

English

Class Novel: *The Explorer* By Katherine Rundell

Writing

Diary extract based upon *The Explorer* (3 weeks):

- in narratives, describe settings, characters and atmosphere
- draw upon the material they have read
- use expanded noun phrases to convey complicated information concisely
- use adverbials of time and place to build cohesion within and across paragraphs.

Write own versions of poetry - *River Journey* Marie Andrew, *Our Rainforests* Geraldine Taylor (2 weeks):

- understand how words are related by meaning as synonyms and antonyms
- perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
- Draw upon material they have read

Non-chronological report to explain what life is like in the amazon and how it is changing (2 weeks):

- plan their writing by identifying the audience and purpose of the writing
- distinguish between formal and informal language
- select vocabulary and grammatical structures that reflect what the writing requires (parentheses and commas to avoid ambiguity)

Punctuation and Grammar

Synonyms and antonyms, parenthesis, expanded noun phrases for clarity, commas to avoid ambiguity.

Whole Class Reading

One session per week based upon the class novel and three extract lessons using VIPERS (Vocabulary, Infer, Predict, Explain, Recall, Summarise) which cover the content domains for KS2 reading. Within all 4 of these lessons, time is given to modelling and practice of intonation, tone and volume.

Extract Lessons:

Electricity: James Chadwick, How Burglar Alarms Work and Wires by Athlete

Katherine Rundell: Rooftoppers, The Good Thieves and Wolf Wilder

Children's Classics: Holes by Louis Sachar, The Graveyard Book by Neil Gaiman and Northern Lights by Philip Pullman

Piers Torday: The Last Wild, There May Be A Castle and The Lost Magical

Spelling

Challenge words from National Curriculum/Spelling shed (7 weeks)

Liturgical Calendar: Ordinary

Time (Green Cloths)

Maths (White Rose)

Place Value

Numbers to ten million

Compare and order any number

Round any number

Negative numbers

Addition, Subtraction, Multiplication and Division

Division

Add and subtract integers

Multiply up to a 4-digit number by 2-digit number

Short division Division using factors

Long division (1) Long division (2)

Long division (3) Long division (4)

Common factors Common multiples

Primes to 100 Squares and cubes

Order of operations

Mental calculations and estimation

Reason from known facts

PE (Rising Stars)

Sport: Invaders

To understand the basic rules of tag rugby.

To work as a team, using ball-handling skills.

To pass and carry a ball using balance and co-ordination.

To use skills learned to play a game of tag rugby.

To apply rules and skills learned to a game.

To play in a mini tag rugby competition.

Fitness: Bootcamp

To understand how to prepare the body for exercise.

To understand what fitness means.

To complete a range of circuit-based activities and understand the reason for doing them.

To understand what happens to heart rate during exercise.

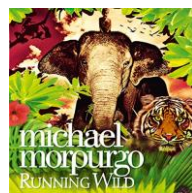
To complete a circuit that includes activities practised in Lessons 1 and 2.

To complete a circuit that includes activities practised in Lessons 1-3 with balance and co-ordination.

To complete a circuit that includes activities practised in Lessons 1-4 with balance and co-ordination.

To complete a circuit that includes activities practised in previous Lessons 1-5.

Texts and Experiences:



Texts: Running Wild
Kapok Tree
Journey to the River Sea

Cultural capital:

Harvest Festival
Mass

RE: The Kingdom of God (TWTTTL)

To know about the Kingdom of God. Reflect on what it means for us.

To understand that everyone is invited into the Kingdom of God. Consider ways to share this good news.

To understand the words and deeds necessary to show our commitment to the Kingdom and reflect on how we live up to this commitment.

To understand the variety of responses to the Kingdom. Reflect on our response.

To know that Jesus has compassion on all who suffer and think of ways we can show compassion.

To know about people who helped to spread the Kingdom of God and reflect on what we can learn from them.

Year 6: Autumn 1

Topic: South America (7 Weeks)

Music: Happy (Charanga)

To describe the style indicators of the song/ music.

To describe the structure of the song.

To identify the instruments /voices they can hear.

To talk about the musical dimensions used in the song.

To copy back using rhythm and pitch.

To sing in two parts.

To play instrumental parts accurately and in time as part of the performance.

To improvise in the lessons and as part of the performance.

To compose a melody using simple rhythms and use as part of the performance.

To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.

To record the performance and discuss thoughts and feelings towards it afterwards.

Geography: South America - The Amazon

To understand what the Amazon is, and where it is located.

To understand the Amazon's climate, and how the native animals are adapted to it.

To research the Amazonian city of Manaus.

To understand what life is like in the Amazon, and how it is changing.

To understand the value of the Amazon, how it is being damaged and how it can be protected.

Science: Blood Transportation (Developing Experts)

To describe the composition of blood

To describe how oxygen is moved around the body

To explain how blood is filtered

To describe what a blood transfusion involves

To describe how diabetes is managed

DT: Food - Come Dine with Me (Kapow)

To design a three-course meal

To safely prepare a meal following a recipe.

To contribute a recipe to a class cookbook using imperative verbs, adjectives and illustrations.

To safely prepare a meal following a recipe.

Spanish: Habitats (Language Angels)

To use cognates to help us understand and translate

To use new words and previous knowledge to understand and translate

To know that 'crecer' means 'to grow'

To conjugate the verb 'vivir' (to live) and use in a sentence

To use the habitat vocabulary in a presentation

Art: Art & Design Skills - Self-portrait (Kapow)

To draw emotions through a series of lines

to create a simple portrait for a face, using charcoal to add shadows

RHSE: Me, My Body, My Health (TenTen)

Gifts and talents

Similarities and differences between people arise as they grow and mature, and that by living and working together (teamwork) we create community.

Self-confidence arises from being loved by God (not status etc).

Girls' bodies

That human beings are different to other animals.

About the unique growth and development of humans and the changes that girls will experience during puberty.

About the need to respect their bodies as a gift from God to be looked after well and dressed appropriately.

The need for modesty and appropriate boundaries.

Boys' bodies

That human beings are different to other animals.

About the unique growth and development of humans and the changes that boys will experience during puberty.

About the need to respect their bodies as a gift from God to be looked after well and dressed appropriately.

The need for modesty and appropriate boundaries.

Spots and Sleep How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electric entertainment etc