



Year: 6

Term: Autumn 2

Subject	Prior Skills/Knowledge/language	New skills	Planning
<p><u>English</u></p>	<p>Y3/4: Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Analyse language and structural features of flashbacks – Frankenstein. Explore how authors manage shifts between tense. Explore how writers create Suspense through punctuation, e.g. semicolons and colons. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Write a persuasive letters using writers' hints.</p>	<p><u>Dual Narrative:</u> Immersion into Hansel and Gretel, children will determine mood and analyse new and key vocabulary. Children will analyse the author's words and phrases and the effect on the reader. They will use this to develop a writers toolkit for a dual narrative. Look at grammar in context, e.g. descriptive phrases and semicolons. Us prior learning and washing line to plan their own dual narrative, first from another perspective. Write and edit and dual narrative and publish.</p> <p><u>Persuasive Letters:</u> Analyse a persuasive letter in context of Hansel and Gretel. Explore language used in persuasive letters and explore model phrases for persuasion. Look at grammar in context for persuasion, e.g. active/passive voice, subjunctive form, modal verbs Create a writers toolkit and analyse the effect upon the reader of such a device. Plan a persuasive letter to make people think or do. Write and edit and publish a persuasive letter.</p>

<p><b>Maths</b></p>	<p>Y5: compare and order fractions whose denominators are all multiples of the same number. identify, name and write equivalent fractions of a given fraction. Recognise mixed numbers and improper fractions and convert from one form to the other. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers.</p>	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions G 1. Add and subtract fractions with different denominators and mixed numbers. Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers. Associate a fraction with division and calculate decimal fraction equivalents. 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. Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>	<p>Fractions:</p> <ul style="list-style-type: none"> <li>● Revise fractions of amounts and shapes.</li> <li>● Revise equivalent fraction families using multiplication and division.</li> <li>● Simplify fractions using common factors and multiples.</li> <li>● Compare and order fractions using Cuisenaire rods and Numicon.</li> <li>● Add and subtract fractions with different denominators involving missing boxes.</li> <li>● Add and subtract fractions whose answers require improper and mixed number fractions.</li> <li>● Multiply and divide fractions with whole numbers involving missing digits.</li> </ul>
<p><b>Science Light</b></p>	<p>Yr. 1 – Seasons and How They Change – Observe and describe weather associated with the seasons and how day length varies. Yr. 3 - Light - Recognise that they need light in order to see things and that dark is the absence of light. = Notice that light is reflected from surfaces. - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. -Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p>	<p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<ul style="list-style-type: none"> <li>●To recognise that light travels in straight lines</li> <li>●To investigate luminous and non-luminous materials</li> <li>●To understand how mirrors reflect light, and how they can help us see objects</li> <li>●To understand how refraction changes the direction in which light travels</li> <li>●To make a periscope</li> </ul>

	<p>-Find patterns in the way that the size of shadows change.</p> <p>Yr. 5 – Properties and Changes of Materials - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>		<ul style="list-style-type: none"> <li>●To explain why shadows have the same shape as the object that casts them</li> </ul>
<p><b>Geography</b> <b>South America</b></p>	<p>Y4: Use atlases, photos, web-based tools, oblique/vertical aerial photos. Understand the difference between weather and climate. Analyse information and use evidence in a database to answer questions, draw conclusions and discover patterns.</p> <p>Y5: Locate and name major circles of latitude and longitude that mark maps of the Earth. 2. Identify and name major climate zones and biomes. 3. Locate continents, countries and major regions on world maps and globes. Identify key human and physical features of a distant locality.</p>	<ul style="list-style-type: none"> <li>●Locate countries in South America</li> <li>● Explore climate zones and their features.</li> <li>● Be able to use maps, grid references to locate mountain ranges.</li> <li>● Understand human/physical features.</li> <li>● Understand trades, imports and exports and benefits/disadvantages.</li> <li>● Be able to carry out in depth country study.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify South America as a continent and be able to recognise the countries that make it up.</li> <li>● Use climate zone maps to investigate ones around the world. Use and recognise temperate, arid and subtropical climate and discuss features.</li> <li>● Look at mountain ranges, their features and how these are used by locals.</li> <li>● Compare and contrast human and physical features and make comparisons with their locality.</li> <li>● Explore world trade, imports and exports and goods that come from South America.</li> <li>● Use previous knowledge to focus on one country in South America country and complete own research project.</li> </ul>
<p><b>DT</b></p>	<p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>-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</p> <p>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>- select from and use a wider range of tools and equipment to perform practical tasks [for</p>	<ul style="list-style-type: none"> <li>●To investigate and compare a range of slippers</li> <li>●To make a pattern for a pair of slippers</li> <li>●To develop a range of sewing and decorating techniques</li> <li>●To design a pair of slippers for a particular purpose</li> </ul>

		<p>example, cutting, shaping, joining and finishing],</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>●To make a pair of slippers</li> <li>●To evaluate the final product</li> </ul>
<p><b>Computing</b></p> <p><b>Online Safety</b></p>	<p>Covered each year – build on previous learning</p>	<ul style="list-style-type: none"> <li>-Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.</li> <li>• Children can give reasons for limiting screen time.</li> <li>• Children can talk about the positives and negative aspects of technology and balance these opposing views</li> </ul>	<ul style="list-style-type: none"> <li>• To identify benefits and risks of mobile devices broadcasting the location of the user/device.</li> <li>• To identify secure sites by looking for privacy seals of approval.</li> <li>• To identify the benefits and risks of giving personal information.</li> <li>• To review the meaning of a digital footprint.</li> <li>• To have a clear idea of appropriate online behaviour.</li> <li>• To begin to understand how information online can persist.</li> <li>• To understand the importance of balancing game and screen time with other parts of their lives.</li> <li>• To identify the positive and negative influences of technology on health and the environment.</li> </ul>
<p><b>PSHE</b></p>	<p>Year 5: Respect for similarity and difference. Anti-bullying and being unique</p>	<p>Am I normal? Understanding difference Power struggles Why bully? Celebrating difference</p>	<ul style="list-style-type: none"> <li>-To understand there are different perceptions about what normal means</li> <li>-To understand how being different could affect someone's life</li> <li>-To explain some of the ways in which one person or a group can have power over another</li> </ul>

- To know some of the reasons why people use bullying behaviours
- To give examples of people with disabilities who lead amazing lives
- To explain ways in which difference can be a source of conflict and a cause for celebration