



Year Group: 6

Term: Autumn

Essential Question

Does fortune favour the brave?

Authentic Outcome

Present cheque to Barnardo's charity.

Driving Text

Wonder by R. J. Palacio

Mini Outcomes

- Introduce 'Little book of Wonder' for children to record comments about each other and acts of bravery and kindness.
- Draw sketches, plan and design Christmas decorations to sew.
 - Set up a stall and sell Christmas decorations to raise money for Barnardo's.

Experts, Trips, Experiences & Making Community Links

- Victorian Christmas?
- School Community selling Christmas decorations.

Key Vocabulary

bravery
fortune
courage
equality
fairness
discrimination
prejudice
Victorian
monarch
workhouse
factory
slum
coal mines
labour
Industrial Revolution
destitute
population
disease

Technology

- Seesaw
- School learning platforms

Immersive Environment

- Hanging items from ceiling – chimney sweeps, flat caps one side and bowler hats, handkerchiefs the other side.
- Chalkboard with "unfair" school rules.
- Chalkboard backing paper for project journey.

Outcomes for this Term/National Curriculum Links and Coverage

Maths	REAL Project		RE & Other Subjects <i>(taught discretely)</i>
	English	Foundation Subjects	
<p>Unit 1 – Integers and Decimals</p> <ul style="list-style-type: none"> -Represent, read and write numbers to 10 000 000. -Order and compare numbers to 10 000 000 Round numbers to the required degree of accuracy -Make estimates and use rounding to solve problems in context -Solve problems involving addition and subtraction, using a range of strategies. -Solve multi-step addition and subtraction problems in context. <p style="color: red;">Year 5 Unit 11 objectives</p> <p>Unit 2 – Multiplication and Division</p> <ul style="list-style-type: none"> -Identify the value of each digit in numbers given to three decimal places. -Multiply and divide numbers by 10, 100 or 1000. -To understand terms ‘common factor’ and ‘common multiple’ as properties of numbers. -Identifying and describing factor properties of numbers (focusing on primes). -To solve multiplication problems using known and derived facts. -To use efficient strategies to multiply numbers, including decimals. -To use formal written methods for short multiplication including multiplying decimals. -To use formal written methods, including long multiplication, to solve a range of problems. -Exploring efficient mental strategies for division. -To use the formal written method for short division. -To use the formal written method of long division to solve appropriate calculations. -To use written division methods where the answer has up to two decimal places. <p style="color: red;">Year 5 Unit 11 objectives</p> <p style="color: red;">Year 5 Unit 14 Objectives</p> <p>Unit 3 – Calculation Problems</p> <ul style="list-style-type: none"> -Understand that addition and subtraction have equal priority and that multiplication and division have equal priority -Understand the order of operations including the use of brackets -Use knowledge of the order of operations to carry out calculations involving the four operations. -Generate and describe linear number sequences -Express missing number problems algebraically (2 lessons) 	<p>Reading</p> <ul style="list-style-type: none"> - recommending books to their peers, giving reasons for their choices - identifying and discussing themes and conventions - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing intonation, tone and volume so that the meaning is clear to an audience - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates - provide reasoned justifications for their views <p>Writing</p> <ul style="list-style-type: none"> - Character description - Setting description <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> - Relative clauses, Modal verbs - Adverbs, Parenthesis, Similes & Metaphors - Expanded noun phrases, Commas - Present tense, Past tense - Synonyms & Antonyms - Nouns & Verbs, Adjectives & Adverbs - Subject & Object, Alliteration - Speech, Determiners, Conjunctions & Prepositions - Subjunctive Form <p>Spelling</p> <ul style="list-style-type: none"> - Spelling Rules: Words with the short vowel sound /i/ spelled y - Spelling Rules: Words with the long vowel sound /i/ spelled with a y. - Spelling Rules: Adding the prefix ‘-over’ to verbs. - Spelling Rules: Convert nouns or verbs into adjectives using suffix ‘-ful.’ - Spelling Rules: Words which can be nouns and verbs. - Spelling Rules: Words with an /o/ sound spelled ‘ou’ or ‘ow.’ 	<p>History</p> <ul style="list-style-type: none"> - talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day - note connections, contrasts and trends over time and develop the appropriate use of historical terms - understand the methods of historical enquiry, including how it is used to make historical claims - identify significant events, make connections, draw contrast and analyse trends - a detailed study of a particular famous person and their historical legacy from at least two different points of view <p>Design & Technology</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Art</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. <p>Science</p> <p>Rising Stars – Topic 4 LIGHT</p> <ul style="list-style-type: none"> - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes of from light sources to objects and then our eyes - using the idea that light travels in straight lines, explain why shadows have the same shape as the object that cast them 	<p>RE</p> <p>TOPIC 1: DOMESTIC CHURCH– FAMILY: LOVING</p> <p>To know and understand:</p> <ul style="list-style-type: none"> - The love and care of people – Explore - God’s love is unconditional and never ending – Reveal - Acquire the skills of assimilation, celebration and application of the above – Respond <p>TOPIC 2: BAPTISM/CONFIRMATION – BELONGING: VOCATION & COMMITMENT</p> <p>To know and understand:</p> <ul style="list-style-type: none"> - Commitment in life – Explore - The vocation to the priesthood and religious life – Reveal - Acquire the skills of assimilation, celebration and application of the above – Respond <p>TOPIC 3: ADVENT/CHRISTMAS – LOVING: EXPECTATIONS</p> <p>To know and understand:</p> <ul style="list-style-type: none"> - The meaning of expectation – Explore - Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus – Reveal - Acquire the skills of assimilation, celebration and application of the above – Respond <p>PSHE</p> <p>Jigsaw Scheme:</p> <ul style="list-style-type: none"> - Being Me in My World - Celebrating Differences <p>PE</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations. <p>Geography</p> <p><i>(North America plans – review in September based on timetable)</i></p> <p>Computing</p> <p><i>(Review in September based on timetable)</i></p> <p>Music</p> <p><i>(Review in September based on timetable)</i></p> <p>MFL - Spanish</p>

<p>-Enumerate possibilities of combinations of two variables and ---Find pairs of numbers which satisfy equations with two unknowns</p> <p>-Represent and reason through problems applying a range of strategies.</p> <p>Unit 4 – Fractions</p> <p>-Identify, describe and represent fractions</p> <p>-Understand and describe equivalence in terms of relationships between and within equivalent fractions</p> <p>-Find equivalent fractions in their simplest form</p> <p>-Comparing fractions less than one using a range of strategies, including finding equivalent fractions with common denominators</p> <p>-Comparing fractions greater than one using a range of strategies, including finding equivalent fractions with common denominators</p> <p>-Recall and use equivalence between simple decimals and fractions</p> <p>-Calculate decimal quotients of fractions using short division</p> <p>-Use equivalent fractions to add and subtract fractions that have different denominators</p> <p>-Add and subtract fractions with different denominators, including completing and creating sequences with mixed numbers and improper fractions</p> <p>Unit 5 – Missing Angles and Length</p> <p>-Recognise angles where they meet at a point, on a straight line or are vertically opposite, and find missing angles.</p> <p>-Compare and classify triangles based on their properties</p> <p>-Compare and classify quadrilaterals based on their properties.</p> <p>-Find unknown angles in triangles and quadrilaterals; to express missing number problems algebraically.</p> <p>-Calculate unknown angles in regular polygons.</p> <p>Year 5 Unit 12 Objectives</p> <p>Unit 6 – Co-ordinates and Shape</p> <p>-Draw 2-D shapes using given dimensions and angles.</p> <p>-Describe positions on a full coordinate grid.</p> <p>-Draw and translate simple shapes on the coordinate plane.</p> <p>-Draw and reflect simple shapes on the coordinate plane.</p> <p>-Solve practical problems that involve coordinates.</p> <p>-Recognise 3-D shapes and nets.</p> <p>-Make 3-D shapes (including using nets).</p> <p>-Illustrate and name parts of a circle; solve practical problems involving circles.</p> <p>Year 5 Unit 12 objectives</p>	<p>- Spelling Rules: Words with a 'soft c' spelled /ce/.</p> <p>- Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite</p> <p>- Spelling Rules: Words with the /f/ sound spelled ph.</p> <p>- Spelling Rules: Words with origins in other countries</p> <p>- Spelling Rules: Words with unstressed vowel sounds.</p> <p>- Spelling Rules: Words with endings /shuhl/ after a vowel letter.</p> <p>- Spelling Rules: Words with endings /shuhl/ after a consonant letter.</p> <p>Handwriting</p> <p>- write legibly, fluently and with increasing speed by:</p> <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>- choosing the writing implement that is best suited for a task</p>	<p>- explain that light can be broken into colours and different colours can be combined to appear as a new colour</p> <p>- detailed study of famous scientist, Thomas Edison</p> <p>Rising Stars – Topic 5 ELECTRICITY</p> <p>- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of batteries (cells) used in the circuit.</p> <p>- compare and give reasons for variations in how components function (inc. the brightness of a bulb, loudness of buzzers and position of on/off switches).</p> <p>- use recognised symbols when representing a simple circuit diagram knowing the names of all components.</p> <p>- identify what causes a short circuit or a circuit to fuse.</p>	<p><i>N/A for Autumn Term</i></p>
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