

Autumn Term Year 6 Themes, subjects with National Curriculum objectives	
<b>Theme: Traffic Jam!</b>	<b>Theme: We'll Meet Again</b>
<b>PHASE 1: Inspire and motivate</b>	<b>PHASE 1: Inspire and motivate</b>
Visit to locations in Ware for traffic surveys	War themed starter in the classroom
<b>PHASE 2: Learn Specifics</b>	<b>PHASE 2: Learn Specifics</b>
<p><b>Report writing (English)</b></p> <ul style="list-style-type: none"> <li>-identifying and discussing themes and conventions in and across a wide range of writing</li> <li>-ask relevant questions</li> <li>-articulate and justify answers</li> <li>-participate in presentations</li> <li>-summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>-identifying how language, structure and presentation contribute to meaning</li> <li>-distinguish between statements of fact and opinion</li> <li>-retrieve, record and present information from non-fiction</li> <li>-plan writing- audience and purpose, form, using models</li> <li>-draft writing, using organisational and presentational devices; indicate grammatical features; formal writing vocabulary and structures</li> <li>-evaluate and edit; tenses, subject and verb agreement,</li> <li>- proof read</li> </ul>	<p><b>Literary Heritage (English)</b></p> <ul style="list-style-type: none"> <li>- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>- making comparisons within and across books</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- plan, draft, evaluate, edit and proof read writing</li> </ul>
<p><b>Traffic surveys (Geography)</b></p> <ul style="list-style-type: none"> <li>- use maps to locate countries and describe features studied</li> <li>- use the eight points of a compass, four and six-figure grid references, symbols and key (incl on OS maps) to build knowledge of the UK</li> <li>-use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>-describe and understand key aspects of human geography, including land use</li> </ul>	<p><b>War on the Home Front (History)</b></p> <ul style="list-style-type: none"> <li>-how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>-understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>-gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</li> </ul>

<p><b>Traffic story (Music)</b></p> <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts; playing instruments with increasing accuracy</li> <li>- Improvise music for a range of purposes</li> </ul>	<p><b>War time songs (Music)</b></p> <ul style="list-style-type: none"> <li>- learn to sing and to use their voices, to create and compose music on their own and with others</li> <li>- play and perform in solo and ensemble contexts, using their voices</li> <li>- develop an understanding of the history of music</li> <li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<p><b>Electricity (Science)</b></p> <ul style="list-style-type: none"> <li>- Compare and give reasons for variations in how components function: brightness of bulbs, loudness of buzzers; on/off switches; symbols</li> <li>-reporting and presenting findings from enquiries</li> <li>- Number and voltage of cells</li> </ul>	<p><b>Animals including humans (Science)</b></p> <ul style="list-style-type: none"> <li>- identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>
<p><b>Controlling devices (Computing)</b></p> <ul style="list-style-type: none"> <li>- use sequence, selection and repetition in programs; work with variables and various forms of input and output</li> <li>-design write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> </ul>	
<p><b>Moving vehicles (DT)</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</li> <li>- select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>- select from and use a wider range of materials and components according to functional properties</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>-understand how key events and individuals in design ad technology have helped shape the world</li> <li>- understand and use electrical systems in their products</li> </ul>	<p><b>Wartime recipes (DT)</b></p> <ul style="list-style-type: none"> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> <li>- understand and apply the principles of a healthy and varied diet</li> </ul>

<p><b>Gymnastics travelling (PE)</b></p> <ul style="list-style-type: none"> <li>- Develop flexibility, strength, techniques, control and balance</li> <li>- Compare performances with previous ones and demonstrate improvements to achieve their personal best</li> </ul>	<p><b>Evacuee Journey Dance (PE)</b></p> <ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<p><b>PHASE 3: Apply and Share</b></p>	<p><b>PHASE 3: Apply and Share</b></p>
<p><u>Children</u> will make a toy car, produce a piece of music telling a traffic story and write a report on the traffic in Ware.</p> <p><u>Sharing with parents</u> will be classroom based where children will teach some of the skills they have learned and share their findings.</p>	<p><u>Children</u> will make their own bread bearing in mind healthy choices; create their own 'Evacuee Journey' dance, learn some wartime songs and create information texts.</p> <p><u>Sharing with parents</u> will be through Bready Steady Cook- bread making; making healthy food choices; singing and dancing; sharing stories and facts.</p>
<p><b>Non-themed Subjects</b></p>	
<p><b>The Power of Imagery (English)</b></p> <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of poetry</li> <li>- learning a wider range of poetry by heart</li> <li>- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- provide reasoned justifications for their views</li> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- proof-read for spelling and punctuation errors</li> <li>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p><b>Founders of faiths &amp; Christmas (RE)</b></p> <ul style="list-style-type: none"> <li>- stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today</li> <li>- to use and interpret information about religions from a range of sources</li> <li>- the difference between ultimate and non-ultimate questions, including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life.</li> <li>- to reflect on ideas of right and wrong and their own and others' responses to them</li> </ul>
<p><b>English Skills;</b></p> <ul style="list-style-type: none"> <li>- Reading and Spoken language</li> <li>- Spelling</li> <li>- Handwriting</li> <li>- Grammar and punctuation</li> </ul>	<p><b>English Skills;</b></p> <ul style="list-style-type: none"> <li>- Reading and Spoken language</li> <li>- Spelling</li> <li>- Handwriting</li> <li>- Grammar and punctuation</li> </ul>

<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Number; number and place value</li> <li>- Number; addition, subtraction, multiplication and division</li> <li>- Number; fractions</li> <li>- Measurement</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Number; fractions (including decimals and percentages)</li> <li>- Number; multiplication and division</li> <li>- Ratio and proportion</li> <li>- Measurement</li> <li>- Geometry - properties of shapes</li> </ul>
<p><b>Buddhism (RE)</b></p> <ul style="list-style-type: none"> <li>- Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning.</li> <li>- to use key religious vocabulary in communicating their knowledge and understanding;</li> <li>- to describe the key aspects of religions and traditions that influence the beliefs and values of others;</li> <li>-to identify and begin to describe the similarities and differences within and between religions</li> </ul>	<p><b>Mindstorms programming (Computing)</b></p> <ul style="list-style-type: none"> <li>- use sequence, selection and repetition in programs; work with variables and various forms of input and output</li> <li>-design write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> <li>- use sequence, selection and repetition in programs; work with variables and various forms of input and output</li> <li>-design write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> </ul>
<p><b>Basketball (PE)</b></p> <ul style="list-style-type: none"> <li>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>	<p><b>Football (PE)</b></p> <ul style="list-style-type: none"> <li>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>
<p><b>French- greetings family, pets</b></p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding</li> <li>- engage in conversations;</li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>	<p><b>French- Feelings, Responding to a poem, Christmas</b></p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding</li> <li>- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>- engage in conversations; ask and answer questions; express opinions and respond to those of others;</li> <li>- appreciate stories, songs, poems and rhymes in the language</li> </ul>
<p><b>Dig for Victory (Environmental Studies)</b></p> <ul style="list-style-type: none"> <li>- Explain the need for the 'Dig for Victory' campaign during WW2. Carry out research and use knowledge to inform other people and to aid planning own allotment.</li> <li>- Investigate the concept of seasonality and the impact on the environment of food being imported.</li> <li>- Begin to investigate plants that can be grown in allotments.</li> </ul>	<p><b>Dig for Victory Cont'd</b></p> <ul style="list-style-type: none"> <li>- Understand the need to care for the allotment and the crops currently growing.</li> <li>- Develop skills in harvesting crops, weeding and clearing allotments and preparing soil for new growing season.</li> <li>- Identify the part of the plants that we eat.</li> </ul>