

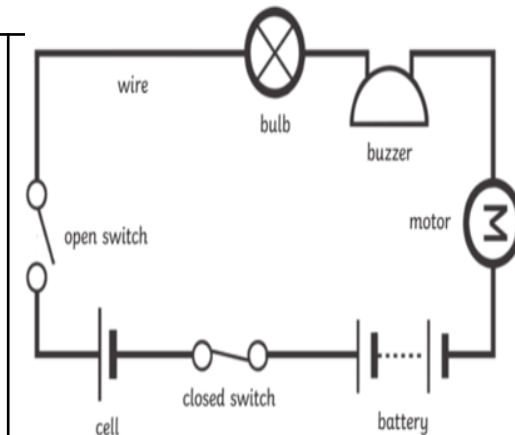
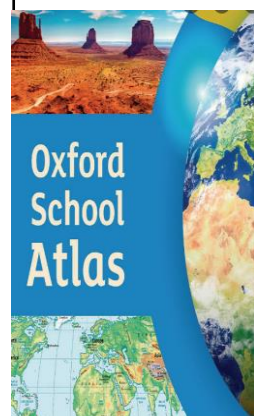


YEAR 6 Autumn 2

Is Fairtrade Unfair?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.	We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.	We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas. We will be challenging ourselves, extending our boundaries and developing our independence.	We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

KEY TEXTS





ACADEMIC EXCELLENCE	Set challenging goals and work towards these Focus on next steps and acting on feedback to improve Review progress against own targets Know that only our best is good enough
POSSIBILITIES AND RISKS	Challenging learning opportunities for children to be outside comfort zone Increase responsibilities for year 6 children and continue with Year 6 'Jobs' – reading buddies, sports ambassadors, classroom helpers, Sporting competitions Representing school in inter school sporting competitions Explore what we mean by courage and bravery – Link with English Bravery Award Speech Nativity – production at St Philip's Church

LEARNING TO LEARN	Review and develop understanding of 5Rs with particular focus on reflective - Thinks about their work, uses what they have learnt before to help them, learns from their mistakes and looks for ways to improve their work Work towards Learning to Learn Awards Celebrate successes and learning from mistakes Modelling of effective learning skills by staff
SOCIAL INTELLIGENCE	Assemblies – linked to school aims Year 6 responsibilities – year 6 as role models Representing school in sporting competitions Adapting behaviours according to environments and audiences – home, school, school visits No Outsiders – The Whisperer – Stand up to discrimination Discuss that all individuals are different and have unique, special qualities regardless of gender, race, ability or disability. Remembrance Anti Bullying Week and World Kindness Day Children in need Road safety week School Council class meetings



ENGLISH	READING	Read range of genres Support inferences with evidence Summarise key points in text Discuss use of figurative language Discuss and explain reading, providing reasoned justification Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words
	WRITING	Examine language and select vocab for effect (understanding how such choices can change and enhance meaning) in formal speech Recognising vocabulary and structures that are appropriate for formal writing and discuss vocab in context Use dictionaries/Understand how words are related - synonyms Determine purpose, audience and form - discussing words and phrases Familiarisation with Structure and Language Features Build cohesion within and across paragraphs Plan - noting and developing initial ideas, drawing on reading and research where necessary Outcomes – Bravery speech award and Letter to an M.P.
	SPELLING / PHONICS / GPS	Words from 3/4 and 5/6 statutory spelling list Homophones and Synonyms Endings spelt ‘-cious’ or ‘-tious’ Words with ‘ough’ letter string Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility
	SPOKEN LANGUAGE	Use appropriate register and language Articulate arguments and opinions Use questions to build knowledge

MATHS	Recap - Numbers Finding common multiples Finding common factors Finding prime numbers Solving word problems
	Fractions Adding and subtracting fractions (Recap) Multiplying fractions Dividing a fraction by a whole number
	Decimals Writing and reading decimals Writing fractions as decimals Multiplying decimals Dividing decimals



SCIENCE	Working Scientifically Describe circuits using appropriate terminology Record using recognised symbols Use secondary sources of information Physics Build upon understanding of circuits from the year 4 curriculum Construct circuits with an increasing number of components Use the recognized electrical symbols Research how electricity is generated both traditionally using coal and gas and by renewable resources Extension lessons to allow the children to apply their knowledge and construct circuits for real life contexts – security alarms
HISTORY	

COMPUTING	Computing To complete coding from Autumn 1 understand how user input can be used in a program understand how 2-code can be used to create a text-adventure game Networks Learn about what the internet consists of Find out what a LAN and WAN are Find out how the internet is accessed at school Research and find out about the age of the internet To think about what the future might hold in technological advances
GEOGRAPHY	<u>TOPIC: Fair Trade</u> <u>Strand: Human and Physical Geography</u> <u>Geographical skills and fieldwork</u> Use atlases, maps and aerial photographs to find rainforests and explain what the climate is like there. Explain why rainforests cannot be found in the UK. Label maps to show where cocoa can grow and link to rainforests can be located. Compare the average rainfall in different climate zones, including the rainforest, and draw a graph to represent this. Investigate the natural resources, such as palm oil, coffee and cocoa, and the role they play in trade routes. Describe the fair trade process for some products Follow a product from the plant through the global supply chain Explain sustainability and the role fair trade can play <u>What you will know by the end of the unit</u> Where the main producers of cocoa are in the world That not all people are treated fairly and can be exploited The positives and negatives of Fair Trade That the cheaper costs of products may have negative consequences The impact of international trade on the local economy and lives of local people The impact of international trade on the environment The benefits of international trade As consumers we have rights and make choices



MFL	The theme of this term is geography, countries, languages and nationalities To develop knowledge of France as a country (geographical features) To give their opinion and explain why To use the correct form of 'in' when talking about towns or countries (en, au, aux, à)	PHYSICAL EDUCATION	Hockey - In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Gymnastics -To develop: the straddle, forward and backward roll; rolling into sequence work and on apparatus; counter balance and counter tension; counter balance and counter tension into sequence work with apparatus; jumps and explore the effect of height; jump sequence work with consideration of performance tools; inverted movements with control
DESIGN TECHNOLOGY	Hot Wheels – Design, make and evaluate a moving vehicle How to use learning from science and mathematics to help design and make products that work Know that materials have both functional properties and aesthetic qualities Explain how mechanical systems - cams or pulleys or gears create movement How more complex electrical circuits can be used to create functional products Design, make and evaluate a sewing bag To create and use own template Know and use pins and needles safely To combine fabrics To know what applique is and to use it to decorate fabric To use and apply various stitches		ART
MUSIC	MELODY WRITING - UKULELES Vocal and Instrumental HARMONY – UKULELES/GUITARS Arranging and accompanying melodies. EXPRESSIVE QUALITIES: DYNAMICS and TEMPO TRANSITION PROJECT – GLOCKS Bringing together the aspects of melody, rhythm and harmony	RELIGIOUS EDUCATION	Why do Christians believe that Jesus was the Messiah? In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.
PSHE	Importance of rules for safety Looking after our Mental Health and Well Being – managing anxieties (ongoing) Link with science Preventing early use of substances – managing peer pressure Physical Health – importance of exercise Healthy Eating – a balanced diet		ENRICHMENT