



# Year 6, Autumn



## Aspirations

Pupils will start the term looking at their aspirations both short and long term. They will develop understanding about setting short-term and long-term goals to enable them to reach their desired destination. The children will consider how their current ACRO skills (Attitude, Creativity, Relationships and Organisation) will support this journey during Year 6. Our class text Wonder provides us with a further opportunity to explore kindness, relationships with our classmates and the impact of making positive and negative choices.



## Mountains, Volcanoes & Earthquakes



In this unit, pupils will be exploring the physical earth, focussing on the formation of mountains, volcanoes and earthquakes. As geologists, they will develop their geographical skills, using atlases, lines of latitude and longitude and grid references. Interactions between humans and these physical features will be observed, considering why people would want to live in such hostile environments and how they can adapt to live there more safely.

## Who's the Mummy?

Pupils will voyage to Ancient Egypt and will learn about many aspects of this ancient civilisation through a range of different subjects. Following a 'wow' start, the children will be writing an instructional text about how to mummify a fish! In History, the children will learn about Ancient Egyptian civilisation and through Geography they will learn about the importance of the river Nile to the Ancient Egyptians.



## A Small Miracle













In this short unit, pupils will engage with the textless book, 'A Small Miracle' by Peter Collington. Through the use of the pictures within the book, the children will be encouraged to develop an understanding of characters through inference, in preparation for writing about scenes in the story. These descriptive paragraphs will be developed in groups, using various literary writing techniques.







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## Subject Overview

	<b>READING:</b> Children will have guided reading sessions three times a week. They will be encouraged to engage with a wide range of genre from our well-stocked library. All children will be set a reading target in the first few weeks which will be regularly reviewed with rewards for children that reach 100% and beyond.
	<b>WRITING:</b> Pupils will explore and produce extended writing across a range of genre — Wonder narrative and letters, Colston balanced argument, mummification instructions, an Egyptian poetry or rap and A Small Miracle narrative. They will learn how to draft, re-draft and edit effectively.
	<b>MATHS:</b> Children build on their knowledge about <b>Place Value, Addition, Subtraction, Multiplication and Division, Statistics and Shape in Geometry</b> . They develop further skills in <b>Fractions, including decimals and percentages</b> and <b>Measurement</b> convert between miles and kilometres and finding volume. <b>Ratio and Proportion</b> and <b>Algebra</b> are fairly new concepts for the children to grapple with, along with <b>Position and Direction in Geometry</b> .
	<b>ART AND DESIGN: Human Face</b> Children draw together all the knowledge and skills learnt so far applying shade, contours, size, light-sources and overlapping to sketch facial features – eyes, mouths & noses. <b>Lino Printing – Self-Portrait</b> Children will be able to cut lino effectively using correct safety equipment and tools. Children will need to demonstrate understanding of which parts of the lino to cut and what this will look like in their final piece. Children to apply knowledge of ‘Human Face’ sketching skills to cut a face that is in proportion. They will then use printing ink and rollers to print lino onto paper.
	<b>COMPUTING: We Are Experienced Architects</b> Children build on the knowledge gained throughout the previous coding modules of using movement and repetition within 2D coding. This knowledge will be transferred onto a 3D coding environment. It will also allow children to use more ‘type command’ coding, which is widely used within computer programming. By using ‘type command’ coding, children are using abstraction. This is where the surface level code hides the mechanics behind it. <b>E-Safety</b> Children learn about online communications such as WhatsApp, snapchat, Facebook messenger etc and the safe and positive use of these technologies. Children learn school policy/age legislation when doing so and the tools and knowledge to be able to report anything that is abusive, offensive, hurtful or harmful.
	<b>DESIGN AND TECHNOLOGY: Bridges and Brunel</b> Children will develop their understanding of structural engineering by examining and recreating a variety of bridges. This unit incorporates the use of forces to join elements together, as well as greater application of physical joining techniques to strengthen, stiffen and reinforce structures.
	<b>FRENCH: At School</b> Children learn basic French to understand words associated with being at school, such as lessons learned and resources used.
	<b>GEOGRAPHY: We are Geologists</b> Aspirations – as geologists pupils learn about the structure of the earth and how the tectonic plates have created mountains. Sense of Place – pupils pose questions to investigate what it is like on Mount Everest. Sustainability – pupils consider the advantages and disadvantages of visiting mountainous areas.
	<b>HISTORY: Ancient Egyptians</b> Children are independently able to link cause and effect through chronology. Children are given sources from the time period and use them to compare and contrast locations during a period of time to answer the question “Where would you have rather lived?” Children also learn about Cleopatra’s trade relations with surrounding countries and her relationship with Rome; Rome’s defeat of Egypt; and the use of sources to compare the lives of Egyptians and English settlers existing at the same time.
	<b>MUSIC: Music for Film and Stage</b> In this unit, children will use the term underscoring and leitmotif and understand the importance of music in film. They will magpie simple techniques to evoke fear, sadness, fun and adventure and tension and use these ideas in their own music. They know John Williams and Hans Zimmer have contributed hugely to film music and compare the two styles of music making. Children revise once again the names of the notes on the treble staff and practise reading and playing theme from standard notation. Children write versions of their theme by either changing notation and/or including own musical symbols and phrasing (revision from Year 5). Children are inspired by The Lion King, The Firebird and the Rite of Spring and respond to each using stage craft and art.



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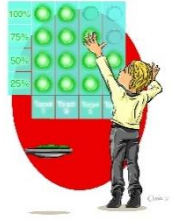







	<p><b>Desert Platform Games</b> In this unit, children will appreciate that music in Africa is diverse but identify its style. Identify the style of traditional Egyptian music. Children recreate both style using instruments including their voices. Recognise aurally major and minor chords and understand what a semitone is. Know the importance of music in computer games and recognise the contribution of Koji Kondo and his work with Nintendo. Children create music for a desert-platform game using keyboards and Garageband.</p>
	<p><b>PHYSICAL EDUCATION (PE): Gymnastics 6</b> Refine gymnastics elements and execution and create sequences focussing on space and apparatus to enhance performance.</p> <p><b>The Hogwarts Ball</b> A Harry Potter inspired dance using freeze frames, emotion and drama into their choreography. Sports Education.</p> <p><b>Football &amp; Netball</b> Learning to lead each other – developing different roles in team management.</p> <p><b>Endurance Running</b> Preparing for the Cross Country Event.</p> <p><b>Indoor Athletics 4</b> Focusing on how to improve in the events with photo/video analysis and officiating.</p> <p><b>Bristol OAA</b> Sailing/kayaking and climbing.</p>
	<p><b>PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE): Puberty</b> Children will be taught further on what puberty means; when it will occur; and what kind of bodily and emotional changes they can expect. They will be taught the differences between male and female puberty. The boys will explore penis hygiene and the girls learn about periods and personal hygiene. Children will also be taught about reproduction and sexual relationships – how babies are made and the different types of relationship, including LGBT.</p> <p><b>Healthy Relationships 1</b> This unit will look at healthy lifestyles in terms of making the right choices if faced with peer pressure situations e.g. drugs, alcohol and knife crime. It will also look at stereotyping and homophobia. Transition preparation and strategies from Year 6 to secondary school will also be covered.</p>
	<p><b>RELIGIOUS EDUCATION (RE): Is anything ever eternal?</b> Children evaluate different beliefs about eternity and learn to understand the Christian perspective on this. Pupils can consider how this is shown in other faiths they have studied. Does anything last forever? Children will investigate and discuss ideas about that they think will last forever and whether everything changes all the time? They will apply this to love, marriage and afterlife through discussion and Christian stories.</p> <p><b>What does it mean to live without a Faith? Humanism</b> Children look at what it means to have a non-religious world view as opposed to a religious world view. They consider how Humanist's live and behave and what they base their principles / views on, as well as looking at some Influential Thinkers in life. They will apply their understanding of this concept and consider what forms their worldview.</p>
	<p><b>SCIENCE: Evolution and Inheritance (including Fossils)</b> - Children explore how scientists use fossil discoveries to learn about living things from the past by identifying similarities and differences between them. The key learning is the concepts of evolution by natural selection and inheritance and adaption. Children learn appreciation of how these changes take place over extended periods of time. Reproduction i.e. offspring, variation, characteristics and mutation are other important ideas covered. <b>Focus scientists:</b> Charles Darwin and Mary Anning.</p>



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## Year 6 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 6. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the Chesswood ACRO Challenge Gold Award.

Attitude	Creativity	Relationships	Organisation
<b>Aspiration</b> 	<b>Innovation</b> 	<b>Participation</b> 	<b>Managing Risk</b> 
Identify your aspirations for the future – this can be a career or other goals you'd like to achieve. Research this area and present your aspirations, reasons for them, and steps needed to achieve this.	Get involved in creating ideas for Year 6 challenges (bookstall/ uniform sales). Get involved in the Christmas & Summer Fayres and Y6 Race Day (and any other innovative opportunities) to help raise money for charity.	Run an event at a school fayre or as part of your innovative Y6 idea. Be a regular member of a club inside or outside school.	Keep yourself safe! Identify risks and hazards you are presented with, make the right choices to keep yourself safe – that could be telling an adult. Become more independent in your actions in preparation for secondary school.
<b>Competitiveness</b> 	<b>Spotting and Creating Opportunities</b> 	<b>Managing Difficult Situations</b> 	<b>Reflectiveness</b> 
Represent the school at least once during the year (PE and sport, music or any other subject competition). Enter a school, local or national competition at least termly.	Take responsibility for your learning, seek out further learning about topic that interests you (from lessons or outside interests). Try something new this year - perhaps an extra-curricular club you have never tried before?	Remain calm and actively seek solutions when trying to solve a difficult situation – remember to get help if you need it.	Set targets for your learning and reflect on how much you have achieved so far. Understand how you can always improve your work and identify next steps for your learning. Keep a regular blog / diary, reflecting on your successes and next steps in your learning.