

Year group: 6 Term: Aut 2

Focus Subject: Geography

BIG Question: Can one person change the world?



Key Vocabulary: climate, season, rainforest, habitat, sustainability, protest, habitat, environment, timeline, compare, evolution, green, inheritance, discovery, energy.

Relationships and Health Education:

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

RE: as theologians, we will:

Belonging

Through Baptism and Confirmation, all Christians are called to share the mission of Jesus. In the words of Blessed John Henry Newman: *'He has committed some work to me, which he has not committed to another. I have my mission'*. There are many different ways of carrying out that mission. For some people their mission or vocation is as a priest or member of a religious order.

Advent

Christians celebrate the birth of Jesus, given by God as a sign and expression of God's love. Giving and receiving reflects the truth that all life is given by God and life is given meaning through the birth of Jesus. Advent is a time of joyful expectation, as we prepare to receive Jesus into our lives and to share this gift with others at Christmas and throughout the year.

Art: As artists, we will:

No art this term

History: As historians, we will:

No history this term

Practise at Home:

Recap difficult concepts – CGP, Maths flex

Weekly spelling rules

As Musicians, we will:

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Science: As scientists, we will:

recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution



PE: As athletes, we will:

Learn rugby skills

Maths: As mathematicians, we will

Identify and use reasoning with:

U3 prime numbers, common factors, multiples, order of operations, square and cube numbers, brackets, mental calculations and known facts

U4 simplifying fractions, fractions on a number line, comparing and ordering fractions, adding and subtracting fractions, problem solving with fractions

Geography: As geographers, we will:

describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

School grounds for identifying inheritance and adaption

DT: As designers, we will discover:

How well products have been designed
Why materials have been chosen
What methods of construction have been used
How well products work
How well products meet user needs and wants

English: As readers and writers, we will:

Be able to Write a narrative and a speech
plan their writing by:

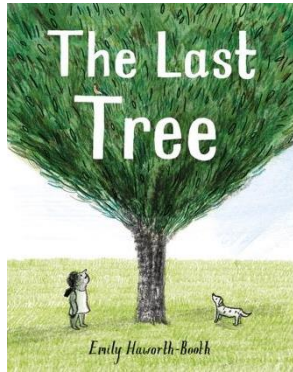
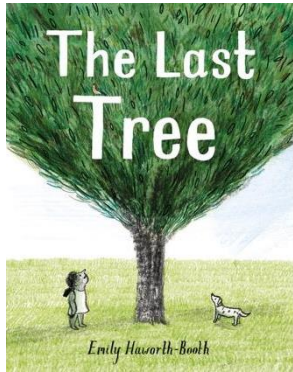
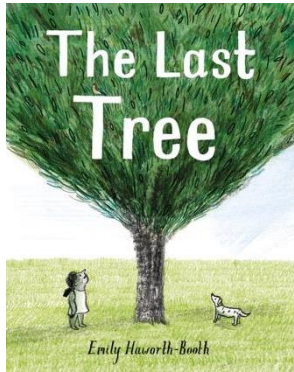



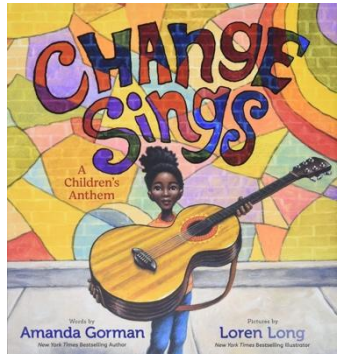
- identifying the audience for and purpose of the writing, selecting the appropriate
- form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating
 - dialogue to convey character and advance the action
 - précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices
- guide the reader [for example, headings, bullet points, underlining]

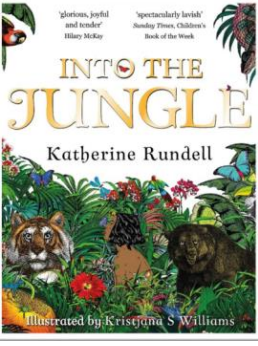
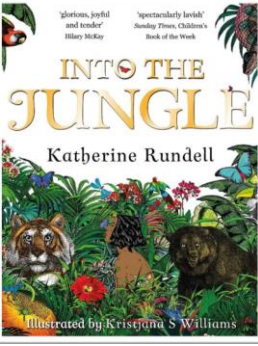
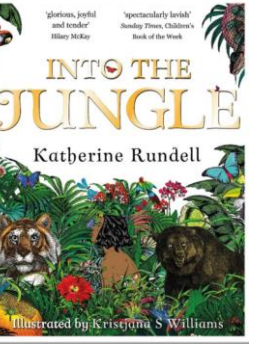
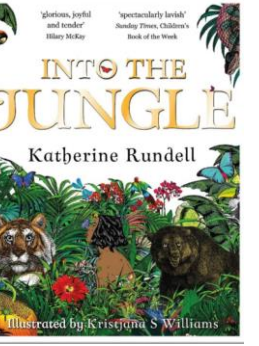
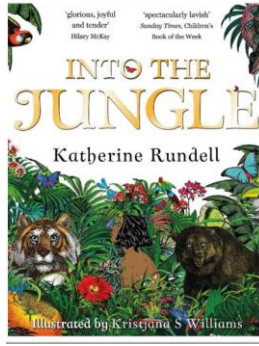
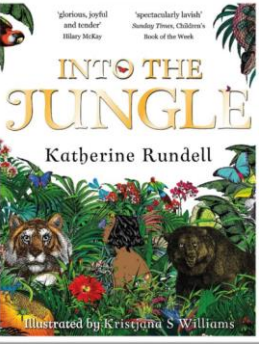
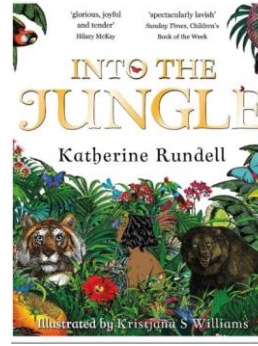
Computing: As programmers, we will

Begin to understand what it takes to build a website.
Consider the ownership and use of images
Recognise the implications of linking to content owned by other people

Half Term Overview – Year 6 – Autumn 2

Can one person change the world?

Dates	W/C 31 October November	W/C 6th November	W/C 13th November	W/C 20st November	W/C 27th November	W/C 4th December	W/C 11th December
Events		Visit to Bodmin library		Cinema			
Genre Narrative Speech Poetry	Narrative 	Narrative 	Narrative 	Non-Fiction, Speech 	Non-Fiction, Speech 	Non-Fiction, Speech 	Poetry 
English Narrative Speech	<p>Lesson 1 LQ. Can I find the meaning of key vocabulary in a story?</p> <p>Lesson 2 LQ. Can I use drama to effectively read direct speech in a narrative?</p> <p>Lesson 3 and 4 LQ. Can I write speech bubble dialogue as direct speech sentences with reporting clauses?</p>	<p>Lesson 1 LQ. Can I identify the features of direct speech?</p> <p>Lesson 2 LQ. Can I innovate the dialogue in a narrative?</p> <p>Lesson 3 LQ. Can I write a part of a narrative using direct speech?</p> <p>Lesson 4 LQ. Can I re-write a part of a narrative using reported speech?</p> <p>Lesson 5</p>	<p>PLAN</p> <p>1st draft</p> <p>Edit</p> <p>Final draft</p>	<p>Lesson 1 LQ. Can I explain what a speech is used for?</p> <p>Lesson 2 LQ. Can I give my opinion of what makes a speech effective and memorable?</p> <p>Lesson 3 LQ. Can I identify persuasive features in a speech?</p> <p>Lesson 4 LQ. Can I deliver a given speech persuasively?</p>	<p>Lesson 1 LQ. Can I create a story map to help me remember the order and features of a speech?</p> <p>Lesson 2 and Lesson 3 LQ. Can I think of my own persuasive phrases to include in my speech?</p> <p>Lesson 4 LQ. Can I write my own Unpopular speech?</p> <p>Lesson 5 LQ. Can I perform my own innovated speech?</p>	<p>Lesson 1 LQ. Can I plan my own persuasive speech?</p> <p>Lesson 2 LQ. Can I write my own persuasive speech?</p> <p>Lesson 3 LQ. Can I give a receive feedback on my speech?</p> <p>Lesson 4 LQ. Can I edit, improve and rewrite my speech?</p> <p>Lesson 5 LQ. Can I perform my speech?</p>	<p>Lesson 1 LQ. Can I listen to and perform a poem?</p> <p>Lesson 2 LQ. Can I annotate the poetic features of a poem?</p> <p>Lesson 3 and 4 LQ. Can I write sentences following a syllabic and rhythmic structure?</p> <p>Lesson 5 LQ. Can I perform a poem?</p> <p>Christmas Activities</p>
Reading Mastery Distinguish between fact and opinion Identify and discuss themes and conventions Summarise the main ideas from more than one paragraph	<p>Mastery focus: Infer</p> <p>Distinguish between fact and opinion</p> <p>Session 1</p>	<p>Mastery focus: Infer</p> <p>Distinguish between fact and opinion</p> <p>Session 2</p>	<p>Mastery focus: Infer</p> <p>Identify and discuss themes and conventions</p> <p>Summarise the main ideas from more than one paragraph</p> <p>Session 3</p>	<p>Mastery focus: Infer</p> <p>Identify and discuss themes and conventions</p> <p>Summarise the main ideas from more than one paragraph</p> <p>Session 4</p>	<p>Mastery focus: Infer</p> <p>Identify and discuss themes and conventions</p> <p>Summarise the main ideas from more than one paragraph</p> <p>Session 5</p>	<p>Mastery focus: Infer</p> <p>Identify and discuss themes and conventions</p> <p>Summarise the main ideas from more than one paragraph</p> <p>Session 6</p>	<p>Mastery focus: Infer</p> <p>CATCH UP /SUMMARY</p>

							
Spelling	Year 5/6 statutory spellings Year 3/4 statutory spellings Homework	Year 5/6 statutory spellings Year 3/4 statutory spellings Homework	Year 5/6 statutory spellings Year 3/4 statutory spellings Homework	Year 5/6 statutory spellings Year 3/4 statutory spellings Homework	Year 5/6 statutory spellings Year 3/4 statutory spellings Homework	Year 5/6 statutory spellings Year 3/4 statutory spellings Homework	N/A
SPAG	Inverted commas Direct Speech Reported Speech	Relative Pronouns Relative Clauses	Conjunctions Clauses	Repetition	Colon Semi-colon	Passive Active	
Fluent in Five	Review / current and future maths q	Review / current and future maths q	Review / current and future maths q	Review / current and future maths q	Review / current and future maths q	Review / current and future maths q	Review / current and future maths q
Maths Four operations fractions	Unit 3 Lesson 5 Division using factors Lesson 6 Divide a 3-digit number by 2-digit (long division) Lesson 7 Divide a 4-digit number by 2-digit (long division) Lesson 8 Long division with remainders	Unit 3 Lesson 9 Order of Operations Lesson 10 Brackets Lesson 11 Mental Calculations 1 Lesson 12 - Mental Calculations 2 Lesson 13 – Reasoning from Known Facts 15:15	End of Unit Check Unit 4 Lesson 1 – Simplifying Fractions 1 Lesson 2 - Simplifying Fractions 2 Lesson 3 - Fractions on a Number line Lesson 4 – Comparing and Ordering Fractions 15:15	Unit 4 - Lesson 5 - Comparing and Ordering Fractions Lesson 6 – Adding and Subtracting Fractions Lesson 7 – Adding and Subtracting Fractions Lesson 8 – Adding Fractions Lesson 9 – Subtracting Fractions 15:15	Unit 4 – Lesson 10 – Problem Solving – Adding and Subtracting Fractions Lesson 11 – Problem Solving – Adding and Subtracting Fractions End of Unit Check Unit 5 Lesson 1 – Multiply fractions by integers 15:15	Unit 5 Lesson 2 – Multiply fractions by fractions (1) Lesson 3 – Multiply fractions by fractions (2) Lesson 4 – Divide a fraction by an integer (1) Lesson 5 Divide a fraction by an integer (2)	Unit 5 Lesson 7 Mixed questions with fractions Lesson 8 Fraction of an amount Lesson 9 Fraction of an amount – find the whole End of unit check
Science adaptions	What is adaption?	How are organisms adapted to hot environments?	How are organisms adapted to cold environments?	What adaptions do nocturnal animals have?	How are organisms adapted to live underwater?	How are organisms adapted to live in the deep sea?	

<p style="text-align: center;">RE</p> <p style="text-align: center;">Belonging Expectations</p>	<p>Vocation and Commitment - Belonging</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 2 LQ. Do I understand a priest's vocation?</p> <p>Lesson 3 LQ. Can I explain the sacrament of Ordination?</p>	<p>Vocation and Commitment - Belonging</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 4 LQ. Can I recall facts about different religious orders?</p> <p>Lesson 5 LQ. Can I explain some of the vows that religious people take as part of their service?</p>	<p>Vocation and Commitment - Belonging</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 6 LQ. Can I reflect on what my mission in life is?</p> <p>LEARNING FOCUS: Respond</p> <p>Lesson 1 LQ. Do I know how I can be more committed in my love and service of others?</p>	<p>Expectations - Loving</p> <p>LEARNING FOCUS: Explore</p> <p>Lesson 1 LQ. Can I explain what expectations are?</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 1 LQ. Can I recognise that advent is a time of expectation?</p>	<p>Expectations – Loving</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 2 LQ. Can I recognise the prophet's expectations of the Messiah?</p> <p>Lesson 3 LQ. Do I understand some of expectations placed up Mary?</p>	<p>Expectations – Loving</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 4 LQ. Can explain the principle of Incarnation?</p> <p>Lesson 5 LQ. Can I identify the significance of John the Baptist's expectations of Jesus?</p>	<p>Expectations – Loving</p> <p>LEARNING FOCUS: Reveal</p> <p>Lesson 6 LQ. Do I know Christ will come again?</p> <p>LEARNING FOCUS: Respond</p> <p>Lesson 1 LQ. Can I share my spiritual expectations of Advent and Christmas?</p>
<p style="text-align: center;">Music</p>	<p>Charanga – Scheme B</p> <p>Unit 1 – Lesson 4</p> <p>https://tinyurl.com/wrcahcky</p>	<p>Charanga – Scheme B</p> <p>Unit 1 – Lesson 5</p> <p>https://tinyurl.com/t9m3bxiy</p>	<p>Charanga – Scheme B</p> <p>Unit 1 – Lesson 6</p> <p>https://tinyurl.com/5x474vbr</p>	<p>Charanga – Scheme B</p> <p>Unit 2 – Lesson 1</p> <p>https://tinyurl.com/3htj3ekz</p> <p>Unit 2 – Lesson 2</p> <p>https://tinyurl.com/2nfmjv4d</p>	<p>Charanga – Scheme B</p> <p>Unit 2 – Lesson 3</p> <p>Unit 2 – Lesson 4</p>	<p>Charanga – Scheme B</p> <p>Unit 2 – Lesson 5</p> <p>Unit 2 – Lesson 6</p>	
<p style="text-align: center;">DT</p> <p style="text-align: center;">Using tools</p>	<p>LQ Can I select appropriate tools, materials, components and techniques.?</p>	<p>LQ Can I assemble components, make working models and use tools safely and accurately?</p>	<p>LQ Can I construct products using permanent joining techniques?</p>	<p>LQ Can I make modifications as I go along and achieve a quality product?</p>	<p>LQ Can I evaluate my product, identify strengths and areas for development, and carry out appropriate tests?</p>	<p>LQ Can I record my evaluations using drawings and labels and against my original criteria, suggesting ways that their product could be improved?</p>	
<p style="text-align: center;">PE</p> <p style="text-align: center;">Fitness</p>	<p>Go Active gymnastics</p> <p style="text-align: center;">Fitness</p>	<p>Go Active gymnastics</p> <p style="text-align: center;">Fitness</p>	<p>Go Active gymnastics</p> <p style="text-align: center;">Fitness</p>	<p>Go Active gymnastics</p> <p style="text-align: center;">Fitness</p>	<p>Go Active gymnastics</p> <p style="text-align: center;">Fitness</p>	<p>Go Active gymnastics</p> <p style="text-align: center;">Fitness</p>	
<p style="text-align: center;">Computing</p>	<p>LQ. What makes a good website? To review an existing website and consider its structure</p> <ul style="list-style-type: none"> I can explore a website I can discuss the different types of media used on websites I know that websites are written in HTML 	<p>LQ. How would you lay out your web page? To plan the features of a web page</p> <ul style="list-style-type: none"> I can recognise the common features of a web page I can suggest media to include on my page I can draw a web page layout that suits my purpose 	<p>LQ. Can I consider the ownership and use of images? To consider the ownership and use of images (copyright)</p> <ul style="list-style-type: none"> I can say why I should use copyright-free images I can find copyright-free images I can describe what is meant by the term 'fair use' 	<p>LQ. Can I note the importance of previewing work? To recognise the need to preview pages</p> <ul style="list-style-type: none"> I can add content to my own web page I can preview what my web page looks like I can evaluate what my web page looks like on different devices and suggest/make edits. 	<p>LQ. To outline the need for a navigation path</p> <ul style="list-style-type: none"> I can explain what a navigation path is I can describe why navigation paths are useful I can make multiple web pages and link them using hyperlinks 	<p>LQ. To recognise the implications of linking to content owned by other people</p> <ul style="list-style-type: none"> I can explain the implication of linking to content owned by others I can create hyperlinks to link to other people's work I can evaluate the user experience of a website 	

Geography	LQ. What is sustainability?	LQ. How do we produce energy? How power was historically generated and the rise in the use of electricity throughout the industrial revolution	LQ. How do we produce energy? Interpreting data about energy production in different countries	LQ. What is special about Curitiba?	LQ. How did Freiburg become more sustainable?	LQ. How will we produce and use energy differently in the future?	LQ. How sustainable is my community? Fieldwork: How sustainable is my community?
Population							
MFL	LQ. Can I say and recognise the months of the year in Spanish?	LQ. Can I say the month of my birthday?	LQ. Can I say my name, age and birthday in Spanish?	LQ. Can I say my nationality in Spanish?	LQ. I can say where I live and which languages I speak in Spanish?		
RSHE			Spots and sleep				