

Year Group: Year 6 Class Teachers: Mrs Pell, Miss Waters, Mrs Lockhart & Mrs Simpson			
Autumn 1		Autumn 2	
<b>Unit Title:</b> America!		<b>Unit Title:</b> Evolution	
<b>Entry point:</b> Stunning Start an afternoon session with the art and craft activities inspired by the America – picketing Miss Richardson’s office to show what we believe in!		<b>Entry point:</b> Stunning Start an afternoon session with the art and craft activities inspired by evolution.	
<b>Exit point:</b> Knowledge Quizzes, Homework Projects, and digital PP presentations prepared in ICT lessons.		<b>Exit point:</b> Knowledge Quizzes, Homework Projects, and digital PP presentations prepared in ICT lessons.	
<b>Outcome:</b> Children will have a good understanding of North American geography		<b>Outcome:</b> Children will have a good understanding of what evolution is and how it has affected our world.	
<p><b>English:</b> <b>Sayings –</b></p> <ul style="list-style-type: none"> <li>To kill two birds with one stone</li> <li>Eureka!</li> <li>Vice Versa</li> <li>Well begun is half done</li> <li>What will be will be</li> <li>Bite the hand that feeds you</li> </ul> <p><b>Narrative writing</b> (2 weeks)- ‘The Tempest’, Diary writing (2 weeks) Non-fiction: Persuasive writing (2 weeks)</p> <p><b>Maths:</b> Week 1: Number and Place Value Week 2: Addition and Subtraction Week 3: Multiplication and Division Week 4: Multiplication and Division Week 5: Multiplication and Division Week 6: Fractions Week 7: Fractions</p> <p><b>History – Suffragettes</b> 1. Democracy in the 19th Century 2. The National Union of Women’s Suffrage Societies 3. Emmeline Pankhurst and the WSPU 4. The Anti-Suffrage Campaign 5. World War I and the Representation of the People Act</p> <p><b>Geography – North America</b> 1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America 5. Comparison of The UK and a region of North America</p> <p><b>Science – Classification of Living Things</b> 1. Classifying organisms 2. Cells: Plant and Animal cells 3. Taxonomy 4. Vertebrates 5. Invertebrates</p> <p><b>Computing –</b></p> <ul style="list-style-type: none"> <li>I can discuss how to stay safe online.</li> <li>I can explain why we need tools to find things online</li> <li>I can recognise the role of web crawlers in creating an index</li> <li>I can relate a search term to the search engine’s index</li> </ul>	<p><b>Key Text:</b> ‘Holes’ Louis Sachar ‘The Tempest’ Shakespeare</p> <p><b>UNCRC Article(s):</b> <b>Article 17</b> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p><b>Article 24</b> You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p> <p><b>Article 37</b> No one is allowed to punish you in a cruel or harmful way</p> <p><b>P4C Stimuli:</b></p> <p>Refer to UNICEF diary and assembly rota.</p> <p><b>Key Questions:</b> Who can vote? How do we vote? What do you know about democracy? What do you know about the history of democracy? How did democracy in the 19th century compare with democracy today? What do these words mean? What was democracy like in the 19th century? Why was the vote so important to women? Who were the NUWSS and how were they formed? What do you think is meant by ‘anti-suffrage’ and ‘opposition’?</p>	<p><b>English:</b> <b>Sayings –</b></p> <ul style="list-style-type: none"> <li>Birthday suit</li> <li>Count your blessings</li> <li>Every cloud has a silver lining</li> <li>Forty winks</li> <li>Tom, Dick &amp; Harry</li> </ul> <p><b>Fiction:</b> Narrative (2 weeks) , Non Fiction: Persuasive writing 2 weeks), Newspaper Reports (2 weeks),</p> <p><b>Maths:</b> Week 1: Decimals Week 2: Decimals Week 3: Dividing Decimals Week 4: Measurements Week 5: Measurements Week 6: Word Problems Week 7: Word Problems</p> <p><b>History – World War I</b> 1. The Causes of World War 2. On land, at sea and in the air 3. Life on the Western Front 4. The Home Front 5. The Consequences of the War</p> <p><b>Geography - South America</b> 1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest</p> <p><b>Science – Evolution</b> 1. Fossils and Mary Anning 2. Inheritance 3. Adaptation 4. Charles Darwin 5. Alfred Wallace</p> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>I can discuss how to stay safe online.</li> <li>I can explain why we need tools to find things online</li> <li>I can recognise the role of web crawlers in creating an index</li> <li>I can relate a search term to the search engine’s index</li> <li>I can explain that search results are ordered</li> <li>I can explain that a search engine follows rules to rank relevant pages</li> </ul>	<p><b>Key Texts:</b> ‘Wonder’ R J Palacio</p> <p><b>UNCRC Article(s):</b> <b>Article 17</b> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p><b>Article 3</b> All adults should do what’s best for you. When adults make decisions, they should think about how these decisions affect children.</p> <p><b>Article 37</b> No one is allowed to punish you in a cruel or harmful way</p> <p><b>P4C Stimuli:</b></p> <p>Refer to UNICEF diary and assembly rota</p> <p><b>Key Questions:</b> Who was Carl Linnaeus? What did Carl Linnaeus do? What characteristics could a child inherit from their parents? How have animals adapted to live in their habitats? What is ‘war’? What wars have you learned about/ do you know about? What is an empire? What do you know about the British Empire? What were the causes of WW1? How did World War I in 1914 compare with</p>

<ul style="list-style-type: none"> <li>• I can explain that search results are ordered</li> <li>• I can explain that a search engine follows rules to rank relevant pages</li> <li>• I can suggest some of the criteria that a search engine checks to decide on the order of results</li> </ul> <p><b>Art: - Victorian Art and Architecture</b></p> <ul style="list-style-type: none"> <li>• Victorian Architecture – Reviving different architectural styles</li> <li>• The Houses of Parliament</li> <li>• Local Victorian Architecture</li> <li>• Introduction to the Pre-Raphaelites - Millais</li> <li>• The Pre-Raphaelites and realism - Rossetti</li> </ul> <p><b>PSHE – Being Me in My World</b></p> <p><b>R.E.- Golden Rules</b></p> <ul style="list-style-type: none"> <li>• That there are accepted statements of wisdom in all cultures</li> <li>• That many people, religious and non-religious, live by a 'golden rule' to treat others as you would like to be treated yourself.</li> <li>• That these words have an impact on people's everyday lives and how this is demonstrated</li> <li>• That non-religious people believe the golden Rule does not have a divine source.</li> </ul> <p><b>PE -</b></p> <p><b>French –</b></p> <ul style="list-style-type: none"> <li>• say hello and goodbye in French; say what you are called</li> <li>• say what you are called; ask others what they are called; identify a question word in French</li> <li>• use some French greetings; ask how someone is; say how you are</li> <li>• recognise some family words in French; introduce your own family and sing a song about families.</li> <li>• count to 12 in French</li> <li>• say your age and ask others how old they are</li> </ul> <p><b>Music – Recorder</b></p> <ul style="list-style-type: none"> <li>• Learning to read notes</li> <li>• Learning to play selected notes on the recorder</li> <li>• Understanding that playing harder or softer can change to sound of the note</li> </ul>	<p>why did some people oppose women's suffrage? Did the Suffragettes get what they wanted?</p> <p><b>Community/International Involvement:</b></p> <p>Talking to people who come from America/have visited America to give the children their perspective of what it is like to live there.</p> <p>Food tasting.</p>	<ul style="list-style-type: none"> <li>• I can suggest some of the criteria that a search engine checks to decide on the order of results</li> </ul> <p><b>Art – William Morris</b></p> <ol style="list-style-type: none"> <li>1. Introduction to William Morris and his work</li> <li>2. Morris' wallpaper – block printing</li> <li>3. Morris' houses and companies</li> <li>4. Morris and the Art and Crafts movement</li> <li>5. Morris' writing the and printing press</li> </ol> <p><b>PSHE – Celebrating Differences</b></p> <p><b>R.E – The Story of Christ</b></p> <ul style="list-style-type: none"> <li>- I understand what the word prophecy means.</li> <li>- I can understand the term "prophecy".</li> </ul> <p>I can understand why the New Testament is known as "Good News"</p> <p><b>P.E:</b></p> <p><b>French:</b></p> <ul style="list-style-type: none"> <li>• Farmers in his den</li> <li>• Numbers 11-20</li> <li>• Playground games</li> <li>• Look at me</li> <li>• Happy birthday</li> <li>• Come to my party</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).</li> <li>• Recognise a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, and syncopation patterns.</li> <li>• Discriminate between fast and slow; gradually slowing down and getting faster; <i>accelerando</i> and <i>ritardando</i>.</li> <li>• Discriminate between differences in pitch: high and low.</li> <li>• Discriminate between loud and soft; gradually increasing and decreasing volume; <i>crescendo</i> and <i>diminuendo</i></li> <li>• Understand <i>legato</i> (smoothly flowing progression of notes) and <i>staccato</i> (crisp, distinct notes).</li> <li>• Sing unaccompanied, accompanied, and in unison.</li> <li>• Recognise harmony; sing rounds and canons; two- and three-part singing.</li> <li>• Recognise verse and refrain.</li> <li>• Recognise theme and variations.</li> </ul>	<p>was fought previously? What was life like on the 'Home Front'?</p> <p><b>Community/International Involvement:</b></p> <p>Discussions with scientist from FCC about evolution and discussion about famous scientists who involved themselves in this field of science.</p> <p>Visit from local library.</p>
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- Learning that different notes represent different lengths of time

