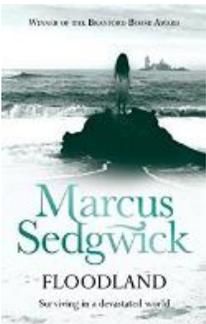


Curriculum Information

Term: Autumn Term 1

Class/Year Group: 5 and 6 Hedgehogs

Inspiration/Theme: Floodland How are we changing the world?		Curriculum Driver: Geography/Current Affairs	Outcome of learning: Children to publish their lost chapter
Core texts/artefact/film	Curriculum journey	Display outcomes	Topic specific speaking frames
Floodland by Marcus Sedgwick 	<u>Hook/Provocation</u> <ul style="list-style-type: none"> Floodland/Email from Environment Agency <u>Trips/Visitors/Marvellous Middle</u> <ul style="list-style-type: none"> Slimbridge Wetlands Centre <u>Celebration/Fabulous Finish</u> <ul style="list-style-type: none"> Publish class book of lost chapters 	<ul style="list-style-type: none"> <u>Floodland display</u> – questions about global warming on post it notes. Children to write answers to their questions as they are answered throughout the topic <u>Art work</u> – series of illustrations for new chapter in the style of the prints of the wood engravings completed by the author. Publishing the lost chapter and displaying in the classroom 	<ul style="list-style-type: none"> Based on the evidence I have been presented with...I can conclude... Taking everything into account... If we accept this hypothesis, what else will be true? Having analysed the data... Another feature they have in common is... I predict that... Due to the fact that... There is a high probability that... In some ways...and...are alike. For instance, they both...Another feature they have in common is...However they differ. For example,...Another difference is... My view is that...because... this is supported by the fact that...Furthermore...
Topic Table	Reading skills	Maths Challenge table	Home Learning
<u>Key questions</u> Using the evidence and information, what will be the consequences? What is Climate Change? How is our climate changing? Is climate change really happening?	<ul style="list-style-type: none"> Drawing inferences Justifying evidence Making predictions Retrieve, record and present information from non-fiction Identify and discuss themes across a range of writing Developing vocabulary 	<u>Key questions</u> What is the value of 5 in these numbers? 520,246 Convince me that the value of 6 in the number 572,634 is 600	There are many ways in which you can help your child at home... Please support your child with his/her home learning. Your child will receive their home learning on a Friday to complete and return to school by Wednesday.
<u>Key images/artefacts</u> Consequences of global warming Recent flooding pictures. Pictures of The Books on climate change. Map of the world. Compass. Blue fabrics.	Other information	<u>Key images/artefacts</u> Place value cards, number discs	<u>Spellings:</u> Spellings are made up of five words from the National Curriculum, four from our week's spelling rule lesson and three 'yellow' spellings that are taken you're your child's own work. The twelve spellings go home in your child's home learning book on a Friday and are tested the following week in school.
<u>Key vocabulary</u> Flooding, global warming, ruin, devastation, island, inhabitants, discovery, derelict	<ul style="list-style-type: none"> P.E. Kit: Please keep your child's PE kit in school all week. It is essential that they have outdoor shoes to take part in outdoor PE learning activities. They may also wish to have jogging bottoms. Coats: Please ensure that children have waterproof coats with them if there is any possibility of rain: outdoor playtimes will go ahead wherever possible. Wellington boots also help us to maximise our outdoor learning opportunities. 	<u>Key vocabulary</u> Million, compare, place value, digits, digit value, increase, decrease, greater, smaller	<u>Reading and Vocabulary:</u> Sustain your reading books for at least 15 minutes every day. Don't forget to record this in your reading record. Practise reading and spelling the key vocabulary that you will be using this term. Do you know what these words mean? Can you find any new words when you are reading your own books? Write these in your reading record book.
<u>Science Table</u> Mixtures and separation			

English	Maths	Science	PE
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will write the lost chapter of 'Floodland', an explanation text about global warming and end the term with a debate <p>Key Skills:</p> <ul style="list-style-type: none"> Appropriate and adventurous language Use speech to advance the action Making appropriate vocabulary choices to add description Expanded noun phrases Correct and consistent use of tenses Cohesive devices to link paragraphs Planning, drafting and editing 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be learning about place value, addition, subtraction and multiplication problems <p>Key Skills:</p> <ul style="list-style-type: none"> Reading and writing numbers up to a million Comparing numbers up to a million Creating patterns Rounding numbers using number lines and graphs Adding and subtracting within a million Multiplying by 1 and 2 digit numbers 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will describe and understand that some changes of state and mixtures are reversible and some are irreversible <p>Key Skills:</p> <ul style="list-style-type: none"> Compare and contrast the properties of solids, liquids and gases Recognise changes in state are reversible changes Understand that some materials will dissolve in liquid to form a solution Recognise that dissolving and mixing are reversible changes and understand how to reverse them Identify irreversible changes 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will work as a team to attack and defend with precision <p>Key Skills:</p> <ul style="list-style-type: none"> Perform correct arm and leg action Improve ability to change direction Develop dribbling skills Defend effectively as a team Evaluate the performance
Art	RE	Music	Geography/History
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will create an illustration using line, tone and colour <p>Key Skills:</p> <ul style="list-style-type: none"> Visual elements: line, tone and colour Art processes: drawing and painting Draw different types of line in pencil Draw different tones in pencil Construct mood boards using the work of artists for ideas Explore different materials to express ideas Evaluate and improve 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to be more understanding of other peoples beliefs across the world <p>Key Skills:</p> <ul style="list-style-type: none"> Ask and answer questions Collaborate effectively Listen to other people's opinions Compare and contrast people's opinions in the classroom to people across the world 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will make sound pictures and atmospheric music using text from the book 'Floodland' for inspiration <p>Key Skills:</p> <ul style="list-style-type: none"> Create atmospheric music Explore different timbres of instruments Practise and perform Watch and evaluate 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to describe the main stages of the water cycle and identify and describe the main consequences of climate change <p>Key Skills:</p> <ul style="list-style-type: none"> Compare and contrast different climate zones Identify the features of a water cycle Identify, describe and debate the main consequences of climate change Compare and contrast renewable and non-renewable forms of energy
Computing	PSHE	DT	MFL
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will produce a representation of Floodland using the Kodu gaming world. <p>Key Skills:</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to develop a deeper understanding of personal responsibility for behaviour and how rules help us to work with others <p>Key Skills:</p> <ul style="list-style-type: none"> Understand our rights and responsibilities for the learning environment Understand that we are valued and how to develop ourselves Understand how responsibility affects us Understand why rules are in place Collaborate effectively in a group 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will build a free-standing, self-supporting structure to transport weight between two points <p>Key Skills:</p> <ul style="list-style-type: none"> Apply ways to strengthen, stiffen and reinforce complex structures Test and evaluate their ideas and products Select from a wide range of tools, equipment, materials and components 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to talk about themselves and their family in French, stating their age, where they live and what they like. Name a range of colours, numbers days and months <p>Key Skills:</p> <ul style="list-style-type: none"> Speaking in pairs, rehearsing days of the week and months of the year Listening to authentic French clips Cultural understanding, learning about differences in greeting each other

Maths (Year 6 Curriculum)

Outcome of learning:

- Children will be learning about numbers to 10 million, using four operations on whole numbers and fractions.

Key Skills:

- 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.