

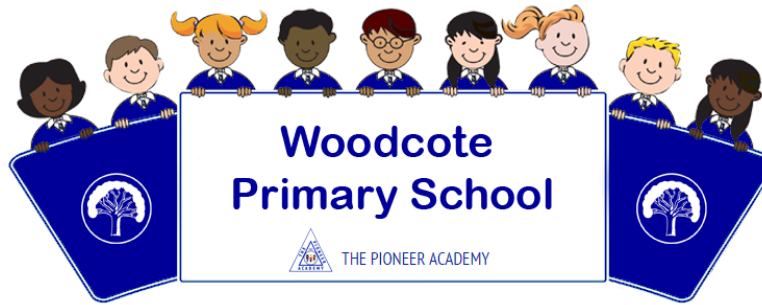
TOPIC – EXISTING, ENDANGERED, EXTINT?

MATHS

Fractions
Decimals

READING – Key Texts

Pig Heart Boy
How to live forever



PSHE – Celebrating Differences

Piece 1: Accept that everyone is different
Piece 2: Include others when working and playing
Piece 3: Know how to help if someone is being bullied
Piece 4: Try to solve problems
Piece 5: Try to use kind words
Piece 6: Know how to give and receive compliments

WRITING

First person stories with a moral
Shakespeare (Sonnets)
Explanatory text

SPELLING CONCEPTS

Words ending in -cious and -tious
Words ending in -ant, -ance, -ancy, -ent, -ence, -ency

Year 6 Autumn 2 Term

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?

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

PE

Dance – Musical Theatre
Outdoor Adventurous Activities
Archery

ENRICHMENT

Robotic Coding
Workshop

Special Unit – World War 2

What started WW2?
What was life like for children?
What impact did air raids have to civilians?
Why was the Battle of Britain significant?
What impact did it have on food?
How did the end of the war shape our world today?

DT

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

MUSIC – Rhythm and Pitch

To interpret and play a graphic score
To create a piece of Music with awareness of timbre and texture
To add body percussion and percussion instruments into our own pieces of music
To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm
To understand differences between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests.
Read and play short rhythmic phrases at sight from notation known.

RE

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