



Term: Autumn 1

Year: 2020/2021

Teacher: R Griffiths

Year Group: 6

TOPIC: Extreme Earth – Natural Disasters

RELIGIOUS EDUCATION

Sikhism

- explain who founded Sikhism and where
- explain the key beliefs of Sikhism (e.g. about God and the Gurus; Nam Simran, Kirat karna and Vand chhakna) and their importance for Sikhs living in Britain today
- explain how Sikhs interpret the Mool Mantar and what it tells them about God, life and how to live
- investigate and explain what makes a Gurdwara a special place for Sikhs – in preparation for our trip to the Gurdwara in London
- give reasons and examples to explain how and why Sikhs put their beliefs into action in different ways
- show how beliefs and teachings guide Sikhs in responding to the challenges of life in Britain today

SEASONAL ENRICHMENT

- **The Burrow**
- **House day** – beach / drama / art / forest school
- **Use of the outdoor areas across the curriculum** – science link / RE link

COMPUTING

- **Software**
- 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

PE

Gymnastics

- work with a partner to show a variety of balances on the floor and apparatus with good body tension
- work with a partner to practise meeting and parting using different gymnastic elements
- evaluate my sequence from last week for improvement to the next level and practise for performance

ART AND DESIGN

Sessions with Mrs Stevens

- exploring and using bendable wire and creating self-portraits
- recapping and using our understanding warm and cool colours
- exploring and using line and pattern in a variety of media e.a. pens, clay, drawing media and collage

ENGLISH

- **Daily spelling practice following KS2 spelling rules – No Nonsense scheme**
- **Daily whole class guided reading** – focusing on vocabulary, inference, prediction, explanation, retrieval, and summarising / sequencing using high quality fiction and non-fiction texts
- **Daily reading for pleasure** – story time
- **Daily whole class spelling groups**
- **Plan, draft, write, evaluate and edit a variety of writing**
- **Poetry**
- Free verse storm/volcano poetry – with a focus on vocabulary choice
- **Fiction**
- Narrative – based on 'The Firework Maker's Daughter' by Philip Pullman
- **Non-fiction**
- Non-chronological report based on 'Planet SOS'
- Persuasive speech based on the words of Greta Thunberg



GEOGRAPHY

Physical geography

- volcanoes and earthquakes - looking at plate tectonics and the Ring of Fire

Geographical skills and field work

- use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied

Locational knowledge

- on a world map, locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities
- name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time

SCIENCE

Properties of materials

- compare and group everyday materials on the basis of their properties
- know that some materials will dissolve in liquid to form a solution
- use knowledge of solids, liquids, and gases to decide how mixtures might be separated
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

MATHS

Number and place value

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- solve number and practical problems that involve all of the above

Addition, subtraction, multiplication and division

- perform mental calculations, including with mixed operations and large numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction

Fractions (including decimals and percentages)

- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

Measurement

- use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres

MUSIC

- to play and perform with accuracy, fluency, control and expression
- to think about the audience when performing and how to create a specific effect
- To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.

LANGUAGES

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Family / Age / Look at me / Numbers 0-20

SPIRITUALITY

- **Outdoor learning** – maths/science/outdoor investigations
- **Window and mirror links to science** – awe and wonder moments
- **Links to 3 school values** – forgiveness, respect, friendship
- **Links to current Building Learning Power** – managing distractions

BRITISH VALUES

- **Democracy** – school council opportunities / Head Boy and Head Girl responsibilities
- **Mutual respect** is at the heart of our values. Children learn that their behaviours influence their own rights and those of others
- **BLP skills** – questioning

PSHE

Me and my relationships

- to work collaboratively towards shared goals
- recognise some of the challenges that arise from friendships - suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach
- suggest positive strategies for negotiating and compromising within a collaborative task
- demonstrate positive strategies for negotiating and compromising within a collaborative task