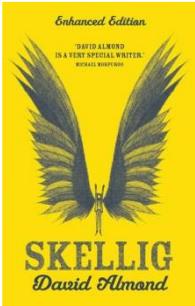


The Mead Community Primary School: Curriculum information booklet

Term: Autumn Term 1

Class/Year Group: Year 6 – Adders, Stoats and Falcons

Inspiration/Theme: <ul style="list-style-type: none"> • Are truth and dreams always muddled? • Skellig by David Almond 		Curriculum Driver: <ul style="list-style-type: none"> • English 		Outcome of learning: <ul style="list-style-type: none"> • Art Gallery open to parents • Children will write a new chapter for Skellig 			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
<ul style="list-style-type: none"> • Skellig by David Almond - Book and film 		<u>Hook/Super Starter</u> <ul style="list-style-type: none"> • Art work from the garage – objects provided to provoke imagination and encourage the children to make predictions. <u>Trips/Visitors/Marvellous Middle</u> <ul style="list-style-type: none"> • Trip to the Festival of Engineering Celebration/Fabulous Finish <u>Celebration/Fabulous Finish</u> <ul style="list-style-type: none"> • Art gallery exhibition open to parents and to children from Year 5. 		<ul style="list-style-type: none"> • Watercolour and collage pieces of art depicting the garage • Published diaries and additional chapters from Skellig 		<ul style="list-style-type: none"> • Language of prediction, explanation and opinion, through English and Science: <ul style="list-style-type: none"> ○ Convince me that... ○ I am convinced that... ○ Given that... ○ Having considered... ○ In my opinion... ○ My view is that... ○ Or alternatively... ○ Having analysed... ○ In light of... I predict... ○ There is a high/low probability of... ○ The likelihood of... ○ On the one hand... but... ○ Taking everything into account... 	
Topic Table		Book area		Maths Challenge table		Home School Links	
<u>Key questions:</u> <ul style="list-style-type: none"> • Why do you think Michael and Mina decide to carry the creature into the light? • Would you have dared to go in? • 27 and 53 – explain what these numbers mean? • Why do you think these numbers are significant? • Which numbers would you choose and why? <u>Key images/artefacts:</u> <ul style="list-style-type: none"> • Rope, ivy, takeaway containers, spiders, spiders webs <u>Key vocabulary:</u> <ul style="list-style-type: none"> • Lino, quay, thrive, timber, squawking, bawling, ascended, fledgling, hoarse 		<u>Key questions:</u> <ul style="list-style-type: none"> • Why do you think the author introduces 'him' straight away? • What effect does the description have on the reader? <u>Key images/artefacts:</u> <ul style="list-style-type: none"> • Different front covers • Images from the film <u>Key vocabulary:</u> <ul style="list-style-type: none"> • Lino, quay, thrive, timber, squawking, bawling, ascended, fledgling, hoarse <u>Opportunities for active learning:</u> <ul style="list-style-type: none"> • Maths questions linked to 27 and 53. • Thought bubbles - what would you think? 		<u>Key questions:</u> <ul style="list-style-type: none"> • How do you know? • Explain how you know? • Show me how you worked it out? • Is that the only way? • What does it mean? • What's the story? • What's your opinion? • What's the equation for this? <u>Key images/artefacts:</u> <ul style="list-style-type: none"> • Place values up to 1,000,000, place value counters, place value chart, dienes apparatus. <u>Key vocabulary:</u> <ul style="list-style-type: none"> • Place value, ten thousand, one hundred thousand, one million, relationship, value, abacus, numerals, digits 		Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.	

English	Maths	Science	PE
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Diary from character's perspective New chapter for the story <p>Key Skills:</p> <ul style="list-style-type: none"> Use different sentence types for impact on the reader Develop ability to use flashbacks in own writing Use dialogue to convey character Use adverbials to add detail Use past perfect verb forms Plan, write, edit and publish 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will refine their knowledge of place value, working with numbers between 1 000 000 and 10 000 000 Children will explore the 4 operations, in combination and in isolation <p>Key Skills:</p> <ul style="list-style-type: none"> Create and identify numbers to 10 000 000 Recognise the value of digits to 10 000 000 Write numbers using numerals and words Compare and order numbers to ten million Round numbers to the nearest million, hundred thousand and ten thousand Use multiple operations Create and solve expressions using the 4 operations 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Present learning about evolution to the rest of the class <p>Key Skills:</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited The Earth millions of years ago Recognise that living things produce offspring of the same kind, but that offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> To praise and encourage others during competition <p>Key Skills:</p> <ul style="list-style-type: none"> Recognise the importance of praising and encouraging others Understand the link between praise and encouragement and performance Recognise when others may need praise or encouragement
Art	RE	Music	History
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Create a painting of a room using muted colours for atmosphere <p>Key Skills:</p> <ul style="list-style-type: none"> Apply depth and proportion in a sketch Apply watercolours to create atmosphere Combine materials to create texture Design an image from a text Use the work of other artists as an inspiration Evaluate own work and the work of others 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Understand how to live successfully in a community with many religious differences <p>Key Skills:</p> <ul style="list-style-type: none"> Recognise the challenges and benefits of living in a diverse community Understand the similarities and differences in the codes of living between Christianity and other religions Identify how living according to the teachings of religions might affect a community 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Create an atmospheric sound picture which links to the text <p>Key Skills:</p> <ul style="list-style-type: none"> Investigate how music can be used to describe a text Explore the different Timbres of instruments Collaborate successfully in groups Practice and perform sound pictures Evaluate own performance and the performance of others 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Create a timeline of the developments in the theory of evolution <p>Key Skills:</p> <ul style="list-style-type: none"> Identify the contributions Darwin, Wallace and Mendal made to the theory of evolution Understand the chronology of these contributions
Computing	Geography	MFL	PSHE
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Understand how to stay safe online <p>Key Skills:</p> <ul style="list-style-type: none"> Recognise acceptable and unacceptable online behaviour Take responsibility for what is shared online Recognise the similarities and difference between online friends and real 'face-to-face' friends Develop strategies for creating and protecting secure passwords 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Describe the locations of animals studied in science <p>Key Skills:</p> <ul style="list-style-type: none"> Identify key locations using maps, atlases and globes Describe features of locations Understand how the environment in different locations may have caused plants and animals to adapt 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> The children will take part in International Day of languages <p>Key Skills:</p> <ul style="list-style-type: none"> Talk confidently using new vocabulary Develop understanding of different culture Ask and answer questions 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Learn effective team work skills in order to collaborate with others <p>Key Skills:</p> <ul style="list-style-type: none"> Identify rights and responsibilities in school Listen to each other Develop strategies to cope with unfamiliar situations Understand how feelings affect the way we behave Understand how I learn best Explain the views of others