


Lowes Wong Anglican/ Methodist Junior School

Topic Overview – Year 6

	Autumn 1 Objectives	Vocabulary
Topic	Coasts	
Values	Thankfulness	
Enrichment (Visits and visitors)	<p>Whitby residential</p> <p>Fieldtrip skills:</p> <ul style="list-style-type: none"> • Orienteering skills- using OS maps (with 6-figure grid references) and compasses (both 32 point and to the nearest 5 degrees) • Using classifications key to identify fossils and other creatures • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, minerals and water – plastics in the ocean 	
English Quality text	Kensuke's Kingdom; various explanation texts	
English Writing genres	Informal letter to a friend; Writing to build tension; Develop setting description; Develop point, evidence and explanation writing; Recount (different characters' POV); Non-chronological report;	
Maths	<p>Place Value</p> <ul style="list-style-type: none"> • Numbers to 1,000,000 • Numbers to 10,000,000 • Read and write numbers to 10,000,000 • Powers of 10 • Number line to 10,000,000 • Compare and order any integers • Round any integer • Negative numbers <p>Addition, subtraction, multiplication & division</p> <ul style="list-style-type: none"> • Add and subtract integers • Common factors • Common multiples • Rules of divisibility 	<ul style="list-style-type: none"> • Primes to 100 • Square and cube numbers • Multiply up to a 4-digit number by a 2-digit number • Solve problems with multiplication • Short division • Division using factors • Introduction to long division • Long division with remainders • Solve problems with division • Solve multi-step problems • Order of operations • Mental calculations and estimation • Reason from known facts <p>We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency.</p> <p>Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.</p>

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Science	<p><u>Living Things & Their Habitats</u></p> <ul style="list-style-type: none"> • To know that all living things can be classified into broad groups • To use and write keys to classify creatures • To understand micro-organisms are living things that can also be classified 	<p>Classification</p> <p>Species</p> <p>amphibians</p> <p>mammals</p> <p>reptiles</p> <p>cold blooded</p> <p>warm blooded</p> <p>exoskeleton</p> <p>vertebrate</p> <p>invertebrate</p> <p>micro-organisms</p> <p>virus</p> <p>mould</p>																														
History	(not taught in this topic)																															
Geography	<p><u>Whats happens where the land meets the sea?</u></p> <ul style="list-style-type: none"> •What is a coast? •How are people's lives affected by it? •How is coastal erosion caused? •Where is Whitby? •What is the landscape like near Whitby? •How does Whitby compare to Southwell? •What are threats to coastal areas around the world? •What is being done to protect coasts in the future? 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Whitby</td> <td style="width: 50%;">landuse</td> </tr> <tr> <td>town</td> <td>retail</td> </tr> <tr> <td>physical features</td> <td>leisure</td> </tr> <tr> <td>human features</td> <td>housing</td> </tr> <tr> <td>erosion</td> <td>business</td> </tr> <tr> <td>coastline</td> <td>retail</td> </tr> <tr> <td>caves</td> <td>Ecosystem</td> </tr> <tr> <td>arches</td> <td>Habitat Pollution</td> </tr> <tr> <td>stacks</td> <td>Organism</td> </tr> <tr> <td>headlands</td> <td>Carbon dioxide</td> </tr> <tr> <td>abrasion</td> <td>Fossil fuels</td> </tr> <tr> <td>attrition</td> <td>Renewable energy</td> </tr> <tr> <td>igneous</td> <td>Sustainable</td> </tr> <tr> <td>sedimentary</td> <td>Atmosphere</td> </tr> <tr> <td>metamorphic</td> <td></td> </tr> </table>	Whitby	landuse	town	retail	physical features	leisure	human features	housing	erosion	business	coastline	retail	caves	Ecosystem	arches	Habitat Pollution	stacks	Organism	headlands	Carbon dioxide	abrasion	Fossil fuels	attrition	Renewable energy	igneous	Sustainable	sedimentary	Atmosphere	metamorphic	
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Art and Design (artist)	<p>Investigate – Explore – Create – Reflect</p> <ul style="list-style-type: none"> • Recognise and use perspective in sketches • Gather, record & develop information from a range of sources to create a montage to inform their • thinking about pieces of art. • Explore acrylic paint e.g. intensity of colour, shading, mark making, thickness, texture, using different tools for different moods/effects • Consider composition and perspective in final artwork pieces (acrylic storm scene and pointillism jellyfish) 	<p>develop refine texture shape form pattern structure blend mix line tone shape absorb colour</p>
Design Technology	(not taught in this topic)	
Computing	<p><u>E-Safety 6.1</u> – We Are Online Safety Ambassadors</p> <p><u>Internet Communications</u></p> <ul style="list-style-type: none"> • Identify how to use a search engine • Describe how search engines select results • Explain how search results are ranked • Recognise why the order of results is important, and to whom • Recognise how we communicate using technology • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (E-Safety) 	<p>Personal information passwords usernames inappropriate website search engine permission privacy digital footprint internet sources reliable URL online risks</p>

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RE	<p><u>Teachings, Wisdom and Authority and People of God</u></p> <ul style="list-style-type: none"> • Understand the 10 commandments • Respond to ideas about nature from Islamic traditions • Learn from Sikh wisdom • Know what The Bible teaches about love • Know places of worship in the locality (Southwell) • Know about places of worship in the further locality (Nottingham) • Know the real meaning of Christmas • Explore the Christmas story using the New Testament • Explore the Nativity using Old Testament prophecies • The BIG question: Why do Christians believe Jesus is God on earth? • Explore children's own image of Christmas 	<p>Commandment God rule love sacred text responsibility Sikhism Law of Islam teachings important Guru Nanak worship distinctive prophecies Christmas true meaning nativity old testament saviour messiah</p>
RSHE/PSHE	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> • My year ahead • Being a global citizen • The Learning charter • Owning our learning charter 	<p>community education compassion empathy obstacles participation wants needs lawful legal / illegal</p>

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PE	<p><u>Handball / Tag-rugby</u></p> <ul style="list-style-type: none"> • Utilise movements in a variety of competitive situations, as an individual or part of a team • Find space, defend and attack tactically by anticipating and reacting to the direction of play. Movement off the ball and finding space key. • Develop and refine strategies and tactics for attacking and defending during competitive team games. • Display an understanding of fair play, working well with others and leading a large group for warm ups or warm downs • Demonstrates a developed understanding of the respiratory system including some key words (oxygen, carbon dioxide, energy) 	<p>spatial awareness formation strategy Pass (bounce, chest, overhead) shoot dribble defend / attack mark tactic, evaluate identify recognise decision making Reaction Invasion Endurance Stamina</p>
MFL Spanish	<p><u>High street</u></p> <ul style="list-style-type: none"> • State what can be found on the high street and the location of shops and buildings. • Appreciate similarities and differences between Spanish and English high streets • Collect and record evidence about activity on the high street at certain times of day, and express it in Spanish <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Recite a short text with accurate pronunciation • Memorise and present two or three sentences describing a high street, using adjectives in the correct position • Take part in a simple conversation, asking for and giving directions • Know how to add expression and authenticity to a short dialogue • Understand key information from a short exchange • <i>Recap pronunciation of ñ</i> • Pronunciation of grapheme <i>c</i> in <i>banco</i> and <i>oficina</i> understanding there is a difference 	<p>Hay + buildings on the high street : un mercado, una tienda, un supermercado, una oficina de correos, un banco, un café, una plaza, una tienda de ropa, una cathedral</p> <p>Directions: A la izquierda, a la derecha, en el centro</p> <p>Revision of connectives – y, también Revision of adjectives – grande, pequeno</p> <p>Asking where places are ¿Hay? Está, en la esquina</p>

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	<ul style="list-style-type: none"> • Understand the use of stalling strategies / fillers in Spanish during conversations and use them during a short conversation (<i>pues/bueno and vamos a ver</i>) • Use correct intonation when asking a question <p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> • Read and order a conversation asking for directions • Make simple sentences and manipulate them by changing an element • Use a dictionary <p><u>Grammar</u></p> <ul style="list-style-type: none"> • <i>Re-visit agreement of adjectives and position of them in a sentence.</i> • <i>Revisit conjunction y and también</i> • <i>Re-visit formation of negative sentences with no before the verb</i> • <i>Revisit está</i> • Substitute quantifiers and adjectives in a sentence • Group positive/negative adjectives 	<p style="text-align: center;">Pause words Bueno, pues, vamos a ver, sí</p> <p style="text-align: center;">Revision of days of the week Times of day : Por la mañana, por la tarde, por la noche, a las diez, a las cuatro y media muy, bastante</p> <p>Adjectives to describe the high street at different times</p>
Music	<p><u>Baroque</u></p> <ul style="list-style-type: none"> • To understand the importance of Monteverdi in the history of opera. • To read and play a canon from staff notation. • To demonstrate an understanding of Baroque music features when composing. • To combine knowledge of staff notation and aural awareness to play a fugue. • To apply their understanding of fugue structure when performing with others. 	<p style="text-align: center;">Baroque bass clef canon, counter melody, counter-subject fugue, improvise, melodic ostinato melody, structure opera, pitch, polyphonic oratorio, a round, rhythmic ostinato texture</p>

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