



Curriculum Planner

Term: Autumn 2 2021

Year: 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:
Generosity	Individual Liberty

Dream big Vocabulary and language enrichment Reading for enjoyment Our local community Global learning	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> Vocabulary focus linked to: Science: Electricity RE: What difference does the resurrection make to Christians? Geography: Locational knowledge – Shackleton's Journey Class read: Crater Lake 2 and Goldfish Boy Global learning: 	<ul style="list-style-type: none"> Generosity - Collective worship focus. Class collective worship book. Class reflection area. Visits to the Peace Garden. Cultural capital Litter picking on the playground 	<ul style="list-style-type: none"> PSHE/RSE Cultural capital Golden Mile daily Handwashing and social distancing Cool down station and activities in the classroom Worry box in the classroom

English

The Bear and the Hare – visual literacy

Can I Build Another Me? – Shinsuke Yoshitake

Grammar

- Using brackets, dashes or commas to indicate parenthesis.
- Using a colon to introduce a list.
- Using semicolons, colons or dashes to mark boundaries between independent clauses.
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using the perfect form of verbs to mark relationships of time and cause.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Indicating possession by using the possessive apostrophe with singular and plural nouns.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using and punctuating direct speech.

Writing

Explanation text linked to the Science topic – Electricity.

Narrative focusing on story retells

Mathematics

Multiplication and Division

Divide 4 digits by 1 digit

Divide with remainders

Short division

Division using factors

Long division

Factors

Common factors

Common multiples

Primes to 100

Squares and cubes

Order of operations

Mental calculations and estimation

Reason from known facts

Fractions

Equivalent fractions

Simplify fractions

Improper fractions to mixed numbers

Mixed numbers to improper fractions

Fractions on a number line

Compare and order fractions

Add and subtract fractions

Adding mixed numbers

Mixed addition and subtraction calculations

Multiply fractions by integers

Multiply fractions by fractions

Divide fractions by integers

Four rules with fractions

Fractions of an amount

Science

Physics – Electricity

- Explain the importance of the major discoveries in electricity.
- Recognise and draw scientific circuit symbols.
- 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.
- Investigate results further.

The Bear and the Hare from Literacy Shed.

Reading

Vocabulary

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Explain

Identifying and discussing themes and conventions in and across a wide range of writing.

Making comparisons within and across books.
Distinguish between statements of fact and opinion.

Identifying how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Infer

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Geometry: Position and Direction and Properties of Shape

The first quadrant

Four quadrants

Translations

Reflections

<p style="text-align: center;"><u>Religious Education</u></p> <p>Salvation: What difference does the resurrection make for Christians?</p> <ul style="list-style-type: none"> - Identify 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 style="text-align: center;"><u>Geography</u></p> <p>Locational Knowledge – Shackleton’s Journey</p> <ul style="list-style-type: none"> - Plot Shackleton’s journey on a map, ensuring it is accurately labelled. - 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 and use a compass. 	<p style="text-align: center;"><u>Physical Education</u></p> <p>Y6M – Gymnastics Y6M – Sports Playmakers Award</p>
<p style="text-align: center;"><u>Art</u></p> <p><u>Painting</u></p> <p style="text-align: center;">Posters</p> <ul style="list-style-type: none"> • Know how to create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Create imaginative work from a variety of sources <p>No Focus Artist: look at a range of source materials, including poster art of different styles/time periods.</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;">Lincolnshire Music Service</p> <p>Learning to play the ukulele – 12 week session</p>	<p style="text-align: center;"><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> • Generosity <p><u>Individual liberty</u></p> <p>To understand the meaning of individual liberty.</p> <ul style="list-style-type: none"> • We are all equal • To identify and respect the differences and similarities between people. • To understand diversity within a community and learn how we respect people who are different to us. • Understand and challenge stereotypes. <p><u>Shared responsibilities</u></p> <ul style="list-style-type: none"> • To learn and understand what and why rules are needed.

		<ul style="list-style-type: none"> • To know why different rules are needed for different situations. • To understand what are our own responsibilities and to know my shared and own responsibilities in the school community and home. • To understand that I have to take responsibility for my choices. • To understand and recognize that human rights are there to protect everyone. <p><u>Community</u></p> <ul style="list-style-type: none"> • To know and understand why we look after our local environment. • To know and understand why we look after our wider world. • To be able to understand, predict and assess risk in different situations. • To know the meaning of diversity and the benefits of living in a diverse community. <p><u>Can I understand the importance of looking after the environment</u></p> <ul style="list-style-type: none"> • To understand how people spending can affect others and the environment – fair trade, single use plastic, giving to charity etc. • To understand how to ensure sustainability. • To understand and know ways of caring out shared responsibilities for protecting the environment in school and at home. <p><u>Can I discuss why we should not judge people by their appearance or lifestyle</u></p> <ul style="list-style-type: none"> • To have an understanding about the meaning of stereotyping and how this can
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		discriminate against those of different gender, race, faith, sexuality or lifestyle.
<p align="center"><u>Computing – Purple Mash</u></p> <p><u>Blogging (Unit 6.4)</u></p> <ul style="list-style-type: none"> Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p align="center"><u>SMSC</u></p> <p><u>Spiritual development-</u> Church School Value – Generosity. In RE we will look at what difference does the resurrection make to Christians? We will participate in the Remembrance Service at IBCC.</p> <p><u>Moral development –</u> Classroom routines. In Geography we will look at Ernest Shackleton and explore the morality of ensuring the safety of all crew members. Children In Need. LGBT workshops.</p> <p><u>Social development-</u> In Art we will work collaboratively to create propaganda posters. In Computing we will learn how to communicate by blogging. In PE we will participate in the Playmakers Award.</p> <p><u>Cultural development –</u> Celebrate World Hello Day and language of the moment. We will explore a composer of the month and an artist of the month. We will visit Lincoln Cathedral for a WOW day including: an interactive tour, dean’s eye craft and model of the cathedral building.</p>	<p align="center"><u>Language of the Moment/French</u></p> <p align="center">Presenting ourself</p>

<p><u>Parental engagement:</u></p> <ul style="list-style-type: none"> <i>Parents evening.</i> <i>Reading at home.</i> <i>Parental support with homework.</i> 	<p><u>Visits and visitors:</u></p> <ul style="list-style-type: none"> Lincolnshire Music Service – Ukulele Primary Cathedral WOW Day visit
<p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> Daily Class reader and books linked to diversity. Cool down station/reflection area within the classroom. Golden mile and healthy school meals. Peace Garden available for reflection time at playtimes. Valuing the diverse culture and languages that the children bring to Year 6, including language of the month, artist of 	<p><u>Global Learning:</u></p> <ul style="list-style-type: none"> First News and reading comprehension activities linked to global events and current affairs Newsround Language of the month during registration Artist of the month Composer of the month

<p>the month and composer of the month.</p> <ul style="list-style-type: none"> • Lunchtime colouring club • Lego lunchtime club • Quiet club in outside area (board games, reading, conversational activities) 	<ul style="list-style-type: none"> • Global Learning within dedicated subject leadership time
<p><u>Caring for the environment and each other:</u></p> <p>Recycling paper in the classroom</p> <p>Litter picking on the playground</p> <p>Hand washing regularly and ensuring children know how to keep themselves safe physically and mentally</p>	