

<p>SCIENCE Electricity</p> <p>Unit 5: Electrifying Pupils should be taught to: *associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit *compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches *use recognised symbols when representing a simple circuit in a diagram. SMSC: *Work in mixed ability groups, showing respect for each other's thoughts *Respect and appreciate the work carried out by scientists on our behalf</p>	<p>P.E</p> <p>Games UNIT 2: Net/Wall Games</p> <ul style="list-style-type: none"> To play small sided and modified versions of net/wall games To develop the range and consistency of their skills To use and adapt rules, strategies and tactics with a knowledge of basic principles of attack and defence To evaluate performance and explain what needs <p>Agility - Reaction/Response - Quick starts, good acceleration, controlled balance on catch.</p> <p>Ball handling - 1. Develop the ability to work with a ball in both directions, 2. Make smooth movements with the ball, 3. Develop fluidity when changing hands.</p> <p>Competition - 1. Develop skills for game play. 2. Discuss and review performance, 3. Judge 'Personal Best' and peer progress.</p> <p>SMSC: * Reflect on the talent and creativity of others * Work as part of a team * Compete against others, showing respect for decisions made and situations</p>	<p>R.E</p> <p>UNIT QUESTION What do Sikhs believe and how are these beliefs expressed? In this unit pupils will develop their understanding of the beliefs and practices within Sikhism. They will explore how beliefs can impact upon individual and communal life. (Tolerance of other faiths and beliefs)</p> <p>UNIT QUESTION What do the gospels tell us about the birth of Jesus? This unit compares the gospel accounts of the birth of Jesus, and evaluates the significance of Christmas today. SMSC: *Consider, with respect, the religious beliefs of Sikhs * Helping others in the community (Christmas) * Respect how belief can impact on individual and communal life.</p>	<p>ART AND DESIGN:</p> <p>Drawing Perspective and Composition Figures and faces – complete drawings of individual facial features then produce portrait for display Drawing of the Parthenon (Ancient Greece) Other Techniques Repeating patterns – Christmas wrapping paper Cross-curricular Greek architecture, comedy and tragedy masks, Christmas art SMSC: *Appreciate and respect the world around us *Recognise the impact that the Ancient Greeks have had on buildings, architecture, theatre and the art world</p>	<p>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD - HISTORY Ancient Greece – a study of Greek life and achievements and their influence on the western world Who were the Ancient Greeks? What was life like in Ancient Greece? What did the Ancient Greeks achieve? <i>Olympics, marathon</i> How has Britain and the wider world been influenced by the Ancient Greeks? SMSC: *Recognise the impact that the Ancient Greeks have had on buildings, architecture, theatre, sporting events and the art world *Respect other country's cultures and ethos * Value of historical inventors and inventions and their impact on society</p>
<p>ENGLISH:</p> <p>Fables and Myths Key Fiction text: A range of Aesop's Fables, Medusa poetry and the 12 Labours of Hercules. Writing outcome: To write a myth in poetry form, create a comic strip about Hercules and write a fable target date a modern audience. SMSC:*Understand the morals presented in fables and link these to own experiences Legends Key Fiction text: Robin Hood and the Golden Arrow by Geraldine McCaughrean Writing outcome: To retell the story of Robin Hood in role as Sir Guy of Gisbourne *Understand the role of generations and how stories are passed down Journalistic Writing Key Non-fiction texts: 'The Sherwood Bugle', 'Good Day!', 'TV Interview' Writing outcome: To write a TV broadcast reporting on Maid Marian's wedding and deliver it to the class SMSC:*Empathise with others * To be able to look at things from others point of view Grammar focus: Expanded noun phrases Semi colons, colons and dashes Synonyms and antonyms Spelling focus: Suffixes, sh spelt ti or ci, sh spelt si or ssi, silent letter, year 5 and 6 words Handwriting: Using 'PENPALS' pupils will be taught to: • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. Cross Curricular Work: Writing myths linked to Ancient Greece, Fables and Legends Class book linked to unit: Books by Anthony Horowitz</p>		<p>YEAR 6 Autumn 2nd Half</p> <p>The Achievement and Influence of the Ancient Greeks</p> <p>PSHCE (SMSC) and British Values:</p> <ul style="list-style-type: none"> * Assembly themes * Staying safe themed week * Operation Christmas child * Save the Children 'Christmas Jumper Day' – raising awareness of others less fortunate than ourselves * Anti-Bullying * To understand there are different perceptions about what normal means. * To empathise with people who are living with disabilities. * To be aware of my attitude towards people with disabilities. * To know how it can feel to be excluded or treated badly by being different. * To appreciate people for whom they are. 	<p>MATHEMATICS:</p> <p>Review of written methods for all four operations, extending division to 3 and 4 digits divided by a two digit number and remainders as decimals. Unit 1 • recognise, describe and build simple 3-D shapes, including making nets Unit 2 • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes Unit 3 • use, read, write and convert between standard units, converting measurements of length from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places • convert between miles and kilometres Unit 4 • associate a fraction with division and calculate decimal fraction equivalents • recall and use equivalences between simple fractions, decimals and percentages • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa In all of the above, opportunities will be sought to reinforce using and applying. The children will also experience questions presented in SAT style when working through each topic. Arithmetic – ongoing practice and address misconceptions as required. SMSC:*Working with others * Investigate maths problems using cultural contexts * Discover patterns in Greek art</p>	
<p>COMPUTING</p> <p>We are app builders</p> <ul style="list-style-type: none"> Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information. Work with variables and various forms of input and output. <p>SMSC: Developing an understanding of E-Safety*Recognise the positives and negatives of mobile phones *wondering at the speed and complexity of developments in ICT</p>	<p>DESIGN AND TECHNOLOGY:</p> <p>Designing Use research and develop design criteria to inform the design of innovate, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate ideas through discussion, annotated sketches, computer-aided design. Making: Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials and ingredients, according to their functional properties and aesthetic qualities.</p> <ol style="list-style-type: none"> Make a model of the Parthenon (see Plan Bee) Archimedes' Water Screw (key individual's mini study). <p>Technical Skills:</p> <ol style="list-style-type: none"> Understanding how to strengthen, stiffen and reinforce complex structures. Understanding and using mechanical systems in their products. <p>SMSC: *Recognise the achievements of themselves and others *offer advice * recognise and value the contributions of others *Recognise and celebrate the positive and long-lasting impact of inventions made in the past *persevering and taking care</p>	<p>FRENCH: Clothing and weather</p> <p>Children will focus on learning the present tense of the verb – porter, using positive and negative statements; develop French skills linked to trying on of and buying of clothes and role play that can be developed into a play script to be acted out. Linked to weather conditions, children will also learn and think about what to wear in different conditions (complex sentence development). Share the story: The Sun and the Wind and write own fable using pronouns, prepositions, adjectives and adverbs. SMSC:*Appreciation of another culture</p>	<p>MUSIC Journeys – exploring song cycles</p> <ul style="list-style-type: none"> To sing in three-part harmony. To explore expressive singing in a part-song with echoes. To develop song cycles for performance. To stage a performance with awareness of audience. To sing a pop song with backing harmony. To learn about a song's structure. To learn to sing major and minor note patterns accurately. To develop a song cycle performance incorporating mixed media. To develop planning, directing and rehearsal skills. <p>SMSC:*Appreciation of the performance of others * Working together * Valuing the opinions of others</p>	
<p>FOCUS WEEKS: Staying Safe Week 13th – 17th November</p>				