Year 6 Term: Autumn 2			
Subject	**Prior Skills/Knowledge/language**	**New skills**	**Planning**
English **-Diary entry** **-Bravery award speech**	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. Children have prior knowledge of newspaper reports as recounts with use of simple past tense.	Analyse language and structural features of flashbacks 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.	**Diary Entry** -Immerse in new text -Explore new vocabulary -Discuss effect on reader -Plan diary entry -Write, edit and publish diary entry **Bravery Award Speech** -Explore vocabulary -Analyse speech -Explore writer hints -Plan, write, edit and publish speech -Perform reading speech in front of class
Maths	Y5: compare and order fractions whose denominators are all multiples of the same number. identify, name and write equivalent	Use common factors to simplify fractions; use common multiples to express fractions in the same	•Revise fractions of amounts and shapes.

	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. Mutiply proper fractions and mixed numbers by whole numbers.	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.	● Revise equivalent fraction families using multiplication and division. ● Simplify fractions using common factors and multiples. ● Compare and order fractions using Cuisenaire rods and Numicon. ● Add and subtract fractions with different denominators involving missing boxes. ● Add and subtract fractions whose answers require improper and mixed number fractions. ● Multiply and divide fractions with whole numbers involving missing digits.
Science **<u>Light</u>**		• Explain how light travels to enable us to see. • Understand that all objects reflect light. • Identify the angles of incidence and reflection. • Understand refraction as light bending or changing direction. • Explain how a prism allows us to see the visible spectrum. • Understand that colours are a result of light reflecting off an object. • Explain	-To recognise that light appears to travel in straight lines by creating a model of light travelling -To recognise that light appears to travel in straight lines by investigating the angles of incidence and reflection. -To investigate how refraction changes the direction in which light travels.

		Isaac Newton's experiments about light and colour. • Understand how shadows change size. • Understand that shadows are the same shape as the object that casts them. • Make observations and conclusions. • Be able to answer questions based on their learning.	-To investigate how a prism changes a ray of light. -To investigate how light enables us to see colours. -To explain why shadows have the same shape as the object that casts them.
Geography **<u>United Kingdom</u>**	**Y5** - Topics covered as above with the addition of: Mountains, Europe, Natural Resources and World Trade. - Pupils can, mostly, locate countries of the world on a map -Pupils can, mostly, locate counties and cities of the United Kingdom -Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones -Pupils can identify aspects of the physical and human geography that have changed over time -Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical/human geography -Pupils can describe and understand an increasing variety of key aspects of physical/physical geography -Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -- describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	1. Compare and contrast the different countries of the UK 2. Identify where I live in the UK and locate the UK's major cities 3. Identify physical characteristics of the UK 4. Understand how people have affected the United Kingdom's landscape 5. Describe and explain the sorts of industries in which people in the UK work 6. Understand the different types of energy sources used in the UK Evaluate the advantages and disadvantages of wind energy -Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) -Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of

			these methods: sketch maps, plans and graphs, and digital technologies
DT **<u>CAMS - toys</u>**	**Year 5** **Developing, planning and communicating ideas** Generate ideas by mindmapping and identify a purpose for their product. Draw up a specification for my design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Use results of investigations, information sources, including ICT when developing design ideas. **Evaluating processes and products** Evaluate a product against the original design specification Evaluate a product personally and seek evaluation from others. **Mechanisms** Convert rotary motion to linear using cams. **Construction:** Develop a range of practical skills to create products (e.g cutting, drilling and screwing, nailing, gluing, filling and sanding).	**Developing, planning and communicating ideas** Communicate my ideas through detailed labelled drawings. Develop a design specification. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of my work, choosing appropriate materials, tools and techniques. **Evaluating processes and products** Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels. Evaluate against their original criteria and suggest ways that their product could be improved. **Mechanisms** Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs **Construction:** Develop a range of practical skills to create products (e.g cutting, drilling and screwing, nailing, gluing, filling and sanding).	1. Look at and evaluate different types of Victorian Toys (CAMS). How do they move? What are the designs on the toys? . 2. Look at different shapes of CAMs and how they make toys move in different ways. 3. Year 6 Apply knowledge – create circuits. Create something that lights up on their toy. 4. Skill – Learn how create the frame for a CAMS toys and how to make the CAMs toy move. 5. Design and label a CAMs toy. 6. Construct a CAMs toy using woodwork techniques. 7. Evaluate CAMs toys.

		Develop a range of practical skills to create products.	
Computing **<u>Online Safety</u>**	Covered each year – build on previous learning	-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. • Children can give reasons for limiting screen time. • Children can talk about the positives and negative aspects of technology and balance these opposing views	• To identify benefits and risks of mobile devices broadcasting the location of the user/device. • To identify secure sites by looking for privacy seals of approval. • To identify the benefits and risks of giving personal information. • To review the meaning of a digital footprint. • To have a clear idea of appropriate online behaviour. • To begin to understand how information online can persist. • To understand the importance of balancing game and screen time with other parts of their lives. • To identify the positive and negative influences of technology on health and the environment.
RE **Was Jesus the Messiah?**	Christians believe the Bible points out the need for God to save his people. This includes the on-going restoration of human's relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was 'for us'. Christians remember Jesus' sacrifice through the service of Holy Communion.	Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.	-To understand the place of Incarnation and Messiah within the 'big story' of the Bible -To identify Gospel and prophecy texts, using technical terms -To explain connections between biblical texts, Incarnation and Messiah, using theological terms

		Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. Christians see Jesus as their Saviour.	-To show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas -To understand the idea that Jesus is the Messiah and how it makes sense in the wider story of the Bible -To consider how far the idea that Jesus is the Messiah – a Saviour – is important in the world today and what difference that makes in people's lives
PSHE **Celebrating difference**	**Year 5**: Respect for similarity and difference. Antibullying and being unique	Am I normal? Understanding difference Power struggles Why bully? Celebrating difference	-To understand there are different perceptions about what normal means -To understand how being different could affect someone's life -To explain some of the ways in which one person or a group can have power over another -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
PE **Swimming**			Taught by LSSP in Lifestyles