

<b>Year Group - 6</b>	<b>Term – Autumn 2</b>	<b>Educating for Wisdom, Knowledge and Skills</b>	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
<b>Name of Unit Overview –</b>  Literacy Book – Stormbreaker		<b>Educating for Hope and Aspiration</b>	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		<b>Educating for Community and Living Well Together</b>	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		<b>Educating for Dignity and Respect</b>	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

**Context, Big Questions and Wider World impact**  
 Our learning will be based on the class text that we read called Stormbreaker by Anthony Horowitz. We will discuss themes of spies and espionage. We will consider deeper themes of why countries feel the need to spy and the links that children can make with the values in their own lives.

**Subject specific learning areas**

**Science**

Prior learning and where the objectives are revisited later in the year.	Key year group learning	Main journey of the unit
<p><b>Previous years</b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light. (Y3 - Light)</li> <li>• Notice that light is reflected from surfaces. (Y3 - Light)</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object. (Y3 - Light)</li> <li>• Find patterns in the way that the size of shadows change. (Y3 - Light)</li> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5 - Properties and changes of materials)</li> </ul> <p><b>Revisit within this year</b>            Review in the spring term when we learn about electricity</p>	<p><b>Can we....? / Do we know...?</b></p> <p><b>Can we create a periscope and explain how it works?</b></p> <p>Focus: Light</p> <ul style="list-style-type: none"> <li>-recognise that light appears to travel in straight lines</li> <li>-use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>-explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p><b>Science</b></p> <p><b>Lesson 1</b> - How we see  <b>Lesson 2</b> - Reflecting light  <b>Lesson 3</b> - Refraction  <b>Lesson 4</b> – Spectacular spectrum  <b>Lesson 5</b> – How light enables us to see colours  <b>Lesson 6</b> – How shadows are formed</p>

		<b>Geography Outcome-</b> doink green screen promotional video to sell your lair's location to a villain. – Writing opportunity to write the script for their video
<b>Humanities – History &amp; Geography</b>		
<b>Prior learning and where the objectives are revisited later in the year.</b>	<b>Key year group learning</b>	<b>Lesson 1 – What is a lair ? What features will it need ? Which of these are physical geographical features, which are human geographical features ? Where in the UK, would be the best place for a villain to build his lair?</b>
<b>Geography Revisit within this year in the spring term – location of countries and capital cities in Europe.</b>	<p><b>Can we....? / Do we know...?</b></p> <p><b>Where would you place a Villain’s Lair ? (UK physical and human features)</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, <b>coasts and rivers</b>), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Topic link</b> MFL link - Where is Spain? Science link – Where are the Galapagos Islands?</p>	<p>list the 3 most important geographical features that the lair requires. You must explain why you consider these to be the most important. Children are then given 3 places in the UK to compare and contrast (Mount Snowdon, Edinburgh castle and Dartmoor – These places are chosen to help consolidate learning from year 3 and 4 about location in the UK and Capital cities in the UK)</p> <p><b>Lesson 2, 3 and 4</b> Children research the best location of the 3 and then prepare promotional video</p> <p>Lesson 5 and 6 – green star growth session – some children may complete the UK comparison they can then explore a further country and compare/contrast</p>
<b>Arts and Design</b>		
<b>Prior learning and where the objectives are revisited later in the year.</b>	<b>Key year group learning</b>	<b>Art – writing link –</b> the sketches will be used for the illustrations of their spy books and children will write sentences or paragraphs around the images they draw.
<p><b>Previous years</b> Children have started to use shading to consider adding light and depth to their drawings</p> <p><b>Revisit within this year</b> Children will have the opportunity to revisit the skills learnt in the Autumn term and further look at tone to add light and depth whilst considering 1-point perspective of sports stadiums.</p>	<p><b>Can we....? / Do we know...?</b></p> <p><b>Media –</b> Pencil sketches and water colours</p> <p><b>Focus –</b> to improve their mastery of art and design techniques, including drawing by beginning with detailed sketches and moving onto 3d perspective</p> <p>Use tone to add depth and light to my sketches (all with just an art pencil) Include detail in my sketches when making observational sketches Use tone to add light and depth to our sketches as we draw art work based around our class text Storm Breaker</p> <p>.</p> <p><b>DT</b></p>	<p><b>Lesson 1 – Sketching of an Eye to link with Remembrance Day.</b> Learning focus – light and depth around the pupil and outline of the eye. Silhouettes of soldiers <b>Seesaw lesson created and video to support.</b></p> <p><b>Lesson 2 –</b> Theme for the Art is for sketches to fit in with class text and illustrations for the spy stories the children will publish into books. Silhouette of a spy in a gun barrel – focus shading to create light and depth. <b>Seesaw lesson created and video to support.</b></p> <p><b>Lesson 3 –</b> Sketch a car driving into a storm. focus shading to create light and depth. Consolidation of 3d one-point perspective and parallel lines that were covered when sketching Mayan Temples <b>Seesaw lesson created and video to support.</b></p>

<p>DT</p> <p>From Year 5 (when they made their trenches) children will have thought about different ways to join and cut different material</p>	<p><b>Focus –</b> Cutting, fixing, joining accurately</p> <p><b>Evaluate –</b> Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><b>Lesson 4</b> – Sketch A young eye and an old eye. Consolidation and extension from lesson 1</p> <p><b>DT</b> – To design and make a moving parts Christmas card</p> <p><b>Final week 1 day project</b></p>
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**Computing and Technological Understanding**

<p><b>Prior learning and where the objectives are revisited later in the year.</b></p>	<p><b>Key year group learning</b></p>	<p>Design microbit games to use in school or as part of the Christmas Fayre</p>
<p><b>Year5</b></p> <ul style="list-style-type: none"> <li>• Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>• To use condition start-action in code</li> <li>• To use condition switches between actions in code</li> <li>• Start to use condition-starts-action in a loop code</li> </ul>	<p><b>Can we....? / Do we know...?</b> Can independently understand and apply the fundamental principles and concepts of computer science -focus algorithms Nested loop codes and functions</p> <p>Information Technology Create and edit a video. Outcomes – create a book – insert images and scanned art work. Format and print as a A5 book</p>	

**International Education (IE)**

<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>✓ Aspects of similarities and differences</li> <li>✓ British values</li> <li>✓ Learning about different cultures and UNICEF rights</li> <li>✓ Using maps and atlases to locate major countries across the globe</li> </ul> <p><b>Revisit within this year</b></p> <ul style="list-style-type: none"> <li>✓ Discussion of maps and atlases to find different countries</li> <li>✓ Comparing different cultures and religions</li> </ul>	<p style="text-align: center;"><b><u>International Targets (choose all that apply):</u></b></p> <ul style="list-style-type: none"> <li>• Locate and identify countries on a map and providing the international context for this topic</li> <li>• Understanding different cultures, values and customs</li> <li>• Similarities and differences between UK and other countries</li> <li>• Building tolerance and respect for other cultures</li> <li>• Understanding details, similarities and differences of the lives of others, past and present</li> <li>• Trade, tourism and travel (to and from UK)</li> <li>• Identify activities and habits which are different from but equal to their own</li> <li>• Significance of relevant celebrations / rituals</li> <li>• Recognising individuality and independence of separate cultures</li> </ul>	<p style="text-align: center;"><b><u>International Tasks:</u></b></p> <p style="text-align: center;"><i>Starters/Plenaries/ 15-30-minute activities</i></p> <ul style="list-style-type: none"> <li>• Advent project – to consider different countries around the world and how they are isolated.</li> <li>• Comparing the best location in the UK for a villain’s lair</li> </ul>
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<b>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</b>	Spy gadgets	<b>Vocabulary Oracy activities</b>	Regular ABC discussion within class learning time. Children to present about the book they are reading to the whole class. A different child chosen each day to present.
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**Discrete subject learning focus areas**

<p><b>Music</b>  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  listen with attention to detail and recall sounds with increasing aural memory  Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> <li>● Play a musical instrument with the correct technique within the context of the Unit song,</li> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.</li> </ul> <p>To sing in unison and to sing backing vocals.</p> <ul style="list-style-type: none"> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being ‘in tune’.</li> </ul> <p>Charanga unit 1 – Happy  Charanga unit 2 Jazz – compose own Christmas song</p>	<p><b>RE</b></p> <p><b>Christianity</b>  We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians..</p> <p><b>Enquiry question</b>  How significant is it that Mary was Jesus’ mother?</p>
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<p><b>PE</b></p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>● I review, analyse and evaluate my own and others’ strengths and weaknesses.</li> <li>● I can read and react to different situations as they develop.</li> <li>● I can develop methods to outwit opponents.</li> <li>● I can recognise and suggest patterns of play which will increase chances of success.</li> <li>● I have a clear idea of how to develop my own and others’ work.</li> <li>● I can identify specific parts of performance to work on.</li> <li>● I can understand ways (criteria) to judge performance.</li> <li>● I can use my awareness of space and others to make good decisions</li> </ul> </div> <p>Jasmine Unit 2 Social cog</p>	<p><b>PSHE</b></p> <p><b>Relationships</b>  To consider the rights and responsibilities we have in friendships and that we can have successful friendships  To explore physical and emotional behaviour in relationships  To explore positive and negative ways of communicating in a relationship  To recognise and explain different forms of bullying  To know where to turn in times of unhappiness or when witnessing something you are unsure about  To understand and explain similarities and differences between different people  To understand and explain how we might disagree and respect different people  To understand the possible repercussions of feeling excluded  To challenge gender stereotypes</p>
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Coordination – Ball skills Agility – Reaction/Response <ul style="list-style-type: none"> <li>• Team games – Hockey</li> </ul>		To know I have the right to say no Outcomes: Recipe for what makes a good friend, followed by an imovie about friendship red = friendship	
Enriching our curriculum and personal development opportunities.			
<b>Final quality products</b>	<ul style="list-style-type: none"> <li>- An illustrated Spy story book</li> <li>- A green screen promotion video for a Villain's lair</li> <li>- A moving parts Christmas Card</li> </ul>	<b>Home learning opportunities</b>	<ul style="list-style-type: none"> <li>- Weekly home learning to include:             <ol style="list-style-type: none"> <li>1) A piece of maths</li> <li>2) A writing task</li> <li>3) Reading</li> <li>4) Learning reflection</li> </ol> </li> </ul>
<b>Prior opportunities</b>	<b>Experience</b>	<b>Learning to come from those activities</b>	
	<ul style="list-style-type: none"> <li>- Assembly on first aid</li> <li>- Felt making</li> <li>- Quiz club</li> <li>- Theatre in school production</li> <li>- Diwali Dance Workshop</li> <li>- Trip to Pitt Rivers Museum, Oxford</li> <li>- Maths day</li> <li>- Open days and parent tours</li> <li>- Christmas visit to the old people's home</li> </ul>	From these activities, children will further develop their independence, collaboration, perseverance and optimism. They will also learn how to challenge themselves in an environment outside of the classroom. This should further develop their self-esteem and confidence.	