN?

| ACADEMIC EXCELLENCE | LIFE LONG LEARNING | POSSIBILITIES and RISKS | SOCIAL INTELLIGENCE |
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| 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. | 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. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers. | 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. We will be challenging ourselves, extending our boundaries and developing our independence. | 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. |

KEY TEXTS





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| 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, science ambassadors, classroom helpers etc</p> <p>Sports competitions</p> <p>Performing readings at Harvest service</p> |

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| LEARNING TO LEARN | <p>Review and develop understanding of 5Rs with particular focus on readiness to learn in Autumn 1 – Is always prepared and well organised.</p> <p>Ready to start work straight away.</p> <p>Work towards Learning to Learn Awards</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> <p>Taking part in Parents' evening.</p> |



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| ENGLISH | READING | <p>Word Reading - Apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1).</p> <p>Comprehension - Maintain positive attitudes to reading and understanding of what they read by: read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks . Making comparisons with other books</p> <p>Understand what they read by: checking the book makes sense to them.</p> <p>Performance and Poetry - Learning a wide range of poetry by heart.</p> | MATHS | <p>Recap using the ready professional development materials composing numbers up to 10,000, 100,000, 100,000</p> <p>Secure place value to 1 000 000 – reading, writing, comparing and rounding</p> <p>4 Operations on whole numbers</p> <p>Solving word problems</p> <p>Common Multiples</p> <p>Common Factors</p> <p>Prime Numbers</p> <p>Fractions – simplify, compare and order, add, subtract, multiply and divide,</p> |
| | WRITING | <p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form. In writing narratives, considering how authors have developed characters and settings. Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by: using a wide range of devices to build cohesion within and across paragraphs – Adverbials - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Ensuring correct subject and verb agreement and appropriate register.</p> | | |
| | SPELLING / PHONICS / GPS | <p>Spell some words with ‘silent’ letters: e.g. knight, psalm, solemn</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Using relative clauses, modal verbs or adverbs to indicate possibility</p> <p>Colons to introduce a list and semi-colons for more elaborate lists.</p> <p>Use commas, brackets and dashes for parenthesis</p> <p>Semi-colon to separate two main clauses</p> | | |
| | SPOKEN LANGUAGE | <p>Performance and Poetry - Learning a wide range of poetry by heart - war poem / Harvest</p> <p>Use appropriate register and language</p> <p>Articulate arguments and opinions</p> <p>Use questions to build knowledge</p> | | |



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| <p align="center">SCIENCE</p> | <p>Biology - Living things and their habitats Describe 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 Give reasons for classifying plants and animals based on specific characteristics Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments. Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Use relevant scientific language and illustrations to discuss, communicate and justify their ideas and should talk about how scientific ideas have developed over time.</p> | <p align="center">COMPUTING</p> | <p>Communication and collaboration Explain the importance of internet addresses. Recognise how data is transferred across the internet. Explain how sharing information online can help people to work together. Evaluate different ways of working together online. Recognise how we communicate using technology. Evaluate different methods of online communication.</p> |
| <p align="center">HISTORY</p> | <p>Journeys - the story of migration to Britain This unit is structured around 3 sequential history enquiries: 1. Why did migrants come to Britain? 2. What were the experiences of migrants in Britain? 3. What was the impact of migration to Britain? Investigate and interpret past Use sources of evidence to deduce information - Select suitable sources of evidence, giving reasons Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of migration 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 align="center">GEOGRAPHY</p> | <p align="center">History Focus</p> |



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| 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> | PHYSICAL EDUCATION | <p>Netball and Tag Rugby</p> <p>To know how to confidently combine and perform skills effectively to keep and win back possession of the ball</p> <p>To confidently and competently demonstrate feints and acceleration to successfully outwit their opponents</p> <p>To confidently and competently use the width and depth of the court space for attacking and closing down the space when defending the goal</p> <p>To engage in competitive games communicating a strong understanding of tactics and strategy with teammates</p> <p>To refine shooting and scoring opportunities as an individual and as a team using players as support for reset eg rebound, free pass and penalty strategies</p> <p>To demonstrate and accept constructive communication, engage in leadership opportunities and begin to undertake an officiating role</p> <p>To identify the components of fitness using technical vocabulary and understand how these physical characteristics are used in different sports</p> |
| DESIGN TECHNOLOGY | Art Focus | ART AND DESIGN | <p>Use perspective to show fore, back and middle ground</p> <p>Continue to use proportion and build accuracy</p> <p>Develop previous skills using light and shade to make things appear 3D</p> |
| MUSIC | <p>Learn how to play melody and chords on the Ukulele in C Major</p> <p>Create a variety of musical melodies using the Ukulele or an alternative melody instrument.</p> <p>Listen to and differentiate between melody and harmony.</p> | RELIGIOUS EDUCATION | <p>Christians and how to live: What would Jesus do?</p> <p>The four gospels, noting some of the similarities and differences between them. Jesus' direct teaching and his teaching through parables and other stories</p> <p>Different biblical texts and what they mean for Christians today.</p> <p>The 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow.</p> <p>How Christian communities today act and how this is based on Jesus' teachings.</p> |
| PSHE | <p>To understand how our bodies change throughout our life and the importance of keeping clean</p> <p>No Outsiders – To Promote Diversity</p> | ENRICHMENT | <p>Visits to St Phillips – Harvest Service</p> <p>Artefacts/ recounts from the children's relatives</p> |