

<p><b>English</b></p> <p><b>Autumn 1</b>  <b>Learning Journey 1:</b> Text: <i>The Girl Who Walked on Air</i> by Emma Carroll  <b>Outcome 1:</b> Diaries from different perspectives  <b>Outcome 2:</b> Interviews  <b>Speaking and Listening Outcome:</b> Role Play interview</p> <p><b>Learning Journey 2:</b> <i>Beyond the Lines (Animation)</i>  <b>Outcome:</b> Setting Description  <b>Speaking and Listening Outcome:</b> Discussion</p> <p><b>Autumn 2</b>  <b>Learning Journey:</b> Text: <i>Goodnight Mr Tom</i> by Michelle Magorian  <b>Outcome 1:</b> Letter from an evacuee.  <b>Outcome 2:</b> Narrative about Willie seeing something unknown  <b>Speaking and Listening Outcome:</b> Read letter from evacuee aloud</p> <p><b>Guided Reading</b>  <b>Learning Journey:</b> War Poetry</p>	<p><b>Maths - Problem solving</b></p> <ul style="list-style-type: none"> <li>Calculating using knowledge of structures</li> <li>Multiples of 1,000</li> <li>Numbers up to 10,000,000</li> <li>Multiplication and division</li> </ul> <p><b>DT -</b> Cookery: Measure and bake a ration-inspired Christmas Cake linked to <i>Goodnight Mister Tom</i></p> <p><b>Generate:</b> Investigate and analyse a range of existing products.</p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> </ul> <p><b>Design:</b> Develop, model and communicate their ideas through discussion, annotated sketches and recipes.</p> <ul style="list-style-type: none"> <li>Use selections of ingredients to meet an identified need.</li> </ul> <p><b>Make:</b> Work from detailed plans, modifying where appropriate</p> <ul style="list-style-type: none"> <li>Work in a safe and hygienic way.</li> </ul> <p><b>Evaluate:</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Technical Knowledge:</b> Understand and apply the principles of a healthy and varied diet.</p> <ul style="list-style-type: none"> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>Prepare a range of savoury dishes using a range of cooking techniques.</li> </ul>	<p><b>Science: How light behaves</b></p> <p><b>Knowledge Block 1: How Light Travels</b>  Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> <li>When light is emitted from a light source, it travels in straight lines until it hits an object. This can be represented by an arrow.</li> <li>Shadows form when light hits an opaque object, the area behind is in darkness because light can only travel in straight lines.</li> <li>Shadows have the same shape as the objects that cast them</li> </ul> <p><b>Knowledge Block 2: How Light Behaves When it Hits an Object</b>  Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> <li>When light hits a transparent object, it goes through it in a straight line so we can see a clear image through it.</li> <li>When light hits a translucent material, it goes through it but is scattered, this means light can pass through, but we can't see an image through it.</li> <li>When light hits a mirrored surface, it reflects off it in straight lines, so we can see an image in the reflective material.</li> <li>Sometimes when light hits a material it reflects off it in many different directions (it is scattered). In this case light will be reflected but no image will be seen in the material.</li> <li>Shiny surfaces are better reflectors and rough surfaces scatter light more. Opaque objects don't allow any light to pass through them.</li> </ul> <p><b>Knowledge Block 3: How We See</b>  Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> <li>Animals see objects when light is reflected off the object and enters the eye through the pupil.</li> <li>The pupil changes its size to allow enough, but not too much light into the eye.</li> <li>Too much light damages the eye and too little results in poor quality images.</li> </ul>
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<p><b>RE - God and The Kingdom of God</b></p> <p><b>Autumn 1</b>  <b>Concept:</b> Umma community  <b>Context:</b> The Five Pillars of Islam</p> <p><b>Autumn 2</b>  <b>Concept:</b> Incarnation  <b>Context:</b> <i>Was Jesus the Messiah?</i></p>
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**Year 6**

**Autumn Term - Friend of Foe?**

**Cultural Capital Experience: Fairthorne Manor**

<p><b>Geography- Human and physical geography</b></p> <p>I can identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in France.</p> <p><b>Locational knowledge</b> I can locate the world's countries, using maps to focus on Europe concentrating on environmental regions, key physical and human characteristics - France.</p> <p><b>Place knowledge</b> I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country - Northern France.</p> <p><b>Geographical skills and fieldwork</b> I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - France. I can use the eight points of the compass, four and six-figure grid references, symbols and key to build my knowledge of the United Kingdom and the wider world.</p>
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<p><b>Art - Soldier portraits linked to WW1 Poetry</b></p> <p>Create a silhouette soldier portrait using charcoal and use it to publish Remembrance Day inspired poetry.</p> <p><b>Skills:</b> Drawing</p>
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<p><b>PE</b></p> <p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Strike/field games</li> <li>Invasion games</li> <li>Athletics</li> </ul> <p><b>Sports Coaches:</b> Net/wall games</p> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Dance -street/cheerleading</li> <li>Net/wall games</li> <li>Strike/field games</li> </ul> <p><b>Sports Coaches:</b> Athletics</p>
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<p><b>PSHE (Jigsaw)</b></p> <p><b>Autumn 1</b>  Being me in my world</p> <p><b>Autumn 2</b>  Celebrating difference</p>
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<p><b>Music - Rhythm and Aural Games Harvest</b></p> <p><b>Listen with attention to detail</b> and recall sounds with increasing aural memory</p> <p><b>Sing, play and perform</b> the Harvest and Christmas songs and music as part of an ensemble, being aware of pitch and dynamics, singing with increasing accuracy, fluency, control, expression and a sense of performance.</p> <p><b>Appreciate music</b> - Ravel's Bolero, understanding that the whole piece is based on one musical theme, ostinato patterns</p> <p>Listen to a simple rhythm of crotchets, minims, dotted minims and quavers then write it down using the correct musical notation.</p> <p><b>Understand staff</b> when grouping notes into 2, 3 and 4, 5 and 7 beats in a bar. I can read rhythmic patterns using, crotchets, minims, quavers, dotted minims and semibreves.</p> <p><b>Developing an understanding</b> of the history of music - looking at music timeline</p>
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