



Curriculum Planner

Term: Autumn 2 2020 Year Group: 6

We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:		British value of the term:	
Compassion		Mutual Respect	
<p>“Dream big” Vocabulary and language enrichment Reading for enjoyment Our local community Global learning</p>	<p>“Love God” Church school values Christian distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment</p>	<p>“Live well” Healthy Lifestyles Emotional Wellbeing Staying safe Healthy Relationships</p>	
<ul style="list-style-type: none"> Vocabulary focus linked to: The world, surrounding countries and oceans; Light: Electricity: Mutual respect: Compassion Using available books for reading for pleasure and research. Class read: Anne Frank Global learning and PSHE: Living in the wider world and respecting the environment. 	<ul style="list-style-type: none"> Compassion: Class worship focus Class collective worship book Class reflection area Outdoor ‘ECO’ area – cleaning own area/ litter picking on the school grounds. P4C/Global learning: Responding to images that focus on local and worldwide environmental issues. 	<ul style="list-style-type: none"> Classroom routines and behaviour PSHE/RSE links to living in the wider world, relationships and care of the environment being our responsibility Thoughts and feelings box in the classroom to support emotional wellbeing Emotions station/cool down area 	
<p><u>English</u></p> <p>Can I Build Another Me? Shinsuke Yoshitake</p> <p>Grammar Use brackets, dashes or commas to indicate parenthesis Use a colon to introduce a list Use of semi colons, colons or dashes to mark boundaries between independent clauses. Writing in the subjunctive form</p> <p>Writing</p>	<p><u>Mathematics</u></p> <p>Number: Multiplication and Division Multiplying 4 digit numbers by 1 and 2 digit numbers, divide 4 digits by 1 digit, divide with remainders, short division and division using factors.</p> <p>Number: Fractions Finding equivalent fractions, simplifying fractions, converting fractions into mixed numbers and improper fractions, compare and order fractions, add and subtract</p>	<p><u>Science</u></p> <p>Physics – Light</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects then to our 	

<p>Explanation text Narrative – Christmas theme</p> <p>Reading Increasing familiarity with a wide range of books structured in different ways Apply knowledge of root words, prefixes and suffixes Checking the book makes sense Making comparisons within and across books Asking questions to improve understanding Distinguishing between fact and opinion Drawing inferences such as inferring characters' feelings, thoughts and motives, justifying with evidence. Summarising</p>	<p>fractions, multiplying fractions and finding fractions of amounts.</p> <p>Geometry: Position and Direction The first quadrant, four quadrants, translations and reflections.</p>	<p>eyes.</p> <ul style="list-style-type: none"> Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Physics – Electricity</p> <ul style="list-style-type: none"> Explain the importance of the major discoveries in electricity. Recognise and draw scientific symbols building on Year 4 learning. Observe and explain the effects of differing voltages in a circuit Plan an investigation and understand variations in how components function. Conduct an investigation, record data and report findings
<p><u>Religious Education</u></p> <p>What difference does the resurrection make for Christians?</p> <ul style="list-style-type: none"> Say why Christians believe in the Resurrection. Explain how Christians put their beliefs into practice. Explain how believing in the resurrection of Jesus makes a difference to people today 	<p><u>Computing</u></p> <p>Unit 6.4 Blogging</p> <ul style="list-style-type: none"> Understanding computer networks Select use and combine a variety of software on a range of digital devices. Using technology safely. 	<p><u>Physical Education</u></p> <p>Miss Fahy and Mrs Malone Playmaker award</p>
<p><u>Geography</u></p> <p>Shackleton – Locational knowledge, geographical skills and fieldwork</p> <ul style="list-style-type: none"> Plotting Shackleton's journey on a map, ensuring it is correctly labelled 	<p><u>Art</u></p> <p>Research about a particular art form and create an initial design, mix appropriate colours and paint to create an effect.</p>	<p><u>Music</u></p> <p>Charanga Classroom Jazz</p> <p>Music that focuses on improvising with a</p>

<p>used geographical vocabulary.</p> <ul style="list-style-type: none"> - Appreciate the range of time zones across the world. - Understand how lines of latitude and longitude are used to aid location on a map. - Appreciate the differences between the Arctic (North Pole) and Antarctic (South Pole). - Make a compass. 		<p>Latin American groove and a Blues style.</p>
<p><u>PSHE/RSE</u></p> <p>Living in the Wider World – Respecting Environment/Responsibility</p> <ul style="list-style-type: none"> - Identify and respect the differences and similarities between people - Understand and challenge stereotypes - Share responsibilities and understand that you have to take responsibility for your own choices. - Celebrate differences and discuss why you should not judge people by their appearances or lifestyle. - Discuss diversity and identify similarities and differences. - Explain what makes a good friend and understand how to make and maintain friendships. - Understand how other people's feelings can be hurt. - Keeping safe physically and emotionally. 	<p><u>Foreign Language: French</u></p> <p>Language of the moment greeting</p> <p>French – Justifying opinions and occupations vocabulary.</p>	<p><u>SMSC</u></p> <p>Social – appreciate different viewpoints, engage with the fundamental values of British democracy.</p> <p>Cultural – Understand, accept, respect and celebrate diversity.</p> <p>Spiritual – Explore beliefs and respect faiths, feelings and values, enjoy learning about oneself, others and the surrounding world.</p>

Cultural Capital

- Lunchtime colouring club
- Quiet club in outside area (board games, reading, conversational activities)

Global Learning

- First News and reading comprehension activities linked to global events and current affairs
- Language of the month during registration
- Global Learning within dedicated subject leadership time

Caring for our environment

- Bishop King's Big Clean Up – One lunch time session per term.

Parental Engagement

- Parents' evening telephone consultation
- Reading to an adult as much as possible outside of school – Please record this in the reading records provided.

Visits and Visitors
(Our local community)

- Thursday 5th November 2020 – visit to the Remembrance service at The Bomber Command Centre.