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| <b>Class: Miss Hughes / Mr Green / Mr Oyston</b> |                                                                                                                            | <b>Term: Autumn 1</b> | <b>Year Group: 6</b> |
| <b>Prime Learning Challenge</b>                  | <b>Topic:</b> How do maps help us to find our way around?<br><b>Science:</b> How are living things grouped and classified? |                       |                      |

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| <b>Past</b><br>What do pupils already know/understand?<br>Do they have any misconceptions?                                                                                                                                                                                                                                                                                                               | <b>Present</b><br>What do pupils want to know/understand?<br>What are they interested in? What motivates them?                                                                                                                                                                                                                                                                                                                                                                                    | <b>Context</b><br>How is this challenge relevant to the needs of your children?                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Topic:</b> The children have used grid references and compasses in the past. They have also looked at different maps and are able to recognise landmarks on them.</p> <p><b>Science:</b> The children will know about living things from past learning such as topics in year 2, year 4 and year 5. They will be aware of different food chains and the vertebrate groups to classify animals.</p> | <p><b>Topic - Geography:</b></p> <ul style="list-style-type: none"> <li>• Why are there different time zones in the world?</li> <li>• What is an OS map?</li> <li>• What different types of maps are there?</li> <li>• How would you plan a trip to a European country?</li> </ul> <p><b>Science:</b><br/> What are invertebrates?<br/> What are vertebrates?<br/> How do we classify animals?<br/> Who was Carl Linnaeus and why was/ is he famous?<br/> Where is mould most likely to grow?</p> | <p><b>Topic:</b><br/> The children will be able to recognise their local area on an OS map. They will also be able to use a compass and grid references confidently. The children will also be taught how to plan a trip cost effectively.</p> <p><b>Science:</b> This topic allows for the children to become familiar with different classification groups and why particular animals are classified in this way. It also allows them to take part in practical experiments.</p> |

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| <b>By the end of this prime</b> | <b>Some: More Able</b> | <b>Topic:</b> To be able to explain why there are different time zones around the world. To be able to use an OS map to navigate the local area. To be able to recognise local landmarks on an OS map. To be |
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| learning challenge... |                   | able to plan a trip to a European country with all costs accounted for. To be able to use a compass and grid references.<br><b>Science:</b> Can the children recall that animals in the animal kingdom are either vertebrates or invertebrates? Can they name the five groups of the vertebrate category? Can they take part in an investigation and record their findings? Can they research animals from around the world?                                                                                                                                                                                                                                                            |
|                       | Most: Core        | <b>Topic:</b> To be able to recall that there are different time zones around the world. To be able to use an OS map to navigate the local area. To be able to recognise local landmarks on an OS map. To be able to plan a trip to a European country. To be able to use a compass and grid references.<br><b>Science:</b> Can the children recall that animals in the animal kingdom are either vertebrates or invertebrates? Can they name the five groups of the vertebrate category and some of the invertebrate groups? Can they take part in an investigation, record their findings and explain them? Can they research animals from around the world in particular continents? |
|                       | All: Less able    | <b>Topic:</b> To be able to recall that there are different time zones around the world. To be able to use an OS map to navigate the local area. To be able to plan a trip to a European country. To be able to use grid references.<br><b>Science:</b> Can the children recall that animals in the animal kingdom are either vertebrates or invertebrates? Can they name the five groups of the vertebrate category and all of the invertebrate groups? Can they take part in an investigation, record their findings and explain them drawing on their original hypothesis? Can they research animals from around the world in particular continents?                                 |
|                       | Specific Children |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>Pre-Learning</b><br>How will you make sure you are pitching appropriately?        | <b>Wow!</b>                                                                                                                     | <b>Reflection</b><br>How will you reflect & evaluate?                                                     |
| <b>Topic and Science:</b> Children to complete a WIAK activity and WIWTFO questions. | WOW ideas: <ul style="list-style-type: none"> <li><b>Science and Topic:</b> Animal visit with the emphasis of desert</li> </ul> | <b>Lesson 6:</b> The children will complete their own independent project about a desert of their choice. |

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| Questions to be used for the classroom display board. Children to complete these as the topic evolves | <p>animals and how they are classified.</p> <ul style="list-style-type: none"> <li>• <b>Science hook:</b> Google Map exploring activity.</li> </ul> | <b>Topic and Science:</b> Post-Learning Task - Complete assessment sheet. Allow children time to answer questions if not already done so. Return to the overall topic questions. |
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|                                                        | Week 1                                                              | Week 2                                                           | Week 3                                                           | Week 4                                                                | Week 5                                                                           | Week 6                                                                | Week 7                                                                |
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| <b>English</b>                                         | <b>The Present</b><br>(Literacy Shed Plus)                          | <b>Spider and the Fly</b><br>Descriptive Writing                 | <b>Spider and the Fly</b><br>Descriptive Writing                 | <b>The Lost Thing</b><br>(by Shaun Tan)<br>Narrative<br>Diary Writing | <b>The Lost Thing</b><br>(by Shaun Tan)<br>Narrative<br>Diary Writing            | <b>The Lost Thing</b><br>(by Shaun Tan)<br>Narrative<br>Diary Writing | <b>Assessment Week</b>                                                |
| <b>Rainbow Grammar</b>                                 | Expanded Noun Phrases                                               | Relative Clauses                                                 | Expanded Noun Phrases                                            | Subordinating Conjunctions                                            | Expanded Sentences<br>using nouns and prepositional phrases, adverbs and clauses | Reported and Direct Speech                                            |                                                                       |
| <b>SoundsWrite</b><br><br>2x a week during handwriting | Extended Code<br>-ae-<br>waitress<br>Sunday<br>landscape<br>sailing | Extended Code<br>-ae-<br>mistake<br>escape<br>painting<br>crayon | Extended code -<br>ae-<br>cascade<br>complain<br>decade<br>basic | Extended code<br>-ae-<br>gateway<br>checkmate<br>daybreak<br>training | Extended Code<br>-ae-<br>crayfish<br>away<br>latest<br>handshake                 | Extended Code<br>-ae-<br>caveman<br>handrail<br>holiday<br>captivate  | Extended Code<br>-ae-<br>complicate<br>runaway<br>excavate<br>abstain |

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| <b>Statutory Spellings (using Spelling Shed)</b><br><br>2x a week during handwriting | <b>STEP 1 Short vowel sound i spelled y</b><br><br>Rhythm<br>System<br>Oxygen<br>Symbol<br>Mystery<br>Crystal | <b>STEP 2 Long vowel sound igh spelled y</b><br><br>Rhyme<br>Python<br>Apply<br>Supply<br>Identify<br>Multiply                                                 | <b>STEP 3 Challenge words 6.3</b><br><br>Ancient<br>Opportunity<br>Leisure<br>Variety<br>Sincerely<br>Equipped                                                    | <b>STEP 4 Words with 'cial' shul after a vowel</b><br><br>Social<br>Anti-social<br>Special<br>Racial<br>Facial<br>Artificial                         | <b>STEP 5 Words with 'tial'shul</b><br><br>Partial<br>Martial<br>Essential<br>Torrential<br>Confidential<br>Potential                                | <b>STEP 6 Challenge Words 6.6</b><br><br>Amateur<br>Language<br>Occur<br>Category<br>Queue<br>Twelfth                                    | <b>STEP 7 Challenge Words 6.7</b><br><br>Appreciate<br>Marvelous<br>Communicate<br>Persuade<br>Definite<br>Stomach |
| <b>Handwriting</b>                                                                   | Soundswrite x2<br><br>Statutory Spellings x2                                                                  | Soundswrite x2<br><br>Statutory Spellings x2                                                                                                                   | Soundswrite x2<br><br>Statutory Spellings x2                                                                                                                      | Souopporrndsw<br>rite x2<br><br>Statutory Spellings x2                                                                                               | Soundswrite x2<br><br>Statutory Spellings x2                                                                                                         | Soundswrite x2<br><br>Statutory Spellings x2                                                                                             | Soundswrite x2<br><br>Statutory Spellings x2                                                                       |
| <b>Maths</b>                                                                         | <b>Place Value</b>                                                                                            | <b>Place Value</b>                                                                                                                                             | <b>Place Value</b>                                                                                                                                                | <b>Four operations.</b><br>Addition and subtraction.                                                                                                 | <b>Four operations.</b><br>Addition and subtraction.                                                                                                 | <b>Four operations.</b><br>Multiplication and division.                                                                                  | <b>Four operations.</b><br>Multiplication and division.                                                            |
| <b>Science</b>                                                                       | LO: To understand the term classification.<br><br>LCQ: What does classification mean and what is it used for? | LO: To be able to find out how living things are classified.<br><br>LCQ: What do we know about the five kingdoms: animals, plants, monera, protista and fungi? | LO: To investigate the factors that affect the growth of mould.<br><br>LCQ: What do we know about the five kingdoms: animals, plants, monera, protista and fungi? | LO: To understand that living things adapt in order to survive.<br><br>LCQ: What can you find out about the special attributes that some animals and | LO: To understand how we can classify animals based on their skeletal system.<br><br>LCQ: What do we know about vertebrate and invertebrate animals? | LO: To understand who Carl Linnaeus was and the impact he had on the classification of living things.<br><br>LCQ: Who was Carl Linnaeus? | Reflection Task<br><br>LO: To reflect and present my knowledge on the classification of living things.             |

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|                  |                                                                                                                                                                                                                        |                                                                                         |                                                                                             | plants have to help them survive?                                                                 |                                                                                           |                                                                                           |                                                                                                                   |
| <b>History</b>   | N/A                                                                                                                                                                                                                    | N/A                                                                                     | N/A                                                                                         | N/A                                                                                               | N/A                                                                                       | N/A                                                                                       | N/A                                                                                                               |
| <b>Geography</b> |                                                                                                                                                                                                                        | <b>LC1: Pre learning task.</b><br>What is a digimap and how is it used.<br>LO:          | <b>LC2: How can Google Maps help us learn more about the world?</b><br>LO:                  | <b>LC3: What are Ordinance Survey Maps and what do the symbols stand for?</b><br>LO:              | <b>LC4: How can I use a six-figure grid reference?</b><br>LO:                             | <b>LC5: Why do we have time zones and how do they work?</b><br>LO:                        | <b>LC6: REFLECTION TASK</b><br>LO: To create an Urban or Rural school, pointing out the features in its locality. |
| <b>Music</b>     | <b><u>Charanga: Happy by Pharrell Williams</u></b><br>All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy? |                                                                                         |                                                                                             |                                                                                                   |                                                                                           |                                                                                           |                                                                                                                   |
|                  | <b>Step 1:</b><br>Happy by Pharrell Williams                                                                                                                                                                           | <b>Step 2:</b><br>Top Of The World sung by The Carpenters<br>Happy by Pharrell Williams | <b>Step 3:</b><br>Don't Worry Be Happy sung by Bobby McFerrin<br>Happy by Pharrell Williams | <b>Step 4:</b><br>Walking On Sunshine sung by Katrina And The Waves<br>Happy by Pharrell Williams | <b>Step 5:</b><br>When You're Smiling sung by Frank Sinatra<br>Happy by Pharrell Williams | <b>Step 5:</b><br>When You're Smiling sung by Frank Sinatra<br>Happy by Pharrell Williams | <b>Step 6:</b><br>Love Will Save The Day sung by Brendan Reilly<br>Happy by Pharrell Williams                     |
| <b>PSHE</b>      | Jigsaw- Being me in my world.                                                                                                                                                                                          | Jigsaw- Being me in my world.                                                           | Jigsaw- Being me in my world.                                                               | Jigsaw- Being me in my world.                                                                     | Jigsaw- Being me in my world.                                                             | Jigsaw- Being me in my world.                                                             | Jigsaw- Being me in my world.                                                                                     |
| <b>Art/DT</b>    | <b>Drawing: Expressive Ideas</b><br><br>L1. What is street art?                                                                                                                                                        | <b>Drawing: Expressive Ideas</b><br><br>L2. How do artists use                          | <b>Drawing: Expressive Ideas</b><br><br>L3. Scaling up<br>LO: To understand and             | <b>Drawing: Expressive Ideas</b><br><br>L4. Planning street art                                   | <b>Drawing: Expressive Ideas</b><br><br>L5. Making a street art inspired piece            | <b>Drawing: Expressive Ideas (optional)</b><br>Every picture tells a story                |                                                                                                                   |

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|            | LO: To explore how street artists use art to convey messages and provoke thought.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>one-point perspective?</b><br>LO: To understand and apply one-point perspective in drawing inspired by street art. | use scale and proportion effectively in drawings.                                  | LO: To design a street-art inspired piece using a brief.       | LO: To create a street-art inspired piece that conveys a message using perspective, scale and proportion. | LO: To evaluate creative work by exploring meaning and message.                                        |                                                                             |
| <b>RE</b>  | <p><b><u>How do Christians Live?</u></b></p> <p>In this unit, pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. Pupils will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow. Pupils will also spend time discussing how Christian communities today act and how this is based on Jesus' teachings.</p> |                                                                                                                       |                                                                                    |                                                                |                                                                                                           |                                                                                                        |                                                                             |
|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Lesson 1:<br><i>Where do Christians find out about what Jesus did?</i>                                                | Lesson 2:<br><i>Why do Christians think it is wise to follow Jesus' teachings?</i> | Lesson 3:<br><i>What was Jesus' sermon on the mount about?</i> | Lesson 4:<br><i>Why do some Christians follow Jesus' example in caring for those in need? (part 1)</i>    | Lesson 5:<br><i>Why do some Christians follow Jesus' example in caring for those in need? (part 2)</i> | Lesson 6:<br><i>How far do Jesus' teachings and actions inspire others?</i> |
| <b>MFL</b> | Phonics- La Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Phonics- La Date                                                                                                      | Phonics- La Date                                                                   | Phonics- La Date                                               | Phonics- La Date                                                                                          | Phonics- La Date                                                                                       | Phonics- La Date                                                            |
|            | Phonetics 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Phonetics 2/3                                                                                                         | Phonetics 2/3                                                                      | L1 - To recognise, recall and spell the 7 days of the week     | L2 - To consolidate the days of the week and recognise,                                                   | L4 - To consolidate numbers and learn the structure of                                                 | L4 - To consolidate numbers and learn the structure of                      |

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|                                                |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                           |                                                                                                                                                                                 | recall and spell the months of the year                                                                                                                                                                                  | how to say the date.                                                                                                                                                                                                        | how to say the date. |
| <b>Indoor: Gymnastics (Creating Sequences)</b> | Challenging creativity (sequence 1)                                                                                                                                                                                                                                                             | Challenging creativity (sequence 2)                                                                                                                                                                                                                    | Challenging creativity (sequence 3)                                                                                                                                                                                       | Challenging creativity (sequence 4)                                                                                                                                             | Challenging creativity (sequence 5)                                                                                                                                                                                      | Challenging creativity (sequence 6)                                                                                                                                                                                         |                      |
| <b>Outdoor: Foot Golf</b>                      | Develop sending the ball (kicking) with accuracy                                                                                                                                                                                                                                                | Develop sending the ball (kicking) with accuracy; introduce tactical thinking                                                                                                                                                                          | Develop striking the ball (kicking) with power/over a distance                                                                                                                                                            | Introducing hazards                                                                                                                                                             | Consolidating our learning: individual match play                                                                                                                                                                        | Collaborating in teams: Alternate shots competition                                                                                                                                                                         |                      |
| <b>Computing</b>                               | <b><u>Microsoft – micro:bit (Coding)</u></b><br>The micro:bit is a pocket-sized computer designed to inspire creative thinking in children. It can be programmed in many different ways and has multiple uses. Through the micro:bit, children are encouraged to explore ideas using real code. |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                           |                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                                                                                                                                                                                                             |                      |
|                                                | <b><i>LC 1: How does the internet shape our views?</i></b><br>1. What do you do online?<br>2. Challenge 1<br>3. Watch video<br>4. Media's portrayal of gender.<br>5. Watch Video <a href="#">Best and Worst of Online life.</a>                                                                 | Challenge 2.<br><b><i>LC 2: What is a BBC micro:bit?</i></b><br>Introduce using Twinkl PP and knowledge organiser.<br>Complete parts of a micro:bit labelling activity. (Twinkl)<br>Flashing Heart<br>Can you make your heart beat?<br>Faster? Slower? | <b><i>LC 3: Can you code a scrolling name tag?</i></b><br>Recap last week's learning by completing Emotion Badge + Flashing Emotion Badge<br>Step 1: Make it.<br>Watch tutorials<br>Step 2: Code it<br>Step 3: Improve it | <b><i>LC 4: Can you make a micro:bit dice?</i></b><br>Retrieval Task using knowledge organiser.<br>Step 1: Make it.<br>Watch tutorials<br>Step 2: Code it<br>Step 3: Improve it | <b><i>LC 5: Can you code a micro:bit to play a simple game? (Rock, Paper, Scissors)</i></b><br>Retrieval Task using knowledge organiser.<br>Step 1: Make it.<br>Watch tutorials<br>Step 2: Code it<br>Step 3: Improve it | <b><i>LC 6: Can you code your own electronic pet and customise it to make it your own?</i></b><br>Retrieval Task using knowledge organiser.<br>Step 1: Make it.<br>Watch tutorials<br>Step 2: Code it<br>Step 3: Improve it |                      |

Reading for  
Pleasure  
Class Book

*Exie and Maryam's Family By Janeen Hayat*