

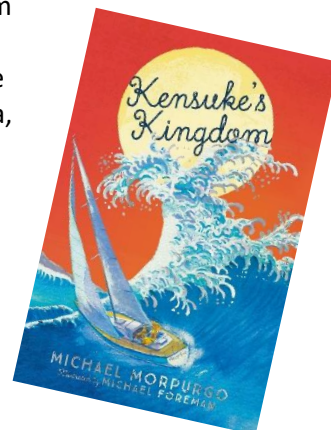
WOODHALL CURRICULUM OUTLINE

YEAR 6 /AUTUMN TERM

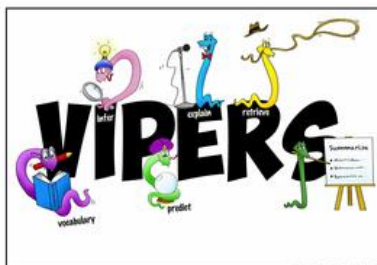
TERM TITLE: Allies

English

We will be carrying out an in-depth study of the novel *Kensuke's Kingdom* written by Michael Morpurgo and will use this as the main focus for our learning in English throughout the term. We will learn how to emphasise with the situation that the main character finds himself in through drama, discussion and debate. We be learning how to plan, write, edit and publish a variety of fiction and non-fiction texts including diary entries, persuasive letters, biographies, narratives and instructions. We will link this to our computing learning and write blogs in character. As part of this learning we will investigate ways to links our ideas across paragraphs using a wider range of cohesive devices; develop our use of adverbials such as on the other hand, in contrast, or as a consequence; and extend the layout devices we use to organise our writing including headings, sub-heading and bullets.



We will be consolidating our previous learning about grammar and punctuation through weekly targeted lessons and developing this further to include how to use semi-colons, colons and dashes accurately and effectively. We will be learning how the passive affects the presentation of information in a sentence, the structures typical of informal and formal speech and how to use these in our writing. We will be using this learning to develop our writing in both English and across the curriculum.



To complement the above, we will be using a variety of other quality texts to develop key reading skills through weekly 'VIPERS' lessons. **VIPERS** is an anagram to aid the recall of the six reading domains within the reading curriculum. **V**ocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval and **S**ummarise. These domains focus on the comprehension aspect of reading and not the mechanics of decoding and fluency and ensure that all children will be familiar with, and be able to respond to a range of questions.

In addition, we will continue to develop our reading skills through daily guided reading sessions, some being adult-led and some when we will be working independently. During these sessions we will read and respond to a variety of both fiction and non-fiction texts, with a particular focus on developing our retrieval skills, inference skills and being able to make sense of what we have read through use of evidence and reasoning.

We will take part in weekly spelling lessons that will link to our learning in English. Through these, we will further develop our understanding of spelling rules whilst developing the range of vocabulary we use in our spoken and written language learning.



Maths

We will be following the Herts for Learning ESSENTIAL maths Programme, through which we will revisit and build on learning from previous years. We will be using a variety of concrete materials and resources to support our learning across the different areas before moving onto using pictorial representations and the abstract to develop our knowledge and understanding of the year 6 objectives.

We will begin by looking at place value with numbers up to 10,000,000 and the effects of multiplying and dividing numbers by 10, 100 and 1,000. We will revise and further develop our range of mental calculation strategies, identifying which are most effective. We will be developing our knowledge and application of formal written methods for both multiplication and short division as well as applying our understanding of factors, multiples and primes.

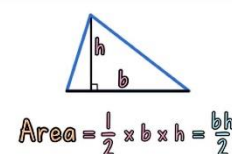


A major focus for the term will be linked to learning more about fractions, decimals and percentages. We will discover if it is better to have $\frac{3}{7}$ of a bar of chocolate or $\frac{8}{10}$; or whether we would prefer a discount of 30% or an offer of $\frac{1}{4}$ off the price. Throughout this learning we will cover the following: finding equivalent fractions; comparing and ordering fractions; adding and subtracting fractions; finding fraction, decimal and percentage equivalents; and calculating percentages. A good knowledge and recall of multiplication tables up to 12×12 is vital for developing a good understanding of fractions and other areas of mathematics and we will continue to work on this. We will use Maths Olympics and Times Tables Rock Stars to practise our tables both in school and at home.



<https://play.ttrockstars.com/auth/school/student/69396>

We will complete a unit investigating the properties of shapes, including finding out how to calculate the area of triangles and parallelograms.



Throughout the learning in all units, we will be solving problems, investigating and reasoning. We will be using speaking frames to support the development of our spoken language focusing on the correct use of mathematical vocabulary and clarity of our explanations.

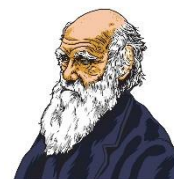
The following link will take you to an online maths dictionary that will support learning and understanding in mathematics

<http://www.amathsdictionaryforkids.com/dictionary.html>

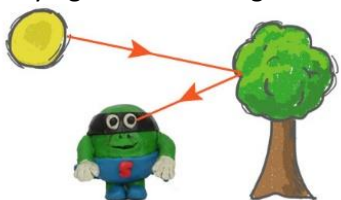
Science



During our unit of learning about **Evolution and Inheritance** we will be discovering more about rocks and fossils; and finding out how living things on earth have changed over time. As part of this learning, we will use the internet to research the life and work of the palaeontologist Mary Anning, presenting our research in a variety of different ways. Using photographs and our families we will be finding out how the offspring of living things vary and, whilst share similarities, are not identical to their parents. We shall discover the types of characteristics that are inherited and the type of characteristics that are acquired. As scientists, we will investigate how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution. We will research the life and work of Charles Darwin and the evidence he used to support his theories (focusing on the discoveries he made during his time on the Galapagos Islands). We will be observing and raising questions about different living things, identifying how they are adapted to suit their living conditions and analysing the advantages and disadvantages of specific adaptations.



During the second half of the term we will be finding out more about **Light** and exploring the way light behaves. We will discover that light appears to travel in straight lines and use this to explain how we are able to see objects. We will have opportunities to work scientifically by planning and carrying out an investigation about shadows and how these can be changed. We will make detailed predictions; use equipment accurately; and take exact reading and measurements. We will then draw detailed conclusions from our results and record this in a range of charts and graphs as appropriate. We will then investigate incredible light phenomena including rainbows, colours on soap bubbles, coloured filters and how objects look bent in water.



History

We will be learning about World War II. We will look at where in our history time line this happened and its connection with living memory. We will look at comparisons with how people lived then and the differences now, when it started, who was involved and the stages of the war from: conscription; the Blitz; evacuation; rationing and the role of women in the war. We will cover how the Jewish community were treated during the war along with other prisoners of war.



To gain real life experiences, we will be extending our learning through a trip to a venue such as RAF Hendon or the Imperial War Museum. The children will learn using a variety of strategies from team work, partner work and research using books, online sources and through discussions with family relatives who may have experiences to share and through role play and drama.

Developing our enquiry skills, we will explore some of the following questions:

When and why did WWII happen? Who were the key leaders at the time? What were the key dates relating to the war? What was the Blitz? Why were certain targets bombed? How was the bombing stopped? How were people protected? Why was evacuation used and what evacuees experienced? Why was rationing needed and what was rationed? What effect did the war have on different groups of society? Who was Anne Frank and why is she remembered?

Exploring cross curricula links, we will link our work with D&T through food technology and making recipes based on using what was allowed in your rations. We will create gas mask cases, ration books and evacuation cards. We will encourage children to share their work and knowledge in different ways such as presentations, narratives, diary entries and other forms. We will explore books written by Michael Morpurgo during guided reading sessions that will immerse the pupils in war time experiences.



Useful web-links:

<https://www.bbc.co.uk/bitesize/subjects/zcw76sg> , <http://www.bbc.co.uk/history/forkids/> , <http://primaryhomeworkhelp.co.uk/Britain.html> , <https://www.historyforkids.net/> for facts to support home learning.

Geography



We will be learning about North America, an ally continent during WWII. We will look at where the continent is on the world map, what countries make up the continent and how the climates vary across it, making comparisons and relating this to knowledge of the hemispheres, the Equator and the Tropics. We will compare maps and aerial photographs to support our ideas and help us reflect on reasons for differences.






We will cover the differences between human and physical geographical features and how certain geographical features are formed. This will also include locating man-made features in the USA e.g. Hoover Dam, Golden Gate Bridge, The White House etc. and relate these to UK landmarks. We will investigate the countries' capital cities and explore their key features, relating these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains, and so on.





We will look at the time zone changes across the continent and compare this with times in the UK and what different populations may be doing at these times, based on cultural differences.

We will develop our work through collaborative working, such as small groups, partner work and whole class, sorting and classifying tasks, examining and interpreting different types of graph, interpreting maps and researching secondary sources such as books, atlases, online websites, etc.



	<p>We will explore some of the following questions: Where is North America on a world map? What are the countries within the continent and their names and locations? What is the climate like in different zones? What is a capital city and which are the key features of different capital cities? What are the differences between human and physical geographical features and how are certain geographical features formed? Why do we have different time zones?</p> <p>Useful web links: https://www.ducksters.com/geography/northamerica.php https://www.kids-world-travel-guide.com/north-america-facts.html https://www.worldatlas.com/webimage/countrys/na.htm</p>
Art	<div data-bbox="276 468 528 719" data-label="Image"> </div> <p>We will be exploring the genre of Pop Art. The main artists we will study are Andy Warhol, Roy Lichtenstein, Richard Hammon and Eduardo Paolozzi. We will look at comparing each of their styles and key features, identifying the media used and artistic techniques. We will explore modern culture and the inspiration behind their art works and use what is available today to recreate art works based on their techniques and media. We will develop our own success criteria after close analysis of the artists' works to make our own creations. We will then develop our ideas further by creating our own product brand using onomatopoeic words which connect with our product.</p> <p>Some of the possible questions we will explore: What do you see in these pictures? Are they art – explain? What do they have in common? What techniques have they used? Which key features can you identify? What are the similarities/differences? What do you think the art work is advertising? How are the images produced? What primary colours can you identify? What famous branded products do we have today? Which techniques do you like and why?</p> <p>Useful web links: https://www.tate.org.uk/art/artists/andy-warhol-2121 https://www.tate.org.uk/art/artists/roy-lichtenstein-1508 https://www.tate.org.uk/art/artists/sir-eduardo-paolozzi-1738</p> <div data-bbox="1260 978 1468 1178" data-label="Image"> </div>
DT	<div data-bbox="269 1216 456 1453" data-label="Image"> </div> <p>We will explore Food Technology relating this to the History topic of WWII. We will explore the topic of rationing introduced in the war to ensure everyone was able to be fed throughout this period and longer. We will research recipes and how they were adjusted due to rationing. We will choose some examples from our research to prepare and cook and compare their tastes and textures to recipes we are used to today.</p> <p>We will explore some of the following questions: Why was rationing introduced? Why did it carry on after the war? Why were recipes changed? How do they compare with recipes today? How were the recipes similar/different? Which taste/texture did you prefer and why? How much will we need to scale up ingredients by so we can feed the whole class?</p> <p>We will work in small groups to prepare and cook the recipes, working collaboratively with each other and using other subject knowledge to help us scale up ingredients.</p> <p>Useful web link: http://cookit.e2bn.org/historycookbook/index-20-world-war-2.html</p> <p>We will make clay sculptures linked to our Pop Art topic and a new food. Using Claes Oldenburg as our inspiration, we will study his work and techniques and then emulate these by making our own food product sculptures and packaging which will connect with our Art topic detailed above. We will research products to inspire our design; create our design and check and modify as required; use appropriately selected equipment and tools to give the desired effects; consider alternatives if our ideas or tools don't meet the desired outcome and evaluate our work to determine successes and areas for improvement.</p> <div data-bbox="1254 1942 1425 2105" data-label="Image"> </div>

	<p>Some questions we will explore: What junk food will you make? What materials might you use? How will you adapt those materials? Which equipment will be best? Which techniques will you use? What technique would be best to achieve the result you would like? How will you display your food? Explain how you achieved...? Why did you use that tool? How might you improve it?</p> <p>We will work independently to design, create, evaluate and improve our creations and display them as a gallery style at the end for everyone to share and enjoy each other's work.</p> <p>Useful web links: https://www.britannica.com/biography/Claes-Oldenburg</p>
Computing	<p>We will be using the digital platform Purple Mash for our learning in computing throughout the year and begin by completing a unit entitled Online Safety. Through this we will focus on answering the following key questions:</p> <ul style="list-style-type: none"> • Why do I need to be aware of the dangers of being online? • What is meant by my digital footprint? • Why is it important to think about how much time I use a screen for?  <p>We will be identifying the benefits and risks associated with being online and learn how to keep ourselves safe and where to go if we need help. We will complete a simulation activity to develop our understanding of what the term 'digital footprint' means and the impact this can have on us. Finally we will be thinking about the importance of balancing game and screen time with other parts of our lives and identify the positive and negative influences that technology can have on our health and the wider environment.</p> <p>Our second unit of learning is about blogging. We will discover what a blog is, what blogs can be about and how the audience can be involved in a blog. We will be learning how to plan, create, present and maintain our own blogs in a controlled and safe environment using 2Blog. This unit will link to our learning across the curriculum.</p>   <p>Finally, we will be developing our understanding of Coding using 2Code. We will use a program design process, including flowcharts, to plan a program before coding to anticipate the variables that will be required to achieve the desired effect. We will be creating our own games through which we will learning to code, test and debug to ensure that our programmes run as we want them to.</p> <p>https://www.purplemash.com/sch/woodhall-wd19</p>
RE	 <p>We will be exploring the beliefs and practices of Christians and Buddhists through the first half term and then looking at Christmas in the second half term.</p>  <p><i>First half Term:</i></p> <p>We will be building on what we already know about the two faiths and then exploring the similarities and differences between them. In researching this, we will place them on a timeline and look at many different aspects of each religion such as: leaders, practices, festivals and beliefs. We will look into key words creating glossaries to support our understanding as well as looking into their symbolism and meanings behind them.</p> <p>We will work in a number of different ways, like: with a partner, small group, whole class conscience alley, and using varied resources from ICT and book research, creating posters, news reports, drawings and narratives for example.</p> <p>We will explore some of the following questions:</p>

	<p>How do Christians and Buddhists lead their lives? How does the way people speak to each other have an effect on others? What is the right way to speak? Why do you think God chose to give Moses the commandments? Which of the Buddhist 'right ways of living' do some of the commandments link to? What is important about Buddha? Why is it important to have personal heroes? What qualities would you accredit to the most enlightened human being? Is it possible for a person to become an enlightened human being when living any way of life?</p> <p><i>Second half term:</i></p> <p>We will look into the traditions of a Christian Christmas and explore the differences between a sacred and secular experience. This will include looking at the messages each portrays, encouraging discussion about different viewpoints.</p> <p>Some questions we might look into:</p> <p>What is the difference between the sacred and secular Christmas? What would a Christian think Christmas should be about? What impression of Christmas do the different sorts of music give? Should Christmas be banned for people who are non- Christian?</p> <p>Useful web links:</p> <p>www.buddhanet.net/e-learning/ www.buddhanet.net/qanda.htm - www.bbc.co.uk/religion/religions/buddhism/</p> 
PE	 <p>PE Sessions, consisting of two hours per week, will be led by Game On, who provide specialist PE instructors. In the first half term the focus sport will be football. We will focus on consistently applying advanced skills, techniques and ideas, showing high standards of precision, control, fluency and originality. We will learn to draw on what we know of the principles of advanced tactics or composition and learn to adapt the above appropriately and in different situations. We will work on being able to evaluate our own work and that of others', showing that we understand the impact of skills, strategy and tactics or composition and fitness on the quality and effectiveness of performance. We will plan ways in which to improve our own and others' performance, giving concise explanations. We will learn to develop the social skills to communicate effectively as part of a team sport.</p> <p>In the second half term we will be focusing on SAQ (Skills, agility and quickness). Many of the above principles will be applied to build on those developed in the first term.</p>
MfL	<p>We will start the year revising some of the learning from previous years, focussing on ensuring accurate pronunciation and intonation. We will begin to ask and respond to simple questions like, what is your name? and how are you? Through a combination of songs, games and group learning tasks, we will learn: to count to 20, colours, the days of the week and the months of the year.</p> <p>As we move through the term, we will start to engage in simple conversations with each other building on our prior learning. We will learn and use the French words for members of our families and learn the names for household pets and other animals. We will explore the patterns and sounds of language through songs and rhymes, including French Christmas songs.</p> 
PSHE	 <p>We will begin our learning in PSHE with a unit entitled 'How can the media influence people?' which we will be linking to our learning in computing about online safety and blogging. We will be think about how text and images can be manipulated or invented, and that these can influence our opinions and decisions. We will focus on how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions and that not everything should be shared online or social media. We will think about how we can recognise unsafe or suspicious content online and what we can do about it, including how we respond and if necessary, report information viewed online which is upsetting, frightening or untrue.</p>