

Inspiration/Theme: Are truth and myths always muddled?		Outcome of learning: write to inform (newspaper report). To write to explain the features of their fantastical beast (to be included in their myths. To write to entertain (myth)	
Core texts/artefact/film		Provocation -Inspire, Immerse	
<p>'The Girl of Ink and Stars' by Kiran Millwood Hargrave.</p> <p>'The Listeners' by Walter de la Mare 'Cargoes' by John Masefield</p> <p><u>Reading skills</u></p> <ul style="list-style-type: none"> Summarise key events Be able to infer by using clues in the text Retrieve and record information Find and explain the meaning of words in context 		<p><u>Hook/Stunning Start</u> STEM construction challenge</p> <p><u>Marvellous Middle</u> Reports sent to local newspaper for feedback (community link)</p> <p><u>Celebration/Fabulous Finish</u> Class book of myths Parents share the learning</p>	
Display outcomes		Topic specific speaking frames	
<p>Art linking with myth (mythical creature)</p> <p>Science workshop display items</p> <p>Class book of myths</p>		<p>Language of prediction <i>I predict, I believe, that said, given that,(Challenge) if it were me, If I were n arrival...</i></p> <p>Language of explanation and opinion.</p> <p>.....such as.....</p> <p><i>Due to.....x has / is.....</i></p> <p><i>In summary.....</i></p> <p><i>Owing to.....x has / is.....</i></p> <p><i>This has altered.....</i></p> <p><i>Evidently.....</i></p> <p><i>Consequently / Based on fact / Because of my beliefs.....</i></p> <p><i>To hold the view / After consideration</i></p> <p><i>After / On reflection</i></p> <p><i>It is my understanding that.....</i></p> <p><i>The facts lead me to the conclusion that.....</i></p>	
Topic Table		Home Learning	
<p><u>Key questions</u> What is a cartographer? How has their work impacted on the known world? How has it evolved over the years?</p> <p><u>Key images/artefacts</u> Wolds maps, star charts, images of maps throughout time, sextant (artefact/image), ordnance survey map</p> <p><u>Key vocabulary</u> Sextant, cartography, plot, longitude and latitude, ordnance survey</p>		<p><u>Key questions</u> From which character perspective has the book been written? Re-write this session from another character's perspective. What does the front cover and blurb suggest about the story? If you were the author – what decision would you make at this point in the story? What emotions does the character feel at this point in the story? Point, evidence, explain.</p> <p><u>Key images/artefacts</u> Photos from book. Maps, star charts Maps of locations in 'The Girl of Ink and Stars'</p> <p><u>Key vocabulary</u> guise, stereotypes, territories,navigate, governor, myth, influence, omen, destiny, labrynth</p>	
Reading area		Maths Challenge table	
<p><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?</p> <p><u>Key images/artefacts</u> Place value up to 10,000,000, place value chart, dienes, discs, counters</p> <p><u>Key vocabulary</u> Place value, ten thousand, one hundred thousand, one million, relationship, value, abacus, numerals, digits</p>		<p><u>Weekly Home Learning:</u> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>When practising maths fluency, reading and spelling of key vocabulary, challenge yourself to apply your new skills.</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>	

Curriculum Information

Term: Autumn Term 1

Class/Year Group: 6



English	Maths	Science	PE
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will write a newspaper report to inform. Children will write a myth to entertain. <p>Key skills:</p> <ul style="list-style-type: none"> Distinguish between fact and opinion. Use direct and reported speech. Shift in formality within one piece of writing. Create atmosphere in narrative through choice of language. Use adverbials for cohesion. 	<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.
			MFL
			<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.

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Art	RE	History	Music
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> The children will use their observational skills and imagination to create a final piece of art based upon the work of the surrealists. <p><u>Key Skills:</u></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><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> 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 of Islam, Christianity to explain the impact of some projects of each of the three charities. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> To explain their own views about the differences and similarities between the charities clearly. Explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> To put forward a persuasive argument of why Charles Darwin and Mary Anning are so important and their contributions in our history (boat scenario). <p><u>Key Skills:</u></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><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will compose a 'sound picture' to an extract of 'Girl of Ink and Stars'. <p><u>Key Skills:</u></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	DT
<p><u>Outcome of learning:</u></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><u>Key Skills:</u></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 concern. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will create a class charter to include rights and responsibilities. <p><u>Key Skills:</u></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><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be able to use different scales on maps to identify distances. Children will compare local area maps from different times to identify manmade and physical features. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use maps and digital/computer mapping to describe physical features. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will make wooden structures featuring levers/pulley systems. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Research, investigate and analyse existing products, communicating their opinions through discussion. Test and evaluate their ideas and products against the design criteria and consider the opinions of others on how they could improve their work. Reflect and carry out adaptations suggested by others. Explore ways to strengthen, stiffen and reinforce more complex structures. Understand and include mechanical systems in their products that include gears, pulleys, cams, levers and linkages..

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