

TOPIC – EXISTING, ENDANGERED, EXTINT?

MATHS

Place Value
Four Operations

READING – Key Texts

Roof toppers
The Listeners – Walter de la Mare
Pig Heart Boy
How to live forever

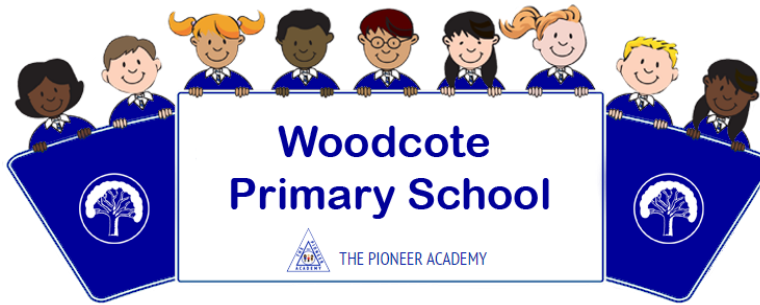
WRITING

Autobiography
Discursive writing and speeches
Poems that create images and explore vocabulary (War poetry)
First person stories with a moral
Shakespeare (Sonnets)
Explanatory text

SCIENCE

Knowledge

Why is classifying important?
What comparison can you draw about the life cycles and reproduction processes in different animals?
What evidence supports your hypothesis about adaptation?
What disturbance in the food web impacts living things?
What are the changes and reasons that have caused a decrease in one animal?
How is natural fertiliser made?
Are all invertebrate's decomposers?
What is the essential information for identifying micro-organisms?
What is more important, meeting the needs of a growing a population or maintaining biodiversity?
Which features help animals thrive and survive?
What are the adaptations required for animals living in extreme environments?
What is the story of natural selection?
How is climate change threatening species and the consequences of this?
How do we find out information about animals that are extinct?



Year 6 Autumn 1 Term

SPELLING CONCEPTS

Homophones
Prefixes and Suffixes

SCIENCE

Working Scientifically

Record data of increasing complexity using classification keys
Use scientific evidence that has been used to support or refute ideas or arguments
Recognise which secondary sources will be most useful to research ideas
Identify scientific evidence that has been used to support or refute ideas or arguments.
Report and present findings from enquiries

GEOGRAPHY

What is biome and the threat to it?
What conclusions can you draw about cause and effect?

ENRICHMENT

Croydon Citizenship
PGL

PE

Handball
Rugby

RE

U2.3 What do religions say to us when life gets hard?

PSHE - Being Me in My World

Piece 1: Identifying goals for the year
Piece 2: Global citizenship
Piece 3: Children's Universal Rights
Piece 4: Feeling welcome and valued
Piece 5: Choices, consequences and rewards, Group dynamics
Piece 6: Democracy, having a voice, Anti-social behaviour, Role-modelling

COMPUTING – E-Safety

To understand how online content can be used to manipulate people's opinions, feelings and encourage them to read or share things.

To know the importance of understanding how consent works and what we are consenting to.

To understand why people choose to communicate through social media and understand the challenges of this.

DT

How does modelling help us understand the difference between design and functionality?

MUSIC - Pulse

To be able to maintain a strong pulse and recognise when going out of time.

To be able to play rhythms while maintaining a pulse.

To be able to sing / play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4)

To be able to maintain a strong sense of pulse and understand body percussion.

To be able to maintain a strong pulse and recognise when going out of time.