

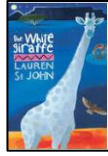


Autumn 1 in Year 6!



English

In English this half term, we are going to be using the text *The White Giraffe*. We will be writing a newspaper article about poaching and a diary entry as one of the characters.



Maths

In Maths this half term, we will be looking at Place Value and using all four operations (add, subtract, multiply and divide) to solve problems.



Science

In Science this half term, we will build upon prior knowledge from Year 3. We will learn that light travels from a source and can reflect and refract and that light allows us to be able to see and create the colour spectrum.



Guided Reading

In Guided Reading this half term, we are using the text *Shackleton's Journey*. All of our reading sessions will focus on a key reading skill: retrieval, inference, vocabulary, predicting or summarising.



History

This half term, we are will be learning about the Industrial Revolution. We will explore the Agricultural Revolution, the impact of improvements in transport, domestic and factory systems, working life working conditions and living conditions in sums.



Geography

This half term, we are learning about the North West of England. We will name and locate cities, geographical regions and their identifying human and physical characteristics.



Computing

By the end of this unit, we will be able to write code confidently using a variety of coding blocks to get particular outcomes with specific functions, variables and parameters.



RE

This half term, the children are learning about Worship. They will be learning about ways that the Christian and Islamic Faiths worship.



Music

The children will be learning about the origins of pop music. They will be singing, performing, using body percussion and instruments.



French

This half term the children will be writing letters to a French pen pal school. They will build on their prior learning by using conjunctions, adjectives and a range of verbs in a sentence, to write in detail about themselves.



Art

This half term, the children will be learning about famous artist, LS Lowry. We will be looking at pieces of work by Lowry and using line and tone to create perspective in sketches.



DT

In DT, the children will be designing, making and evaluating a tote bag.



PSHE

This half term's unit is *Being Me in my World*. The children will be looking at their year ahead, creating a class charter and exploring what it means to be a global citizen.

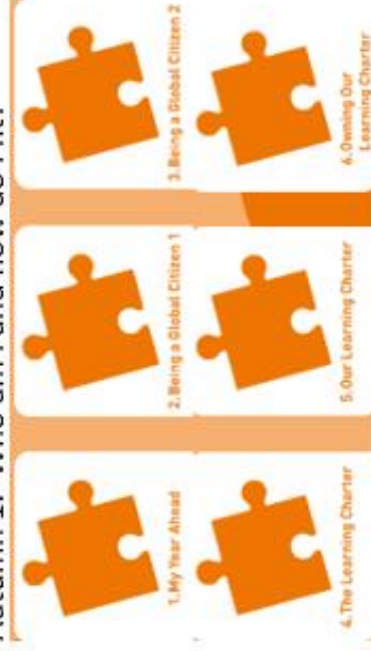




Ages 10-11

Puzzle One – Being Me in My World

Autumn 1: 'Who am I and how do I fit?'



Content Overview:

Identifying goals for the year
 Global citizenship
 Children's universal rights
 Feeling welcome and valued
 Choices, consequences and rewards
 Group dynamics
 Democracy, having a voice
 Anti-social behaviour
 Role-modelling

Vocabulary

Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.

Song: Together as One

Puzzle Outcome: Whole School Learning Charter

DfE Statutory Relationships & Health Education Guidance.

- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- R14) the conventions of courtesy and manners
- R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate