



| | Autumn Term |
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| Religious Education | <p><u>The Kingdom of God</u></p> <p>Can I reflect on what the Kingdom of God is like? Kingdom Values</p> <p>Can I reflect on the importance of responding to the invitation to The Kingdom?</p> <p><u>Parables:</u> Parable of the Yeast. Parable of the Mustard Seed.</p> <p>Do I know that everyone is called to enter The Kingdom and reflect on our response?</p> <p><u>Parables:</u> The Lost Sheep. The Lost Drachma. The Prodigal Son.</p> <p>Can I reflect on words and deeds necessary to show commitment to The Kingdom?</p> <p><u>Scripture:</u> The Good Samaritan.</p> <p>Do I understand the variety of responses to the Kingdom?</p> <p><u>Scripture:</u> The Rich Man and Lazarus. Invitation to the Banquest (parable)</p> <p>Do I know that Jesus has compassion on all who suffer? How can I show compassion?</p> <p>Miracles.</p> <p>Do I know about people who helped spread the Kingdom of God and can I reflect upon what I can learn from them?</p> <p>St Therese of Lisieux.</p> <p><u>Justice</u></p> <p>Do I understand the meaning of justice and that we are all called to work for justice?</p> <p>Do I know about some people who have been persecuted for speaking out about injustice and can I reflect upon the cost of their commitment?</p> <p>Oscar Romero and Martin Luther King.</p> <p>Can I find out about some people who work for justice and reflect upon what I can learn from them?</p> <p>Fr. Pedro Opeka</p> <p>Do I understand that Advent is a time when we prepare to celebrate the birthday of Jesus?</p> <p>Can I reflect upon ways to prepare in this season?</p> <p>Do I know about the mystery of the Incarnation and can I reflect upon its importance for us?</p> |

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| Collective Worship | Ten Ten Resources |
| English -Reading | <p data-bbox="593 92 1512 130">Guided Reading Text – ‘Private Peaceful’- Michael Morpurgo</p> <p data-bbox="593 135 1444 173">Class Text – ‘Goodnight Mister Tom’- Michelle Magorian</p> <p data-bbox="593 229 958 268"><u>Reading - word reading</u></p> <ul data-bbox="645 277 1993 403" style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. <p data-bbox="593 416 990 454"><u>Reading - comprehension</u></p> <ul data-bbox="645 464 2027 917" style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Recommending books that they have read to their peers, giving reasons for their choices. • Identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books <p data-bbox="593 927 1075 965">understand what they read by:</p> <ul data-bbox="645 975 2011 1528" style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding. • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. • 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. • Distinguish between statements of fact and opinion |

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| | <ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. |
| English-Writing | <p>Genre Focus:</p> <ul style="list-style-type: none"> • Setting/ Comparative descriptions • Character descriptions • Implementing the above learning to Narrative writing • Letter writing • Diary entries • Poetry • Informative writing • Instructional writing • Persuasive writing |
| English-EPGS | <p><u>Autumn Focus</u></p> <ul style="list-style-type: none"> • Formal and informal speech and vocabulary. • Synonyms and antonyms- how words are linked through meaning. • Using a wider range of cohesive devices. • Use of the passive voice. • Use of the colon and semi-colon in lists. • Layout devices to structure texts. • Year 5&6 Spelling List Words. • Words ending in -cious or -tious • Words with silent letters. • Words containing the letter string ough |
| Maths | <p><i>Please see hyperlink:</i> Number: Place value: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-6-Autumn-block-1-Place-Value.pdf</p> |

Number: Addition, Subtraction, Multiplication and Division: <https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-6-Autumn-block-2-Four-Operations.pdf>

Number: Fractions: <https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-6-Autumn-block-3-Fractions.pdf>

Geometry: Position and Direction: <https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-6-Autumn-block-4-Position-and-Direction.pdf>

Science

Electricity

- Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit?
- Can I compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches?
- Can I use recognised symbols when representing a simple circuit in a diagram?

Evolution and Inheritance

- Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?
- Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?
- Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?

Working Scientifically

- Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?
- Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?
- Can I record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?
- Can I use test results to make predictions to set up further comparative and fair tests?

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| | <ul style="list-style-type: none"> • Can I report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? • Can I identify scientific evidence that has been used to support or refute ideas or arguments? |
| Art | <p><u>WWI and WWII Art Work- John Singer Sargent & L.S. Lowry</u></p> <ul style="list-style-type: none"> • Can I use different shades of pencils to create different tones and lines? • Can I find out about a famous artist and his work? • Can I create my own painting based on the style of an artist? <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Can I create sketch books to record their observations and use them to review and revisit ideas? • Can I improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]? • Can I find out about great artists, architects and designers in history? |
| Computing | <p><u>Coding</u></p> <ul style="list-style-type: none"> • Can I design programs using their choice of objects, attributing specific actions to each using their new programming knowledge? • Can I use variables within a game to keep track of the properties of objects? • Can I use functions and understand why they are useful in 2Code? • Can I debug a program and organise the code into tabs? • Can I organise code into functions and call functions to eliminate surplus code in the program? • Can I explore the options for getting text input from the user in 2Code? • Can I include interactivity in programming? • Can I use flowcharts to test and debug a program? • Can I create a simulation of a room in which devices can be controlled? • Can I explore how 2Code can be used to make a text-based adventure game? <p><u>Online Safety</u></p> <ul style="list-style-type: none"> • Can I identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location? |

- Can I identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon?
- Can I identify the benefits and risks of giving personal information and device access to different software?
- Can I review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user?
- Do I have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour?
- Can I begin to understand how information online can persist and give away details of those who share or modify it?
- Do I understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health?
- Can I identify the positive and negative influences of technology on health and the environment?

Spreadsheets

- Can I use a spreadsheet to investigate the probability of the results of throwing many dice?
- Can I use a spreadsheet to calculate the discount and final prices in a sale?
- Can I create a formula to help work out the prices of items in the sale?

Design and Technology

Electrical Systems: Steady Hand Game

Design

- Can I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups?
- Can I generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design?

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| | <p><u>Make</u></p> <ul style="list-style-type: none"> • Can I select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately? • Can I select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities? <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Can I investigate and analyse a range of existing products? • Can I evaluate my ideas and products against their own design criteria and consider the views of others to improve my work? <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Can I use and understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]? |
| Geography | |
| History | <p><u>World War II</u></p> <p><u>Do I know and understand:</u></p> <ul style="list-style-type: none"> • What were the causes of WWII? How did it start? WWII Key events timeline. What are primary and secondary resources? • Who were the main world leaders during WW2 and what was their role in the conflict? • About bombing raids on Britain (Blitz)? • How people protected themselves during the Blitz? • Can I collect information from different sources on the Blitz – Air Raid Shelters? • The need for evacuation? • About the experiences and feelings of evacuees from a wide range of sources? • Can I collect information from different sources on evacuees? • The effect of war on everyday life for women? • Can I research the role of women in the war (using primary and secondary sources of information) and write a short information text about it? • The effect of war on everyday life? • What propaganda was and its purpose? • What rationing was and how it worked? |

- About a major event of WW2. (Battle of Britain)?
- About how people celebrated the end of the war (VE Day)?
- Make connections between WW2 and today (the UN)?
- About a major event of WW2 (Hiroshima)?
- How Christmas was celebrated during war time?

Languages (Spanish)

Autumn 1

- Can I say hello – hola?
- Can I say goodbye – adios?
- Can I tell someone my name – me llamo...?
- Can I introduce myself in basic terms – hola, me llamo... tengo... años?
- Can I ask someone their name – cómo te llamas?
- Can I ask someone their age – cuantos años tienes?
- Can I say my age – tengo Años?
- Can I say who someone is – él es, ella es?
- Can I recognise a question – cómo te llamas?

Autumn 2

- Can I issue basic commands – sube / baja?
- Can I ask someone how they are – feelings: como estas?
- Can I say how I am – feelings: muy bien, no muy bien, triste, contenta/o, aburrida/o, enferma/o, cansada/o?
- Can I use low numbers / I can count to ten?
- Can I say where things are – entre, delante, detrás?
- Can I name colours?
- Can I ask the colour of something – que color es? Es ...?
- Can I say what colour something is?
- Can I ask what something is – que es?
- Can I say what something is – es un/a?
- Can I count objects?
- Can I ask how many of something there is – cuantas/os hay?
- Can I say how many of something there is?
- Can I describe the colour of things?

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| | <ul style="list-style-type: none"> • Can I use higher numbers – 10/20/30/40/50? • Can I use family members names – Abuelo, abuela, tio tia, mama, papa, hermano, hermana? • Can I express personals possession – mi mama, mi papa, mi hermano, mi hermana? • Can I ask who someone is – quien es....? • Can I say where things are – al lado, encima, entre, delante, detras? • Can I ask what someone’s name is - como se llama? Quien es? • Can I say what someone’s name is? • Can I name places – hotel, piscina, biblioteca, parque, cine, museo, supermercado, bar? |
| Music | <ul style="list-style-type: none"> • Do I know the string Names? Instrument Anatomy. • Can I read tablature & learn simple/beginner pieces? • Singing basics. Can I take part in and understand the importance of vocal warmups and mechanics (humming)? • Can I sing a Major arpeggio ascending and descending? • Can I learn seasonal songs for end of term performance, both instrumental and vocal pieces? • Can I use methods to rehearse for a performance? • Can I continue my vocal development with focus on pitch accuracy and relaxation? • Can I continue to develop selected instrumental pieces learned in Part 1? • Can I understand rhythm notation - Minim and Minim Rest Crotchet and Crotchet Rest? |
| P.E. | <p><u>WWII Dance</u></p> <ul style="list-style-type: none"> • Can I cooperate and collaborate to create a warm up displaying a variety of movement patterns moving in time to the music? • Can I translate ideas from stimulus into movement showing precision, control and fluency? • Can I perform at a variety of different levels when dancing and use all of the space? • Can I perform a variety of travelling movements with timing and some fluency? • Can I dance in unison with a group showing good energy and timing? • Can I dance in canon with a group showing good energy and timing? |

Personal, Social and Health
Education

1 Decision

- *Keeping/Staying Safe*
- *Keeping/Staying Healthy*
- *Growing and Changing*