Autumn One: Once Upon a Book

Year Six Autumn Term One Overview

We are kick-starting the year with the whole school topic – Once upon a Book. The year will begin with a wonderful picture book, Varmints. The most overlooked threat in the world is that of the loss of peace and quiet. The Varmints come and build their city where once was grass. Before they realise what they have done, there is nothing but a huge dark city. Can someone find the time and space to stop, think and plant seeds of change? Taking the idea of creating a space for peace and quiet, the children will explore different gardens and the varying purposes for having gardens or open spaces. They will apply their findings to designing, making and evaluating their own rooftop garden where a state of peace and quiet can be reached.

English

Programme of study includes: word reading, comprehension, transcription, handwriting and presentation, composition and vocabulary, grammar and punctuation.

The process of writing includes: Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing – Planning –Writing - Editing and improving – Publishing

Inspiration:

Varmints *by Helen Ward*

Wolf Brother *by Michelle Paver*

Selected Poems for Children – *Charles Causley*

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

Class Reading Book: Continue to read, *Wolf Brother*

Art and Design Technology

Design Technology:
DME: a rooftop garden , (*Varmints*)
•to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
•to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, patter pieces and computer-aided-design
•to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
•to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Cooking and Nutrition:
Their research on garden design will support their understanding of seasonality. The children will use seasonal produce to design and prepare a savoury dish to share at the 'grand opening' of their rooftop garden.
•to gain an understanding of seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Art and Design: Illustrator Study - Marc Craste
Drawing skills: choose equipments and justify choices, use language effectively, manipulate tools for effect and adapt mixed-media

Social, Moral and Cultural Education – including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.
Themes raised in the class text: reflection, change and environment
Religious education
Why are sacred texts important?
RRS: 29, 32 and 36

Geography

They will learn about climatic zones, biomes and vegetation belts around the world and these impact on the growth of crops.
Physical features and land use for growing crops
•to use four-figure grid references
•to describe and understand physical features: climate zones, biomes and vegetation belts and land use (*link Y3*)

History

Using their local area as a starting and the city represented in Varmints, the children will learn about the changes in social housing over the years.

Chronology: changes in social housing, using the local area as a starting point

Once Upon a Book

Computing

'Kodu' - Science Fiction Game (*Varmints*)
•to design , write and debug programs that accomplish specific goals
•to use sequence, selection and repetition in programs
•to use technology safely, respectfully and responsibly

Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through daily lessons. Alongside these lessons, the children will apply their maths skills across the curriculum, for example when designing their rooftop gardens they will apply their knowledge of ratio and proportion and also consider this when designing and making a nutritionally balanced savoury dish.

Physical Education

Football and gymnastics:
•to perform physical movements and complex series of movements with increasing control, coordination, precision and consistency
•to develop and perform sequences and compositions using appropriate movements to express ideas and emotions
•to refine physical skills and techniques, commenting on strengths and weaknesses in their own and others' performance
•to recognise the benefits of practice and reflection for improving personal and group performance

Music

Exploring step dance performance :
•to play and perform in solo and ensemble contexts
•to improvise and compose music for a range of purposes
•to listen with attention to detail and recall sounds with increasing aural memory
Weekly playlists played during assemblies, lunch and breaks. Music used to introduce books/art/topics.

French

Cafes and places around town and our homes

Science

Learning Objectives:
Animals, Including Humans
I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
I can recognise the impact of diet, exercise, drugs and lifestyle on the way the human body functions.
I can describe the ways in which nutrients and water are transported within animals, including humans.
Evolution and inheritance
I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Scientific Enquiry Skills
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Use test results to make predictions to set up further comparative and fair tests
Report and present findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Identify scientific evidence that has been used to support or refute ideas or arguments.