

Religious Education

Creation

- The importance of the creation story for Christians and begin to explore the meaning and purpose of the story
- The significance of the Harvest Festival for Christians
- To reflect upon their own awareness of the natural world, and to suggest how they think the world should be regarded and treated.
- Consider different creation stories and their importance for believers.
- Responses given by religious traditions and consider their own response to such questions .

INCARNATION - Was Jesus the Messiah?

- The place of Incarnation and Messiah within the 'Big Story' of the Bible
- The end of the Old testament and the beginning of the New Testament
- Consider the questions: What kind of saviour?
- How do Christians put their belief in Jesus incarnation into practice in different ways in celebrating Christmas

Science... Living Things And Their Habitats / Evolution and Inheritance.

- 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.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Maths

- Number—Place Value
- Four operations
- Fractions
- Geometry - position and direction

Music

- To perform parts from memory. To analyse features of different pieces of music. To listen and appraise. To write on a stave.

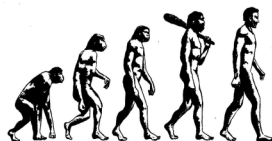
Year 6 - Autumn Term

SURVIVAL



History - Victorian Discoveries—Charles Darwin— Evolution and the theory of Natural Selection

- A study of an aspect or theme to extend pupils' chronological knowledge.
- A significant turning point in British history.



The Galapagos Islands.

Evolution and Inheritance.

Literacy

- Non –chronological Report
- Discussion Texts
- Extended Narrative
- Recounts
- Poetry
- Letter

Please see Year 6 Term 1 National Curriculum objectives page. Range of texts to be used: Darwin's theories of evolution; Skellig (Novel), Galapagos Island tourist guides.

Physical Education

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Boot Camp develop agility and coordination and perform complex patterns of movement .

Aylmerton : Hiking and swimming!

Computing

We are Adventure Gamers

- Making a text based *Adventure Game*
- We are computational thinkers mastering algorithms for searching, sorting and mathematics

Geography - Links to the Galapagos Islands.

- Identify 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 (including day and night).
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and South America

Aylmerton Trip.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Use fieldwork to observe, measure, record and present the

Art and Design

- Sculpture - a study of the environmental artist Andy Goldsworthy.
- Painting a study of Georges Seurat. Natural sculpture .
- Art - Painting - Pointillism and Aboriginal dot paintings.
- Choosing different tools and techniques to create art.
- Explaining the style of an artist and how it has influenced the work.
- Developing design and technique using sketch books.

Objectives for Year 6 Term 1

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Give and justify an opinion in an appropriate manner <i>Make notes when listening for a sustained period</i> Use the conventions and language of formal debate</p> <p>Drama <i>Interpret and rehearse scenes from published plays</i></p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Being a Reader Read and <i>critically</i> discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including myths and legends <i>Discuss and compare a range of children's authors and poets</i> Read for a range of purposes Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and <i>word emphasis</i> so that the meaning is clear to an audience Identify, discuss and <i>compare</i> themes <i>Use pertinent and technically specific vocabulary when talking about books</i> Show an understanding of texts through formal presentation and debate</p> <p>Reading Comprehension Check that the text makes sense to them and use questioning and discussion to further their understanding <i>Empathise with emotions in deeper texts</i> Answer a range of question types on single and multiple texts Refine and verify predictions in discussion with others Summarise the key points in a more complex text, using their own words to establish clear meaning Revise conclusions based on new evidence in the text Develop explanations of inferred meanings Explain the series of choices an author has made in structuring and organising their text <i>Identify formality in texts and the use of standard and non-standard English</i> Compare differing purposes and viewpoints in texts on similar topics <i>Explain in detail how the contexts in which texts are written contribute to meaning</i></p> <p>Being a Researcher <i>Extend note-taking by grouping and linking notes and using abbreviations</i> Orchestrate a full range of research skills to conduct and present an independent research project</p>	<p>Planning, Composing and Evaluating Develop their own ideas for writing through reading, research and <i>personal experience</i> Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form and <i>subject when writing poetry and non-fiction</i> Ensure that the content and style of writing accurately reflects the purpose Borrow and adapt writers' techniques from book, screen and stage <i>Ensure writing is lively interesting and thoughtful</i> <i>Vary structure to expand ideas and provide emphasis</i> Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables Manipulate word order for effect <i>Use reported speech appropriately</i> Use speech to convey and <i>develop</i> a character Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Change vocabulary and grammar to enhance effects and clarify meaning Check that the appropriate register is being used <i>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 6)</i> <i>Select and use stylistic devices to support the purpose and effect of writing</i></p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Understand the basic subject, verb, object structure of a sentence Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page <i>Use the 'perfect form' of verbs for effect</i> Understand how colons are used Use colons appropriately Understand how to use punctuation with bullet points Use punctuation consistently with bullet points</p>	<p>Spelling Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words <i>Investigate spelling patterns and conventions</i> Use a thesaurus Add suffixes beginning with vowel letters to words ending in -fer Spell common words which feature hyphens <i>Spell words with the prefix tele-</i> <i>Spell words with the prefix circum-</i> Spell and use common homophones Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature <i>Choose the correct spelling by using a visual strategy ('Does it look right?')</i></p> <p>Handwriting and Presentation Develop a neat, personal, handwriting style Choose the writing implement that is appropriate to the task</p>