



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 Explorer' by Katherine Rundell
- **Non-fiction**
- Newspaper article
- Non-chronological report



### 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

- **Living things and their habitats**
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

### 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