

St Dennis Primary Academy

Year: 6

Term: Autumn 2

Curriculum Drivers

Real life experiences

Delivering speeches in St Denys church at the Christmas carol concert.



Wellbeing

Mental wellbeing – to recognise and name our feelings and identify what helps us to feel calm and ready to learn

Mental wellbeing – to know about choices that support a healthy lifestyle and recognise what might influence these.



Oracy

Physical: To have a stage presence and adjust tone, volume and pace for an audience in St Denys church.

Linguistic: To use sophisticated vocabulary appropriate to the context and purpose of talk.

Cognitive: To respond to increasingly complex questions, citing evidence where appropriate.

Social and Emotional: To develop an awareness of group dynamics and invite those who haven't spoken to contribute.



Environment and Community

Litter Pick in the village



Big Question: How was the Battle of Britain a turning point in WWII?

Stunning Start:

Evacuee Day

English

Storytelling Text: Beyond the lines (film)



Imitation: using the film Beyond the Line to predict and map the plot and using drama techniques (Role on the wall)

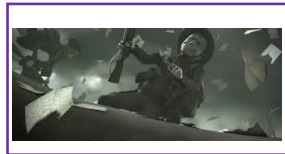
Spelling, Punctuation and Grammar: use of a semi-colon between independent clauses, exploring expanded noun phrases and figurative language.

Innovation: Retelling the narrative of the film

Invention: Write a finding tale

Wider Curriculum Writing: Diary account of evacuees (History)

Novel Study Text: When the Sky Falls – Phil Earle



Fabulous Finish:

Christmas Carol Concert readings in the church

Assembly Theme:

Aspiration

Emotional Literacy:

The zones in me, Understanding different perspectives, Me in my zone

Mathematics:



White Rose Units:

Number: Fractions A

Number: Fractions B

Number: Decimals





Key Skills Session:





Weekly arithmetic tests




Maths jotter fluency

Number bonds

Times tables

	Science 	History 	RE 	Computing 
Unit title:	Subject: Physics Unit: Light	Themes: Conflict Unit: How was the Battle of Britain a turning point in WWII?	Theme: Gospel Unit: Christians and how to live: what would Jesus do? (Unit 37)	Area: Creating media (graphics) Unit: 3D modelling Natterhub: Feel it
Builds On:	Year: 3 Term: Summer 1 Unit: Light	Year: Y4 Term: Autumn 1/2 Unit: Conflict: What caused the Battle of Hastings and what were its effects?	Year: 4 Term: Autumn 2 Unit: Gospel: What kind of world did Jesus want? (Unit 25)	Year: 5 Term: Summer 1 Unit: Vector graphics
Memory Master:	How is a shadow formed and how can they change?	Cause and consequence diagram of the Battle of Hastings.	What can Christians learn from the story of Jesus and the leper? What is Jesus trying to teach his followers about how to act through the parable of the Good Samaritan?	Vocabulary quiz - vector; drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection.
Lesson Sequence:	I can recognise that light appears to travel in straight lines.	What were the main events in WWI?	Where do Christians find out about what Jesus did?	I can recognise that you can work in three dimensions on a computer.
	I can 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. I can predict which materials make good reflectors.	What countries were involved?	Why do Christians think it is wise to follow Jesus' teachings?	I can identify that digital 3D objects can be modified.
	I can 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. I can explain how the eye works	What was the 'home front' and 'war effort'?	What was Jesus' sermon on the mount about?	I can recognise that objects can be combined in a 3D model.
	I can explain how the eye works & the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. I can explain how shadows change during the day.	What events led to the Battle of Britain?	How do some Christians follow Jesus' example in caring for those in need? (part 1)	I can create a 3D model for a given purpose.
	I can use the idea that light travels in straight lines to explain that we see objects because they give out or reflect light into the eye (reflection/ refraction)	What was the turning point? Show what you know	How do some Christians follow Jesus' example in caring for those in need? (part 2)	I can plan my own 3D model.
	I can 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. Show what you know		How far do Jesus' teachings and actions inspire others? Show what you know	I can create my own digital 3D model.
Composite:	Explanation of how we see.	Cause and consequence diagram to show the turning point.	Children write a postcard of thanks to the Leprosy Mission charity linking their thanks and thoughts to the topic's focus on asking 'what would Jesus do?' and living in a Christlike way.	Children plan, develop and evaluation 3D computer models of physical objects.
Impact:	Children know that light appears to travel in straight lines and we see things because they give out or reflect light into the eye. They can explain that light travels from sources to our eyes or from light sources to objects and then to our eyes. They can explain why shadows have the same shape as the objects that cast them	Children will recognise that no single source gives the full answer to questions about the past. They understand the concept of propaganda and how historians must understand the social context of evidence studied.	Children can identify features of Gospel texts (for example, teachings, parable, narrative). They suggest meanings of Gospel texts studied and compare their own ideas with ways in which Christians interpret biblical texts.	Children can explain shapes are representative of a real-world object to make a model They recognise that changing perspective does not change the position of objects, They can position 3D objects to create a chosen artefact, accurately resize objects, create holes in objects and use and combine variations of one 3D shape

	Art and Design 	Physical Education (REAL PE) 	Sport (PE Planning) 	Design Technology 
Unit title:	Technique: Craft and design Artist: Erik Speer	Learning focus: Social Unit: REAL PE	Unit: Tag Rugby	Area: Textiles Unit: Stockings
Builds On:	New this year	Year: 6 Term: Autumn 1 Unit: REAL PE	Year: 5 Term: Autumn 2 Unit: Tag Rugby	Year: 5 Term: Autumn 1 Unit: Stuffed toys
Memory Master:	New this year	N/A	N/A	Quiz – Stuffed toys
Lesson Sequence:	Artist I can recall the key features of a textile artist Erik Speer. Experiment I can learn the basic knots of macrame. Plan I can develop my ideas for a Christmas themed decoration. Create I can create a Christmas themed decoration using macrame. Evaluate I can review and revisit my creation.	Cog: Social Warm up games Shape up! Shadow play Fundamental Movement Skills Dynamic balance Counter balance	I can run and pass at speed. I can dodge and fake passes when running with the ball. I can catch the ball whilst under pressure. I can watch and evaluate the professional game. I can decide on ways to attack when playing games. I can decide on the best ways to defend in games.	Research I can understand the idea of 'make do and mend' in war times. I can research the industries that make Christmas stockings now, including how world records are set. Skill I can use a template to mark and cut out I can join fabric using a running stitch I can attach a fastening securely Design I can design a Christmas stocking, including a fastening Make I can make a Christmas stocking by preparing, assembling and joining fabric. Evaluate I can evaluate the success of my stocking by having it reviewed by others.
Composite:	The children will create a Christmas themed macrame decoration.	Children will develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	Tag rugby game focussing on accuracy at speed and making choices about the best ways to attack and defend in a game,	Create a Christmas stocking in the style of 'make do and mend' using running stitch.
Impact:	Children will have developed skills in macrame and be able to use various different knots to create a Christmas decoration.	REAL PE – Social Cog Children can cooperate well with others and give helpful feedback, They help organise roles and responsibilities and can guide a small group through a task. They can involve others and motivate those around them to perform better.	Children can keep control of the ball when running and passing, ensuring passing is accurate. They consider the best way to score a try and win the game, remembering to find and use space when running.	Children can consider factors in design criteria and use this to create a stocking using a template. They can use running stitch.

	PSHE 	PSHE 	PSHE 	Spanish 
Unit title:	Brook Learn 1 Unit: Keeping your body safe (part 1)	Brook Learn 2 Unit: Keeping your body safe (part 2)	Theme: Anti-bullying Week	Unit: En El Colegio (<i>At School</i>)
Builds On:	Year: Year 1 Term: Spring 1 Unit: Our Bodies and Boundaries	Year: Year 6 Term: Autumn 2 Unit: Keeping your body safe	Year: Year 5 Term: Autumn 2 Unit: N/A	Year: 5 Term: Summer 1 Unit: ¿Qué Tiempo Hace? (<i>The Weather</i>)
Memory Master:	Revisit NSPCC PANTS rule.	Revisit definitions of safe, unsafe and unwanted touch.	N/A	Revisit phonics and pronunciation lesson 3 for GA GE GI GO GU
Lesson Sequence:	I can define safe and unsafe.	I can recognise the right of each individual to decide who can touch their body, where, and in what way.	I can define respect.	I can learn vocabulary of subjects.
	I can identify which parts of the body are private.	I can explain consent.	I can explain how to show respect to others.	I can consolidate subjects vocabulary and extend by adding an opinion.
	I can define inappropriate or unwanted touch.	I can recognise the importance of permission seeking/giving behaviour, and how this can be communicated.		I can revise numbers 1-12 and tell the time by the hour.
	I can recognise the right of each individual to decide who can touch their body, where and in what way.	I can identify places and people who can offer help if we are feeling unsafe.		I can say at what time and on what day I study a subject.
	I can identify places and people who can offer help if we are feeling unsafe.			I can write about subjects, opinions and time (hours and days).
Composite:	Pupils create a body outline showing areas that are private. Handprint showing 5 people they can go to for help.	Pupils to role play consent scenarios.	Role play scenarios that show respectful and disrespectful disagreements. Create a 'Respect Pledge'.	Conversation about their school with likes, dislikes and justifications.
Impact:	Children recognise that their body is their own and feel confident to report feeling unsafe.	Children recognise that their body is their own and feel confident to report feeling unsafe.	School will be an inclusive place for all, and pupils will feel empowered to speak out against bullying.	Children know the nouns and determiners/definite articles for ten school subjects in Spanish. They can conjugate verb 'to study'. They have knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time / day they study various subjects.