

English

During the Autumn term, year 6 will embark on a journey with the brave hero Beowulf, as he battles fearsome monsters and tries to save a kingdom.

- Capital letters
- Full stops
- Question mark
- Exclamation marks
- I can use legible, joined handwriting
- I can use some genre specific features: Non-Narrative
- I can use most genre specific features: Non-Narrative
- I can describe setting and characters
- I can use impressive vocabulary and select it carefully for purpose
- I can use short sentences for impact
- I can use adverbials in my writing
- I can use noun phrases for precision
- I can manipulate grammar & vocab to achieve the correct level of formality
- I can use devices to structure writing in non-narrative (headings, subheadings and bullet points)
- I can write verbs using the correct tense
- I can alter the structure of my sentences & write in a formal style
- *I can use adverb, pronouns, prepositional and noun phrases for precision*
- I can write for a range of audiences & purposes drawing independently on what I've read as models for writing (e.g. literary language, characterisation, structure)
- I can use a full range of punctuation correctly
- I can use coordinating and subordinating conjunctions
- I can explain and discuss what I have read
- I can make inferences about a character's feelings, thoughts and motives
- I can identify and discuss themes (heroism/fate)
- I can identify the features of a persuasive text
- I can use emotive language to develop my sentences
- I can note and develop initial ideas, drawing on reading and research

French

This term in French we will look at 'En class', a series of lessons which develop the children's understanding of classroom routines; school uniform and vocabulary, and family descriptions.

- To understand different classroom routines
- To understand a short story or factual text and note the main points
- To contribute to a group presentation and perform to an audience
- To recognise patterns from the foreign language
- To listen for clues to meaning e.g tone of voice, key words
- To construct a short paragraph by adapting a model
- To follow a story as it is read aloud demonstrating an understanding of the main points

PSHE

This term in PSHE we will cover a unit titled TEAM (Together Everyone Achieves More) which focusses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. The unit also explores collaborative learning, how to compromise and strategies for helping different situations.

MEDIUM TERM PLAN

Autumn 2 - Year 6

Vicious Vikings



Geography

In geography this term year 6 will explore the location, features and culture of Norway, Denmark and Sweden. They will find out about how climates differ in various areas of Scandinavia, explore spectacular scenery, learn about the culture and lifestyle in Scandinavian countries and examine how areas in the UK and Scandinavia are similar and different.

Knowledge

- I know why some places are similar and dissimilar in relation to their human and physical features

Skills

- I know how to use an atlas by using the index to find places
- I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc)

Science

This term in science we will learn about sorting animals into groups based on their similarities and differences, and the standard system of classification first developed by Carl Linnaeus.

Working Scientifically

- I read, spell and pronounce scientific vocabulary accurately.
- I know how to plan different types of scientific enquiry
- I know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I report findings from enquiries in a range of ways.
- I know how to explain a conclusion from an enquiry.

Knowledge & Skills

- I classify living things into broad groups according to observable characteristics and based on similarities & differences.
- I give reasons for classifying plants and animals in a specific way.
- I know how living things have been classified.

Art

This term in art, year 6 will focus on improving their drawing and shading techniques. Towards the end of term, we will use acrylic paints on a canvas board to create a 'Northern Lights' themed piece of artwork.

Computing

In this unit, pupils use a variety of websites to learn about different aspects of artificial intelligence including machine learning. Finally, they program a self-driving car and consider the ethics of AI.

R.E

Key Question

What difference does it make to believe in ahimsa(harmlessness), grace, and/or Ummah (community)?

- To describe some of the impacts of religious commitments on life
- To retell the story of Prophet Muhammad
- To find different ways in which the Ummah supports Muslim people all over the world
- To describe the impact of some of Gandhi's principles
- To describe what 'sewa' means and what some acts of 'sewa' may be
- To understand what Jesus did and taught
- To understand the similarities and differences between Christian, Hindu and Muslim people

Maths

This term the children will develop their understanding of fractions and geometry, by covering the following small steps:

- Equivalent fractions
- Simplify fractions
- Improper fractions to mixed numbers
- Mixed numbers to improper fractions
- Fractions on a number line
- Compare and order (numerator/denominator)
- Add and subtract fractions
- Add/subtract mixed numbers
- Multiply fractions by integers
- Multiply fractions by fractions
- Divide fractions by integers
- Four rules with fractions
- Fractions of an amount
- The first quadrant
- Four quadrants
- Translations
- Reflections

P.E

This term in P.E the children will learn the following skills through games such as seated volleyball and scorpion handball.

- I can link actions and develop sequences of movements that express my own ideas
- I can change tactics, rules or tasks to make activities more fun or more challenging
- I can respond imaginatively to different situations
- I can adapt and adjust my skills, movements or tactics so they are different and contrast to others
- I can effectively disguise what I am about to do next
- I can use variety and creativity to engage and audience

Music

Following Music Express, the children will get into groove by exploring rhythm and melody in singing, movement and dance. The children will learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.