



Curriculum Planner

Term: Autumn 1 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.'

For term one, we are adapting our curriculum to compensate for the lost learning that was inevitable during lockdown. Our 'recovery' curriculum will focus on teaching key concepts from the previous year; these will be covered before moving on to the current year's curriculum. Personal, Social and Health Education (PSHE) is also a key focus this term, to support all pupils on their return to full time education. We will revert to the current year's curriculum at the beginning of term two.

Church school value of the term: Truth		British value of the term: Democracy	
<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>	
<p>English Narrative Study Wonder by RJ Palacio The Twits by Roald Dahl</p> <p>Grammar Expanded noun phrases Extending range of sentences Modal verbs Homophones Conjunctions</p> <p>Writing Character description Persuasive speech Character’s perspective</p>	<p>Mathematics</p> <p>Number: Place Value Numbers to 10 million Compare and order any number Round any number Negative numbers</p> <p>Number: Addition and Subtraction Measurement: Area and Volume Statistics</p>	<p>Science</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 from objects and then to our eyes. - Use the idea that light travels in straight lines to explain why shadows have the 	

<p>Reading</p> <p>Checking the book makes sense Making predictions Asking questions to improve understanding Distinguishing between fact and opinion Summarising</p>		<p>same shape as the objects that cast them.</p>
<p style="text-align: center;"><u>Religious Education</u></p> <p>What does it mean if God is holy and loving?</p> <ul style="list-style-type: none"> - Identify some different types of biblical texts using technical terms accurately. - Explain connections between biblical texts and Christian ideas of God, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about God: for example through how churches are designed. - Show how Christians put their beliefs into practice and in worship. - Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;">Unit 6.1 Coding 2Code</p>	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">Miss Fahy – Sports Leaders award Mrs Malone - Hockey</p>
<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">WW11 – The Battle of Britain</p> <ul style="list-style-type: none"> - Can I place a key event from the past in a historical context and understand the experiences of people in this time? - Can I appreciate that WWII happened in the 20th century (1935-1945)? 	<p style="text-align: center;"><u>DT</u></p> <p style="text-align: center;">Combining different fabric shapes including computer aided design – Make do and mend.</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;">Charanga</p> <p style="text-align: center;">‘I’ll be there’</p> <p>Music in the style of Michael Jackson. How Michael Jackson played a huge part in the development of Pop music and the studio.</p>

<ul style="list-style-type: none"> - Can I understand that the war is within living memory – it ended 74 years ago? - Can I respond in role to the news of September 1939? - Can I include reference to the emotions/feelings of people alive at that time? 		<p style="text-align: center;">Quincy Jones</p>
<p style="text-align: center;"><u>PSHE/RSE</u></p> <p style="text-align: center;">Class rules</p> <p style="text-align: center;">Global Project – Habitats and Environment</p> <p style="text-align: center;">Personal hygiene/puberty</p> <p>Relationships – What are important relationships in my life now? What is love? How do we show love to one another? Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words gay and lesbian mean? Why does calling somebody gay count as bullying? What should I do if somebody is being bullied or abused? Are boys and girls expected to behave differently?</p>	<p style="text-align: center;"><u>Foreign Language: French</u></p> <p style="text-align: center;">Language of the moment greeting</p> <p style="text-align: center;">French - Classroom routines, clothes, vocabulary, expression of opinions, family members and occupations.</p>	<p style="text-align: center;"><u>SMSC</u></p> <p style="text-align: center;">Relationships</p>
<p style="text-align: center;"><u>Cultural Capital</u></p> <ul style="list-style-type: none"> • 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

Parental Engagement

- Year Ahead Information

Visits and Visitors
(Our local community)