

Year Six Autumn Term 1

Text: Windrush Child

Literacy Coverage: Persuasive pitch to the local council, thought bubble, informal letter, poem, diary entry, advice.



History:

- 1.1 - I can draw a timeline with different historical periods showing key historical events or lives of significant figures.
- 1.2 I can compare two or more historical periods; explaining things which changed and things which stayed the same.
- 1.3 I can describe some of the times when Britain has been invaded and how that has influenced modern day life.

Geography:

- 1.2 - I can answer questions by using a map.
- 1.3 - I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
- 1.4 - I can describe how some places are similar and dissimilar in relation to their human and physical features.

Design and Technology:

Design

- 1.1 - I can use research to develop design criteria.
- 1.2 - I have an understanding of familiar products to help me develop my ideas.

Make

- 2.3 - I can choose the right tool and equipment for the task e.g., cutting, shaping, joining and finishing (edging strips).

Evaluate

- 3.3 - I can understand how key events and individuals in design and technology have helped to shape the world.

Food, Cooking and Nutrition

- 5.1 - I can use a selection of ingredients to meet an identified need.
- 5.2 - I understand where/how ingredients are grown, reared, caught and processed.
- 5.3 - I can prepare and cook savoury dishes using a range of cooking techniques.
- 5.4 - I understand seasonality with the various food products I use/eat.

P.E.

Swimming

- 6.1 - I can swim competently, confidently and proficiently over a distance of at least 25 metres (6.1)
- 6.2 - I can use a range of strokes effectively; for examples, front crawl, backstroke and breaststroke (6.2)

Art:

Sculpture (Alberto Giacometti, WW2 Remembrance)

- 4.1 - I can develop observational skills to record figurative form (4.1)
- 4.2 - I can review & discuss work of sculptures/sculptors (4.2)
- 4.3 - I can shape, form, model and join media refining work as it progresses (4.3)
- 4.4 - I can research and design (4.4)

Music:

Listening

- 1.1 - I can use musical vocabulary to analyse features within different pieces of music.
- 1.2 - I can compare and contrast the impact that different composers from different times have had an effect on people.

Speaking and Listening:

- 1.1 - I can talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- 1.2 - I can ask questions to develop ideas and take account of other's views.
- 1.3 - I can explain ideas and opinions giving reasons and evidence.
- 1.4 - I can take an active part in discussions and can take on different roles.
- 1.5 I can listen to, and consider the opinions of others in discussions.
- 1.6 I can make contributions to discussions, evaluating and responding to others' ideas.
- 1.7 I can sustain and argue a viewpoint in a debate, using formal persuasive language.

Subjects/ Objectives to be covered alongside in Autumn Term 1 – These can be taught as discrete lessons or within the main topic area.

White Rose Maths:

Weeks 1 – 2 – Place Value

Weeks 3 - 7 – Addition, Subtraction, Multiplication and Division

Science:

Materials

1. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
2. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
3. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
4. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
5. Demonstrate that dissolving, mixing and changes of state are reversible changes.
6. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Forces

1. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
2. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
3. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Computing:

Purple Mash

Online Safety (Unit 6.2)

1. To identify benefits and risks of mobile devices broadcasting the location of the user/device.
2. To identify secure sites by looking for privacy seals of approval.
3. To identify the benefits and risks of giving personal information.
4. To review the meaning of a digital footprint.
5. To have a clear idea of appropriate online behaviour.
6. To begin to understand how information online can persist.
7. To understand the importance of balancing game and screen time with other parts of their lives.
8. To identify the positive and negative influences of technology on health and the environment.

Coding (Unit 6.1)

1. To design a playable game with a timer and a score.
2. To plan and use selection and variables.
3. To understand how the launch command works.
4. To use functions and understand why they are useful.
5. To understand how functions are created and called.
6. To use flowcharts to create and debug code.
7. To create a simulation of a room in which devices can be controlled.
8. To understand how user input can be used in a program.

R.E.

Believing- Why do some people believe God exists? Christians and non- religious.

1. Outline clearly a Christian understanding of what God is like, using examples and evidence.
2. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.
3. Express thoughtful ideas about the impact of believing or not believing in God on someone's life.
4. Present different views on why people believe in God or not, including their own ideas.

French:

Spoken Language

- 1.1 - I can be aware that nouns have a gender.

Reading

- 2.1 - I can be aware that adjectives need to 'agree' with the noun.

Culture

- 4.1 - I know about the similarities and differences between our school and a French school.

RSHE:

Drug Education = Theme: Health and Wellbeing:

- H4. Recognising that habits can have both positive and negative effects on a healthy lifestyle.
- H44. How to respond in an emergency situation.
- H46. Exploring the risks/effects of legal drugs common to everyday life.
- H47. Recognising that there are laws surrounding the use of legal drugs.
- H48. Exploring why people choose to use or not use drugs.
- H49. Recognising the mixed messages in the media.
- H50. Identifying the people they can talk to if they have concerns.
- R15. Identifying strategies to manage peer influence and the desire for peer approval.