

Year Group: 6	Term: Autumn 1 Poor	Rich &	Classes: Hawking and Christiansen	Teachers: Mr Nelson Miss Pickrell and Mrs Haynes
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Knowing	Understanding/Comprehension	Applying	Analysing	Creating/Synthesis	Evaluating
Basic		Advancing		Deep	
Teaching style: Modelling and Explaining		Reminding and guiding		Coaching and mentoring	
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.		Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.		Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.	

	Date: 4 th September Week 1 3days	Date: 9 th September Week 2	Date: 16 th September Week 3	Date: 23 rd September Week 4 Heart – Science	Date: 30 th September Week 5 Bradwell 3days 2days in school	Date: 7 th October Week 6 Oliver Twist	Date: 14 th October Week 7	21 st October Week 8
English – Writing	<p>Ole Kirk Christiansen:</p> <p>Story of OKC.</p> <p>Research OKC life and create a biography.</p> <p>Use this research to create an stop motion animation on the building of their toy</p> <p>Create a PowerPoint explaining stop motion and how to use the iPad app.</p>	<p>Stephen Hawking:</p> <p>Children to research write and film a documentary in small groups explaining the origins of the Universe and/or the solar system.</p> <p>GREEN SCREEN</p> <p>Children research Stephen Hawking and create a written biography.</p> <p>Use the research and biographies to create an animation (Zanimate app? iMovie) EG - https://www.youtube.com/watc</p>		<p>NC Link:</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form</p>	<p>NC Link:</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2,</p>	<p>NC Link:</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Plan his/her writing of narratives through</p>	<p>N.C Link:</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and</p>	<p>NC Link:</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where</p>

		<p>h?v=D6lFGJdwRyo</p> <p>Create a PowerPoint explaining stop motion and how to use the iPad app.</p>		<p>and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2</p> <p>L.O to write a diary of a red blood cell explaining its journey through the heart and how it works.</p> <p>Activity: Linked to science dissection of heart .</p>	<p>understanding how such choices can change and enhance meaning</p> <p>L.O To write a letter</p> <p>Activity: write a letter to Bradwell Activity Centre thanking them for the visit. Detail which activity was their favourite emotive section within letter</p> <p>Tuesday</p>	<p>reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)</p> <p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>L.O. To write a description.</p> <p>Activity: Internalise the text, use a range of drama activities, read as a reader: read as a writer. Modelled text of Oliver Twist Victorian street.</p>	<p>research where necessary</p> <p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)</p> <p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>L.O: To write a narrative using a moral.</p> <p>Activity:</p> <p>Innovation: Class write narrative together - forced to do something morally</p>	<p>necessary</p> <p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)</p> <p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>L.O: To write a narrative using a moral.</p> <p>Activity: Invention: Children choose something Oliver does which is morally wrong e.g. Lie to cover for the other pickpockets etc</p>
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							wrong – breaks in to somewhere so he can sleep somewhere warm.	
Maths	Numbers to 10 million	Numbers to 10 million Four operations on whole numbers	Negative numbers	Addition and Subtraction	Bradwell - Residential	Addition and Subtraction	Multiplication and Division	Multiplication and Division
History						<p>Victorians – theme of ‘Rich and Poor’</p> <p><u>Victorian Day</u></p> <p>NC Link:</p> <p>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Study lives of poor people in Victorian England.</p> <p>LO: 1a Place events/people/changes into correct periods of time.</p> <p>2a Explore features of period, attitudes and experiences.</p> <p>4a Find out about people and changes from range of sources.</p> <p>4b Ask and answer questions, select info relevant to enquiry.</p>	<p>Victorians/ Tudors – theme of ‘Rich and Poor’</p> <p>Victoria becomes Queen</p> <p>NC Link:</p> <p>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>LO: History: Study the impact of individuals, events and changes on the lives of people from different sections of society in Victorian Britain.</p>	<p>Use writing to inform, explain and convey detail to the reader.</p> <p>Activity:</p> <p>Compare and contrast living conditions for young princesses with those experienced by most Victorian children.</p>

						<p>Activity:</p> <p>Complete typical workhouse jobs. See short term plan.</p> <p>Poverty and Poor Laws</p> <p>Workhouse Woes</p> <p>Cooking</p> <p>Wash day</p> <p>School</p> <p>Behaviour / Punishments</p> <p>Compare their chores to the work they have completed.</p> <p>Imagine being a child in Victorian times and write a diary entry.</p>		
Geography						<p>Link to maths: Drawing graphs</p> <p>NC link:</p> <p>Yr4</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Yr4</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p>Yr5</p> <p>Solve comparison, sum and difference problems</p>		

							<p>using information presented in a line graph</p> <p>Yr5</p> <p>Complete, read and interpret information in tables, including timetables</p> <p>Yr6</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Yr6</p> <p>Calculate and interpret the mean as an average</p> <p>History link:</p> <p>Yr6</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>LO: To interpret and present findings in the appropriate way.</p> <p>Activity:</p> <p>Find and gather data.</p> <p>Organise data into an appropriate graph.</p> <p>Summarise key findings and trends.</p> <p>Compare past and present.</p>
Science				Animals, including humans			

				<p>NC Links:</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>L.O.</p> <p>To identify how drugs impact on the way the human body functions To understand that certain drugs can be used for positive effect in the form of medicine</p> <p>Activity:</p> <p>Create a piece of art that reflects the processes involved in the journey of our food and water into the blood stream and to the various parts of our body through diffusion and osmosis.</p>					
Art									
PE	Year group team building games	<p>NC Link:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate netball, 		<p>NC Link:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate netball <p>L.O.I can understand the rule of contact. I can understand that marking</p>	Bradwell Visit NC Link:	<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 	<p>NC Link:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate netball 	<p>NC Link:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate netball, 	<p>NC Link:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate

		L.O I can identify and complete the different passes used in netball. I can understand the rule of footwork.		helps to intercept the ball and dodging enables a player to get away from a marker. I can complete the different types of dodges.		L.O. I can state the difference between attacking skills and defending skills. I can shoot accurately in a range of ways.	L.O. I can state the difference between attacking skills and defending skills. I can shoot accurately in a range of ways.	netball. L.O. I can state the difference between attacking skills and defending skills. I can shoot accurately in a range of ways.
Computing	GREEN SCREEN Animations					E-Safety Trust Me Create ground rules NC link: To highlight to young people that other people may seek to persuade them online and not all online contact is trustworthy. LO: to recognise it's their choice to accept something. To recognise ways people may seek to persuade. To know what to do if they have concerns.		
PSHE	Keeping Safe: L.O. To know about independence, increased responsibility and keeping safe Activity: List strategies for	Keeping Safe: L.O. To know about different influences on behaviour, including peer pressure and media influence. To know how to resist	Keeping Safe: L.O. To know: about the right they have to protect their body	Keeping Safe: L.O to know about strategies for managing personal safety - local environment To know about who is responsible for				

	<p>managing risk</p> <p>Explain how increased freedom as they get older means potentially having more risks to negotiate (including whilst travelling: road, rail, water safety and online)</p> <p>Explain the difference between a risk, a danger and a hazard in different situations</p> <p>Identify their personal responsibility to self and others when managing risk, danger and hazard</p> <p>Select the level of risk in different situations by predicting possible consequences and their likelihood</p> <p>Recognise that risk can depend on who is there, where it is and what it is</p> <p>Propose how risk can be reduced or managed in relation to keeping safe, including asking for help or advice</p>	<p>unhelpful pressure and ask for help</p> <p>Activity:</p> <p>Identify where pressure including positive and negative influences on behaviour and attitudes come from</p> <p>List examples of how the media influences opinions and attitudes</p> <p>Recognise how the need for peer approval can put pressure on us to do what others say or do</p> <p>Recognise that peers' acceptance or approval rarely depends on this</p> <p>Describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that might affect them negatively</p> <p>Recognise when someone might need to seek further help or advice</p> <p>Identify how to access appropriate help, advice and support</p>	<p>that female genital mutilation (FGM) is physical abuse and is illegal about the importance of speaking out about FGM</p> <p>Activity:</p> <p>Explain that everyone has a right to look after and protect their own body</p> <p>Identify what the letters 'FGM' stand for and that it is also known by other words (e.g. 'cutting')</p> <p>Recognise that FGM physical abuse and to do this to someone is a serious crime (is illegal)</p> <p>State what FGM physically entails and that myths can be told about it which are not true</p> <p>Identify the risks that FGM can have on a person's present and</p>	<p>their health and wellbeing</p> <p>To know where to get help advice and support</p> <p>Activity:</p> <p>Describe potential risks in different environments</p> <p>Explain how people can 'prepare for safety' in different environments</p> <p>Explain what it means to feel physically and emotionally safe</p> <p>Recognise when a situation is, or may become, potentially unsafe and explain why this is</p> <p>Illustrate language, strategies and skills needed to deal with challenging situations and to recognise when to get help or support</p> <p>Explain when, how and who to alert if safety is (potentially might become) compromised and who to ask for advice and support, to be prepared for safety.</p> <p>Describe the roles that people in school, the wider community, online have to help people stay healthy and safe</p> <p>Explain how their responsibility to keep themselves and others safe is changing as they become more independent</p> <p>Recognise they are not yet solely responsible for this and that adults they know well and trust are responsible</p> <p>Explain their responsibility to report things that mean they or others may not be safe</p> <p>Explain what will happen if they do seek help</p> <p>List different ways of asking for</p>				
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			<p>future health</p> <p>Explain the importance of speaking out about FGM</p> <p>Identify how someone can get help or advice (for themselves or another person)</p> <p>recognise the importance of telling a trusted adult quickly if they think this might happen</p>	<p>help or support (including online), including appropriate websites or helplines, as well as people they know and trust</p>				
RE							<p>Christianity and Hinduism</p> <p>Belief and action in the world</p> <p>NC Link: Learn about how and why religious belief influences the way people treat others. Reflect on whether and how people should care for those in need.</p> <p>LO: To understand how religious belief influences the way people treat others. „</p> <p>Activity:</p> <p>List examples from any of the major religions of the expectation that there will be regular giving to help people who are less fortunate.</p> <p>Ask whether you have to be religious to care about others.</p> <p>Ask who or what do you care about most and</p>	

							<p>why?</p> <p>Discuss what motivates believers in Christianity, and the religions studied to care for others?</p> <p>List examples from Christianity, the faiths studied and secular experiences which demonstrate care for others, both humans and animals, e.g. the Hindu belief in cow protection.</p> <p>PSHE link - Focus on charities – how many can the children list? What charities are supported by the school and why?</p> <p>Identify the top ten charities that receive the most support in a year in the UK and use this to promote discussion.</p>
Music	Djembe Call and Response	Djembe Following a rhythm					Djembe Composition and Performance
Languages						<p>Rigolo 2 Unit 7: Le week-end</p> <p>Children will learn vocabulary associated with the weekend</p> <p>NC Links</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning 	

						<p>of words</p> <ul style="list-style-type: none">• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.• Speak in sentences, using familiar vocabulary, phrases and basic language structure.• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.• Read carefully and show understanding of words, phrases and simple writing.• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through use of a dictionary. <p>Activity:</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Match vocabulary to pictures.</p>		
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						Apply knowledge to speak full sentences. Compose a conversation.		
Outdoor Learning		Jewellery creating – history link OC					Jewellery creating – history link SH	
British Values	<p>Individual Liberty Lesson 3: Staying free and avoiding peer pressure</p> <ul style="list-style-type: none"> I can explore the idea that we need to allow other people to have liberty I understand that individual liberty has to be within the rules <p>Activity: Define what peer pressure is. Identify how peer pressure can occur. Determine rules centred on peer pressure.</p>	<p>Individual Liberty Lesson 4: Exploring human rights</p> <p>I can explore the UN Children’s Rights</p> <p>Activity: List children’s rights. Prioritise children’s rights in order of importance. Justify why one is more important than the other.</p>						
Reading	<p>Oliver Twist – Charles Dickens –</p> <p>NC Link:</p> <ul style="list-style-type: none"> Read age-appropriate books with confidence and fluency (including whole novels). Identify and discuss themes and conventions in and across a wide range of writing. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss and evaluate how authors use language, 		NC Link:	<ul style="list-style-type: none"> Read age-appropriate books with confidence and fluency (including whole novels). Identify and discuss themes and conventions in and across a wide range of writing. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 		The Alchemist – Flashback	<ul style="list-style-type: none"> Write fluently and legibly with a personal style. Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. Use a thesaurus. Use the techniques that authors use to create characters, settings and plots. Identify the audience for writing. Interweave descriptions of characters, settings and atmosphere with dialogue. 	

	<p>including figurative language, considering the impact on the reader.</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Participate in discussion about books, taking turns and listening and responding to what others say. <p>L.O:</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. • Make comparisons within and across books. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Retrieve and record information from non-fiction. • Provide reasoned justifications for views <p>Activity: Bug Club, weekly comprehensions.</p>	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Participate in discussion about books, taking turns and listening and responding to what others say. <p>L.O:</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. • Make comparisons within and across books. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Retrieve and record information from non-fiction. • Provide reasoned justifications for views <p>Activity: Bug Club, weekly comprehensions.</p>	<ul style="list-style-type: none"> • Choose effective grammar and punctuation.
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