

<p style="text-align: center;">Mental and Physical Well Being (MPWB)</p> <p>Health & Self Care Moving & Handling Making Relationships</p> <ul style="list-style-type: none"> • Use a range of drawing tools (A) • Indoor PE : In fitness sessions, develop flexibility, strength, technique, control and balance; apply basic movements in a range of activities and in combination (PE) • Outdoor games : Play competitive games in basketball using principles of attack and defence (PE) • Explore rights and responsibilities (PSHE) • Reflect on ideas of right and wrong (PSHE) • Gain simple knowledge about the law and understand that rules and the law are designed to protect (PSHE) • Understand the impact of human beings on the environment (PSHE) • Evaluate their own use of the internet and how they present themselves online to others (PSHE/C) (Link UW) • Continue to ensure the use of controlled and precise handwriting (Fine motor skills) (E) • Show increasing awareness of the issues surrounding cyber-bullying (PSHE/C) (Link UW) 	<p style="text-align: center;">Year 6 Topic Planner Autumn 2</p> <p>Topic description - Extreme Earth This half term we will be looking at impact of climate change on the world and exploring how we can intervene and live a more sustainable lifestyle. As part of the topic, we will look at natural disasters around the world.</p> <p>Big Question How can we live a more sustainable lifestyle to protect the environment?</p> <p>The following National Curriculum subjects will be covered this half term</p> <table border="0" style="width: 100%;"> <tr> <td>Art (A)</td> <td>Computing (C)</td> <td>Dance (D)</td> </tr> <tr> <td>English (E)</td> <td>French (MFL)</td> <td>Geography (G)</td> </tr> <tr> <td>History (H)</td> <td>Maths (Ma)</td> <td>Music (M)</td> </tr> <tr> <td>Physical Education (PE)</td> <td>Science (S)</td> <td></td> </tr> </table> <p>Other subjects covered Personal, Social, Health and Economic (PSHE/RSE) Religious Education (RE)</p>	Art (A)	Computing (C)	Dance (D)	English (E)	French (MFL)	Geography (G)	History (H)	Maths (Ma)	Music (M)	Physical Education (PE)	Science (S)		<p style="text-align: center;">Understanding the World (UW)</p> <p>The World People & Communities Technology</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including climate zones and earthquakes (G) • Understanding extreme weather conditions around the world and how they affect people in different countries (G) • Understand the importance of caring for the environment (G) • Understand how the earth is changing and learn about sustainable change (G/PSHE) • Understanding the importance of storytelling to Hindus (RE) • Understanding Hindu worship and views on Karma (RE) • Experimenting with changing elements of a circuit (S) • Exploring how conductors and insulators change an electrical circuit (S) • Explore electrical circuits and computer programming using Crumble software (CT) • Read and discuss a wide range of fiction and non-fiction (E) • Work scientifically to find out about, investigate and ask questions (S) • Compose digital music using Garageband on ipads (ICT/M)
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<p style="text-align: center;">English/ Literacy (Lit)</p> <p>Reading Writing</p> <ul style="list-style-type: none"> • Recognise and use features of journalistic writing (E) • Use oracy skills to explore the arguments surrounding climate change (E) (Link CL) • Use drama and roleplay to help understand the character's feelings (E) (Link CL) • Practice and use inference to explore characters (E) • Write an alternative chapter for <i>Floodland</i> (E) • Maintain positive attitudes to reading across a range of writing (E) • Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader (E) • Explore own opinions of what has been read and justify views (E) 	<p style="text-align: center;">Communication and Language (CL)</p> <p>Understanding Listening & Attention Speaking</p> <ul style="list-style-type: none"> • Drama and roleplay to create dialogue for <i>Floodland</i> (E) • Ask questions to extend understanding (x curricular) • Engage in collaborative discussions (x curricular) • Practice oracy skills to develop and present clear ideas (x curricular) • Develop reasoning across subjects to be able to explain their thought process (x curricular) • Practice debating skills to present and justify opinions as well as developing key listening skills (x curricular) • Build and use subject specific vocabulary (x curricular) • Learning and using technical language across a range of topics (x curricular) • To be able to reason, explain and justify opinions, learning and processes across a range of topics and subjects (x curricular) • Learn vocabulary for different times of the day. (MFL) • Recite a short text with accurate pronunciation (MFL) • Use musical vocabulary (M) • Apply knowledge of the interrelated dimensions of music tempo, pitch, structure, timbre, texture for composition (M) • Listen with attention to detail and increasing aural memory (M) 	<p style="text-align: center;">Expressive Arts and Design (EAD)</p> <p>Exploring & Using Media & Materials Being Imaginative</p> <ul style="list-style-type: none"> • Develop ideas of composition, scale and proportion (A) • Use observational skills for drawing to explore landscapes (A) • Use drama to explore texts and further understand characters (E) • Use dramatic improvisation techniques to explore story telling (E, CL) • Compose digital music using Garageband on ipads (M) • Apply knowledge of the interrelated dimensions of music tempo, pitch, structure, timbre, texture for composition (M) • Use musical vocabulary (M) • Play tuned and untuned instruments with control (M) • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (M) • Apply knowledge of the interrelated dimensions of music tempo, pitch, structure, timbre, texture for composition (M) • Develop motifs (taught and self-created) using fragmentation, selections, size, speed, level and direction (D) • Teach self-created movement to others using demonstration and words (D) • Use choreographic devices including mirroring, unison, canon, stillness, formations and levels (D) • Keep in time and dance to music at different tempos (D) 												
<p style="text-align: center;">Maths (Ma)</p> <p>Number Space, Shape & Measure Statistics</p> <ul style="list-style-type: none"> • Fractions, decimals and percentages • Ratio and proportion • Using scale factors • Mental maths <p>Children are in specific groups in maths. This allows them to work at a pace most suited to develop their understanding, therefore the content and speed at which the curriculum is covered may vary.</p>	<p>Points to consider when planning E.g.</p> <p>Opportunities to include philosophy within lessons</p> <p>Opportunities for exploring current affairs</p> <p>Opportunities to develop awareness of environmental issues</p> <p>Characteristics of Effective Learning (Motivation, Thinking, Engagement)</p> <p>Kilmorie Child Qualities</p>	<p>Trips and visit: Visit local area to explore landscapes</p>												