



**Breadth:**

**As Writers:**

**Texts :Raven, The Ways of the Wolf, Race to the Frozen North**

**Non-fiction: The Ways of the Wolf, Non-fiction texts about North America**

- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue.
- Choose the appropriate form of writing using the main features identified in reading.
- Choose effective grammar and punctuation.
- Ensure correct use of tenses throughout a piece of writing.
- Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons and bullet points.
- Write for a real purpose- pen-pal letters

**As readers:**

**Class reader: Twitch**

- Read age appropriate books with confidence and fluency (including whole novels).
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Retrieve and record information from non-fiction.
- Participate in discussion about books, taking turns and listening and responding to what others say.

**As Mathematicians:**

**Focus on all times tables and fluency of these facts.**

**Plus:**

**Place value**

- Numbers to 10 000 000
- Powers of 10
- Numberline to 10 000 000
- Compare and order integers
- Round any integer
- Negative numbers

**Number**

- Add and subtract integers
- Common factors
- Common multiples
- Primes to 100
- Square and cube numbers
- Multiply up to a 4 digit x 2 digit number
- Short divisions
- Introduction to long division (inc remainders)
- Solve problems
- Order of operations

**As scientists:**

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.

**Understanding Light and Seeing**

- Understand that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.
- 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.

<p><b>As Geographers:</b></p> <p><b>Focus on North America-</b> Population, land use, resources, trade, rivers and mountains Mapping skills, Topographical mapping</p> <ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries within North America and identify their main physical and human characteristics</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> </ul>	<p><b>As historians:</b> <b>How North America has changed over time</b></p> <ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Use dates and terms accurately in describing events.</li> </ul>	<p><b>As Artists:</b></p> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Use the qualities of watercolour and acrylic to create visually interesting pieces.</li> <li>Use frameworks (such as wire or moulds) to provide stability and form.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul> <p><b>Artists:</b> Gerald McDermott, Native American artists</p>	<p><b>As musicians: Fingal's Cave</b></p> <ul style="list-style-type: none"> <li>Engage in discussion about the sounds of an orchestral piece.</li> <li>Use a selection of varied vocabulary in response to what they hear.</li> <li>Change dynamics and pitch.</li> <li>Take the role of conductor.</li> <li>Change texture within improvisations talking about its effect.</li> <li>Create a graphic score to represent sounds.</li> <li>Follow the conductor to show changes in pitch, dynamics and texture.</li> </ul>
	<p><b>As computer Experts:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of internet addresses.</li> <li>Recognise how data is transferred across the internet.</li> <li>Explain how sharing information online can help people to work together.</li> <li>Evaluate different ways of working together online.</li> <li>Recognise how we communicate using technology.</li> <li>Evaluate different methods of online communication.</li> </ul>		<p><b>As citizens (PSHCE): Jigsaw Puzzle 1- Being Me in My World</b></p> <ul style="list-style-type: none"> <li>Identify my goals for this year.</li> <li>Understand my fears and worries about the future and know how to express them.</li> <li>Know that there are universal rights for all children but for many children these rights are not met.</li> <li>Understand that my actions affect other people locally and globally.</li> <li>Make choices about my own behaviour because I understand how rewards and consequences feel.</li> <li>Understand how an individual's behaviour can impact on a group.</li> <li>Understand how democracy and having a voice benefits the school community.</li> </ul>
	<p><b>Religious Education:</b> Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p>		
<p><b>Being physically active: Sports-</b> Short Boccia, Koolchee, Target challenge, Peg tag</p> <ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Work alone, or with team mates in order to gain points or possession.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul>			

**Key vocabulary for the term:** latitude, lowlands, agricultural, predominant, diversity, continent, USA, Canada, Mexico, Greenland, Great Lakes, Niagara Falls, Northern Hemisphere, Arctic Ocean, Atlantic Ocean, Pacific Ocean, Caribbean, biomes, tropical rainforest, savannah, temperate, tropical, colonised, indigenous, populous, sparsely, metropolitan, population, Native American tribes, Aztecs, Maya, irrigation, rises, numerous, confluence, pesticides, topographic, mountainous, subduction, seismic, visible spectrum, light source, bream, reflect, transparent, rod, cone, opaque, refraction, reflection, translucent.

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<ul style="list-style-type: none"> <li>• Which countries make up the continent of North America?</li> <li>• What are the physical features of North America?</li> <li>• How is North America similar and different to Europe?</li> <li>• How has North America changed over time?</li> <li>• How do the countries of North America vary?</li> <li>• How is life similar and different for children in a North American country compared to ourselves?</li> <li>• How are we able to see things?</li> <li>• How are shadows cast?</li> <li>• What similarities and differences are there for children living in Canada compared to the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• Know where North America is in the world.</li> <li>• Know the countries which make up North America.</li> <li>• Know the rivers which flow through North America.</li> <li>• Know the mountains which are found in North America.</li> <li>• Write letters to children in Canada (pen pal project) - finding out about life for them in another country.</li> <li>• Know how North America has changed over time and how the British had an impact on this.</li> <li>• Understand how the indigenous people have been affected by exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about different parts of our world and be inspired to find out more about them.</li> <li>• To know that there are many different countries in our world which we might like to visit one day.</li> <li>• Make links to other children in another country with the aim for this to be a link to be maintained into the future.</li> </ul>

<b>Home learning:</b>	<p>Year 6 homework for this term will be the following:</p> <ul style="list-style-type: none"> <li>• Weekly logging into Spelling Shed to practise the weekly spellings – 5 games to unlock other games</li> <li>• 1 task from the SPAG and maths SATs buster booklets weekly. To be brought into school every Tuesday.</li> <li>• Reading- recorded into the reading diary to be entered into the readers raffle every Tuesday and Key Stage 2 readers raffle at the end of term. 4 reads per week= 1 raffle ticket, 4+ reads= 2 raffle tickets</li> <li>• Two tasks to be chosen from the homework menu- to be handed in on Monday 16<sup>th</sup> October.</li> </ul>
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