

Curriculum Information

Term: Autumn Term 1 Class/Year Group: 6 Stoats and Skylarks

Inspiration/Theme: Skellig Are truth and dreams always muddled?	Curriculum Driver: English	Outcome of learning: Chinese food tasting for parents and carers and sharing the prequel with Year 3.	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
Skellig – David Almond Book and film 	<u>Hook/Stunning Start</u> Artwork from the garage – provoke imagination and make predictions <u>Trips/Visitors/Marvellous Middle</u> We the curious – Evolution Workshop on 3 rd October <u>Celebration/Fabulous Finish</u> Prequel written for a Year 3 audience	Charcoal sketching of a winged-creature Prequel from the book on display Diary in the role of Michael or Mina Reading booklet from whole class reading Visualisation of the garage	Language of prediction, explanation and comparison through English <i>Having analysed the text...</i> <i>Using the evidence in the chapter...</i> <i>Because I know, ... I know</i> <i>This is supported by the fact...</i> <i>Another feature they have in common...</i> <i>The chances of ...</i> <i>The facts lead me to the conclusion that...</i>
Topic Table	Book Area – garage focus	Maths Challenge table	Home Learning
<u>Key questions</u> 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 – list all the number facts you can think of about it? How many different ways can you make these numbers? Explain what these numbers mean? Why do you think they are significant? Which numbers would you choose and why? <u>Key images/artefacts</u> Rope, ivy, Chinese takeaway containers, spiders, spiders web <u>Key vocabulary</u> Lino, quay, thrive, timber, squawking, bawling, ascended, fledgling, hoarse	<u>Key questions</u> Ch 1 p2 – why do you think the author starts introduces ‘him’ straight away? What impact does this have on the reader? Pg 6 what effect does this description have on the reader? <u>Key images/artefacts</u> Different front covers, images from the film, feathers, garage items <u>Key vocabulary</u> Lino, quay, thrive, timber, squawking, bawling, ascended, fledgling, hoarse <u>Opportunities for active learning (writing, maths etc)</u> Maths questions linked to 27 and 53 Thought bubbles – what would you ask?	<u>Key questions</u> How do you know? Explain how you know? Show me how you worked out? Is that the only way? What does it mean? Can you help me understand? What’s the story? What’s your opinion? What is the equation for this? Which is easiest? <u>Key images/artefacts</u> Place value up to 100000, place value chart, dienes, discs, counters <u>Key vocabulary</u> Place value, ten thousand, one hundred thousand, one million, relationship, value, abacus, numerals, digits	In our Home Learning this term we will be practising our maths fluency by asking the children to complete calculations using formal written methods. Each week there will also be a maths activity linked to the concepts and skills we have been learning in maths that week. The children will be asked to practise their spellings, related to spelling rules we have covered in class, and to write the words in sentences, to show they can use them correctly. There will also be a grammar activity to help the children become more familiar with the requirements of KS2 grammar.

English	Maths	Science	PE
<p>Outcome of learning: Children will write a diary entry from a character's perspective Children will write the preceding chapter of Skellig</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use different sentence types for impact on the reader Make predictions Work in role as a character Build cohesion across a text Make inferences Edit and peer assess our writing Use commas and verb forms accurately 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be learning about numbers to 10 million, using four operations on whole numbers and fractions. <p>Key Skills:</p> <ul style="list-style-type: none"> Reading and writing numbers to 10 million. Rounding numbers. Multiplying and dividing by two-digit numbers.. Finding factors, multiples and prime numbers. Simplifying, comparing and ordering fractions. Adding, subtracting, multiplying, and dividing fractions. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will summarise the life of Mary Anning. We will describe how a fossil is made. Children will describe how they are similar and different to our family. Children will choose a plant and animal to research and find how it has adapted over time to survive. <p>Key Skills:</p> <ul style="list-style-type: none"> Recognise that living things have changed over time 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 normally 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 adaptation might lead to evolution 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will combine balance, agility, coordination and movements accurately and consistently <p>Key Skills:</p> <ul style="list-style-type: none"> To praise and encourage others in our team. To praise and encourage others in other teams. Select appropriate catching and throwing techniques A well-developed understanding of healthy lifestyle choices Read and react to game situations as they develop Plan an effective warm up and warm down Recognise and suggest patterns of play which will increase success
Art	RE	History	Music
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will use their skills and imagination to create a final piece of art based upon the work of the surrealists. <p>Key Skills:</p> <ul style="list-style-type: none"> Draw and repeat different types of line to create pattern and tone. Use the work of artist and different art forms for inspiration. Use the work of artists to plan our own ideas. Explore different materials to express ideas for a final picture. Use our skills and imagination to create a final piece of art work. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will learn to express personal responses to the challenges and benefits of living in a diverse community. <p>Key Skills:</p> <ul style="list-style-type: none"> To define what provides us with a sense of belonging. To define the challenges and benefits of living in a diverse community. To describe the similarities and differences between the codes for living used by Christians and the followers of at least one other religion/non-religious belief. To identify how others live successfully in communities with many religious differences. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will present a persuasive argument of why Charles Darwin and Mary Anning are so important and their contributions in our history (boat scenario) <p>Key Skills:</p> <ul style="list-style-type: none"> Posing historically valid questions. Construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will compose a 'sound picture' to an extract of Skellig. <p>Key Skills:</p> <ul style="list-style-type: none"> Explore different timbres of instruments Develop composition skills including varying tempo, dynamics and texture. Practise and perform composition Evaluate composition
Computing	PSHE	Geography	MFL
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to describe different ways to ensure they are safe online and understand the consequences for online behaviours. Children will be able to identify differences between online and offline friendships. <p>Key Skills:</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly Recognise acceptable/unacceptable behaviour Compare and contrast online and offline friends. Identify a range of ways to report concerns 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will create a class charter to include rights and responsibilities. <p>Key Skills:</p> <ul style="list-style-type: none"> Can support both parties in managing situations Consistently model and influence others in applying school rules Identify our rights and responsibilities in school. Identify and develop coping strategies for unfamiliar situations. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to describe biomes and climate's influence on evolution <p>Key Skills:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts and the water cycle Use maps, atlases and globes to locate countries. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> To be able to have a simple conversation about food and ask the preferences of others. <p>Key Skills:</p> <ul style="list-style-type: none"> Continue learning words for different items of food. Take part in a role play activity based in a shop.
			DT
			<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will prepare and taste a Chinese dish and discuss their opinions of the dish. <p>Key Skills:</p> <ul style="list-style-type: none"> To develop a range of cooking skills: peeling, chopping and baking. To analyse existing products, communicating opinions.

