

## Curriculum Information

Term: Autumn Term 2

Class/Year Group: Year 6

Inspiration/Theme: <i>'Lest we forget'</i> Why is this so important?		Outcome of learning: To write a diary/blog post using the first person narrative. To write a letter to persuade. To create a class book with non-chronological reports about well-being.	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>'The secret of Nightingale woods' by Lucy Strange</p>  <p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>Summarise key events</li> <li>Be able to infer by using clues in the text</li> <li>Retrieve and record information</li> <li>Find and explain the meaning of words in context</li> </ul>	<p><b>Hook/Stunning Start</b> World War I trip to the Steam Museum at the end of term 1 (October 10<sup>th</sup>)</p> <p><b>Trips/Visitors/Marvellous Middle</b> Ancient Greek day on Friday 23<sup>rd</sup> November (homework in term 2 to support this)</p> <p><b>Celebration/Fabulous Finish</b> Class book of well-being guided to be shared with parents and in an assembly</p>	<p>Class book of well-being guides</p> <p>Pictures of Greek vases and celebration of home learning.</p> <p>Sketching of woods/fairy tales – linked to the book</p>	<p><b>Language of prediction:</b></p> <ul style="list-style-type: none"> <li><i>I predict, I believe, that said, given that, (Challenge) if it were me,</i></li> </ul> <p><b>Language of explanation and opinion:</b></p> <ul style="list-style-type: none"> <li><i>...such as...</i></li> <li><i>Due to...x has / is...</i></li> <li><i>I agree with...However, I don't agree...</i></li> <li><i>In summary...</i></li> <li><i>Owing to...x has / is...</i></li> <li><i>This has altered...</i></li> <li><i>Evidently...</i></li> <li><i>Consequently / Based on fact / Because of my beliefs...</i></li> <li><i>To hold the view / After consideration...</i></li> <li><i>After / On reflection...</i></li> <li><i>It is my understanding that...</i></li> <li><i>The facts lead me to the conclusion that...</i></li> </ul>
Topic Table	Book area	Maths Challenge table	Home Learning
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>'How were soldiers' well-being considered during WWI?'</li> <li>'What was the impact of the family members being away and fighting?'</li> <li>'How were the family dynamics affected?'</li> <li>'How do the main characters in 'Secret of Nightingale Wood' compare with those of 'Girl of Ink and Stars'?</li> </ul> <p><b>Key images/artefacts</b></p> <ul style="list-style-type: none"> <li>Photos from WWI</li> <li>Forest images</li> <li>Poppies, soldiers and WWI artefacts</li> <li>Photos of the living conditions</li> <li>Images of the clothes of soldiers, civilians and doctors in WWI</li> <li>Cars, telephone and objects of the era</li> </ul> <p><b>Key vocabulary</b> wireless, telegram, asylum, 'going round the bend', peculiar, promenades, projection, transfixed, 'cutting</p>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>From which character perspective has the book been written?</li> <li>If you could include a hidden chapter, where would you put it and why?</li> <li>What does the front cover and blurb suggest about the story?</li> <li>If you were the author – what decision would you make at this point in the story?</li> <li>What emotions does the character feel at this point in the story? Point, evidence, explain.</li> </ul> <p><b>Key images/artefacts</b></p> <ul style="list-style-type: none"> <li>Photos from WWI</li> <li>Forest images</li> <li>Poppies, soldiers and WWI artefacts</li> </ul> <p><b>Key vocabulary</b> wireless, telegram, asylum, 'going round the bend', peculiar, promenades, projection, transfixed, 'cutting edge technology',</p>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>How do you know?</li> <li>Explain how you know?</li> <li>Show me how you worked out?</li> <li>Is that the only way?</li> <li>What does it mean?</li> <li>Can you help me understand?</li> <li>What's the story?</li> <li>What's your opinion?</li> <li>What is the equation for this?</li> <li>Which is easiest?</li> <li>What are multiples and factors?</li> <li>How can we simplify and order fractions?</li> <li>How do we add, subtract, multiply and divide fractions?</li> </ul> <p><b>Key images/artefacts</b> Fraction board Fraction/percentage equivalents</p>	<p><b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>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.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record.</p>

edge technology', illusions of grandeur, therapy, stimulated, 'witching hour'	illusions of grandeur, therapy, stimulated, 'witching hour'	<u>Key vocabulary</u> Multiple, factor, prime number, fraction, common denominator	
English	Maths	Science	PE
<p><u>Curriculum outcomes:</u> Children will write a diary entry/blog post using the first person narrative Children will write a letter to persuade Children to write a non-chronological report about well-being</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• First person recount</li> <li>• Switching tenses – past, present and future</li> <li>• Formal and informal tone</li> <li>• Conjunctions and rhetorical questions</li> <li>• Effect of layout and presentation on the reader</li> <li>• Present tense</li> <li>• Chronological order</li> </ul>	<p><u>Curriculum outcomes:</u> Children will be learning about fractions, decimals and measurements</p> <p><u>Key learning:</u> <b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>• Simplifying, comparing and ordering fractions.</li> <li>• Adding, subtracting, multiplying, and dividing fractions.</li> <li>• Writing and reading decimals</li> <li>• Dividing whole numbers to give a decimal answer</li> <li>• Writing fractions as decimals</li> <li>• Multiplying and dividing decimals</li> <li>• Converting units of length, mass, volume and time</li> </ul>	<p><u>Curriculum outcomes:</u> Children will explain why all living things are classified. Children will be able to make a key to classify plants. Children will be able to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Identify a detailed classification system.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> </ul>	<p><u>Curriculum outcomes:</u> Children will combine balance, agility, coordination and movements accurately and consistently through the use of hockey and swimming (if appropriate).</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Praise and encourage others in our team.</li> <li>• Praise and encourage others in other teams.</li> <li>• Select appropriate catching and throwing techniques.</li> <li>• Understand healthy lifestyle choices.</li> <li>• Read and react to game situations as they develop.</li> <li>• Plan an effective warm up and warm down.</li> <li>• Recognise and suggest patterns of play which will increase success.</li> </ul>
			MFL
			<p><u>Outcome of learning:</u> Children will have a simple conversation about food and ask the preferences of others.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Continue learning words for different items of food.</li> <li>• Take part in a role play activity based in a shop.</li> </ul>
Art	RE	History	Music
<p><u>Curriculum outcomes:</u> Children will continue to build on drawing techniques to develop own style, including sighting techniques and negative space Children will continue to develop the use of visual elements in art, exploring independently line, tone, colour, perspective form and pattern</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Draw and repeat different types of line to create pattern and tone.</li> <li>• Use the work of artist and different art forms for inspiration.</li> </ul>	<p><u>Curriculum outcomes:</u> Children will explain some similarities and differences between the work of the charities Christian Aid and Islamic Relief and give reasons for this. Children will use the terminology associated with Islam and Christianity to explain the impact of some of the projects run by each of the charities.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Explain their own views about the differences and similarities between the charities clearly.</li> </ul>	<p><u>Curriculum outcomes:</u> Children will learn about the legacy of Greek culture and study Greek achievements and their influence on the Western World.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Pose historically valid questions.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<p><u>Outcome of learning:</u> Children will prepare songs and performance poetry for the 'Christmas Celebration' Children will work as a year group to perform confidently; using the music to convey emotions and story lines.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Develop key skills of sung performance: Diction, breath control. tuning, phrasing, part- singing, storytelling and actions.</li> <li>• Perform successfully with confidence and as a team to an invited audience.</li> </ul>

<ul style="list-style-type: none"> <li>• Use the work of artists to plan our own ideas.</li> <li>• Use our skills and imagination to create a final piece of art work.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.</li> </ul>		
<b>Computing</b>	<b>PSHE</b>	<b>Geography</b>	
<p><u>Curriculum outcomes:</u> Children will explore the future of the internet. Children will produce digital content using a range of software tools.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• Select, use and combine a variety of software to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p><u>Curriculum outcomes:</u> Children will know how to protect themselves on-line, solve problems and conflict peacefully and have some strategies to stay safe when faced with risky situations.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Understand that there are different strategies they can use to stay safe when faced with risky situations.</li> </ul>	<p><u>Curriculum outcomes:</u> Children will be able to describe different biomes and their locations.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Name and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>• Understand Prime / Greenwich Meridian and time zones (including day and night)</li> </ul>	