



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
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Marvellous Me! Journeys – Clothes

Year Group: Year 6
Teacher: Mrs Pester and Dianne Letts
Autumn Term 1

English	Maths
<p>The children will be reading Harry Potter and the Philosophers Stone in their reading and writing sessions this half term.</p> <p>They will be looking at grammar and punctuation in our lessons such as: Expanded noun phrases, modal verbs, phrases and clauses to learn how to use these skills in their writing.</p> <p>The children will create different genres of writing over this unit including: writing a howler, describing a scene and writing a new chapter for the book.</p>	<p>In maths we will be looking at the place value of numbers.</p> <p>Objectives being taught will include: Rounding numbers to any integer, comparing and ordering numbers and learning about powers of 10.</p> <p>We will then move on to addition and subtraction and multiplication and division.</p>

Topic: History and Geography	Science
<p>Journeys – Trade Where does all our stuff come from?</p> <p>To understand that our food and clothes can come from all over the world To understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl To understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed To investigate locally made and grown products available in our area, and to investigate locally imported products available in our area To understand the perspectives of a range of people on geographical issues, and to understand that what people buy affects the lives of others To be able to explain the journey of a product to your home</p>	<p>Animals including humans</p> <p>Identify the key stages of a mammal’s life cycles Explore the gestation period of mammals Learn about Foetal Development Investigate the hand span of different age children Learn about the changes experienced in puberty Describe the changes humans may experience during old age</p>

RE	PSHE
<p>Unit U2.2 Creation and Science: conflicting or complementary? (Creation)</p> <p>Make sense of belief:</p>	<p>Beginning and Belonging (Year A)</p> <ul style="list-style-type: none"> • How do we make sure we feel safe in our class and school?

- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations

Understand the impact:

- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find science and faith go together

Make connections:

- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.

- How do we build good relationships in our class?
- How do we make new people feel welcome and valued?
- How do I feel when I do something new?
- Which ways to calm down work for me?
- How do I solve problems?
- Who can I talk to when I need help?
- How can I help and support other people?

Expressive Arts	ICT
<p>Textiles (Year 5)</p> <p>Children will explore ideas about the work of Norman Foster, Antonio Gaudi, Hundertwasser and North American Indians. Collect visual and other information and select and develop ideas. They will be able to use materials and processes to communicate ideas and meanings. They will also be able to compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the purpose of the work. Adapt and improve their work to realise their intentions.</p>	<p>Creating Media - Video production</p> <p>Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.</p> <p>What is Video? Filming Techniques Using a storyboard Planning a video Importing and editing a video Video Evaluation</p>

MFL French	Music
<ul style="list-style-type: none"> • Recap "what's in my pencil case"/classroom objects • Recap of colours. Introducing the grammar rule that, in French, the adjective usually comes <i>after</i> the noun and the adjective always <i>agrees</i> with the noun • Combining adjectives (colours) with nouns (pencil case items). eg. "J'ai deux gommes blanches". • School subjects • Expressing likes and dislikes (with respect to school subjects) 	<p>Pulse</p> <p>Maintain a strong sense of pulse throughout pieces with and without syncopation Create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments. Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) Maintain an independent part in a group when singing or playing.</p>

<ul style="list-style-type: none"> The verb "to like", turning it into a negative (I like/I don't like), conjugating the verb 	Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.
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PE	Enrichment Activities
Fitness testing Fitness- circuit training Netball	Heritage Weekend (Worthington) Halloween Remembrance Sunday St Andrew's Day Diwali Macmillan Coffee Morning Anti-Bullying Week