

<p>English</p> <p>Autumn 1 Learning Journey 1: Text: <i>The Girl Who Walked on Air</i> by Emma Carroll Outcome 1: Diaries from different perspectives Outcome 2: Interviews Speaking and Listening Outcome: Role Play interview</p> <p>Learning Journey 2: <i>Beyond the Lines (Animation)</i> Outcome: Setting Description Speaking and Listening Outcome: Discussion</p> <p>Autumn 2 Learning Journey: Text: <i>Goodnight Mr Tom</i> by Michelle Magorian Outcome 1: Letter from an evacuee. Outcome 2: Narrative about Willie seeing something unknown Speaking and Listening Outcome: Read letter from evacuee aloud</p> <p>Guided Reading Learning Journey: War Poetry</p>	<p>Maths – Problem solving</p> <ul style="list-style-type: none"> Calculating using knowledge of structures Multiples of 1,000 Numbers up to 10,000,000 Multiplication and division <p>DT – Cookery: Measure and bake a ration-inspired Christmas Cake linked to <i>Goodnight Mister Tom</i></p> <p>Generate: Investigate and analyse a range of existing products.</p> <ul style="list-style-type: none"> 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. <p>Design: Develop, model and communicate their ideas through discussion, annotated sketches and recipes.</p> <ul style="list-style-type: none"> Use selections of ingredients to meet an identified need. <p>Make: Work from detailed plans, modifying where appropriate</p> <ul style="list-style-type: none"> Work in a safe and hygienic way. <p>Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Technical Knowledge: Understand and apply the principles of a healthy and varied diet.</p> <ul style="list-style-type: none"> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Prepare a range of savoury dishes using a range of cooking techniques. 	<p>Science: How light behaves</p> <p>Knowledge Block 1: How Light Travels Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> 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. Shadows form when light hits an opaque object, the area behind is in darkness because light can only travel in straight lines. Shadows have the same shape as the objects that cast them <p>Knowledge Block 2: How Light Behaves When it Hits an Object Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> When light hits a transparent object, it goes through it in a straight line so we can see a clear image through it. 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. When light hits a mirrored surface, it reflects off it in straight lines, so we can see an image in the reflective material. 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. Shiny surfaces are better reflectors and rough surfaces scatter light more. Opaque objects don't allow any light to pass through them. <p>Knowledge Block 3: How We See Substantive Knowledge (key ideas)</p> <ul style="list-style-type: none"> Animals see objects when light is reflected off the object and enters the eye through the pupil. The pupil changes its size to allow enough, but not too much light into the eye. Too much light damages the eye and too little results in poor quality images.
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<p>RE – God and The Kingdom of God</p> <p>Autumn 1 Concept: Umma community Context: The Five Pillars of Islam</p> <p>Autumn 2 Concept: Incarnation Context: <i>Was Jesus the Messiah?</i></p>
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Year 6

Autumn Term – Friend of Foe?

Cultural Capital Experience: Fairthorne Manor

<p>Geography- Human and physical geography</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>Locational knowledge 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>Place knowledge 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>Geographical skills and fieldwork 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>Art – Soldier portraits linked to WW1 Poetry</p> <p>Create a silhouette soldier portrait using charcoal and use it to publish Remembrance Day inspired poetry.</p> <p>Skills: Drawing</p>	<p>Computing – Algorithms</p> <p>Use code.org to create and use algorithms as well as work towards debugging algorithms so that they achieve their specified goal.</p>
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<p>PE</p> <p>Autumn 1</p> <ul style="list-style-type: none"> Gymnastics Strike/field games Invasion games Athletics <p>Sports Coaches: Net/wall games</p> <p>Autumn 2</p> <ul style="list-style-type: none"> Dance –street/cheerleading Net/wall games Strike/field games <p>Sports Coaches: Athletics</p>
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<p>PSHE (Jigsaw)</p> <p>Autumn 1 Being me in my world</p> <p>Autumn 2 Celebrating difference</p>

<p>Music – Rhythm and Aural Games Harvest</p> <p>Listen with attention to detail and recall sounds with increasing aural memory Listen to a simple rhythm of crotchets, minims, dotted minims and quavers then write it down using the correct musical notation.</p> <p>Sing, play and perform 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>Understand staff when grouping notes into 2, 3 and 4, 5 and 7 beats in a bar and reading rhythmic patterns using, crotchets, minims, quavers, semi quavers, dotted minims and semibreves.</p>
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