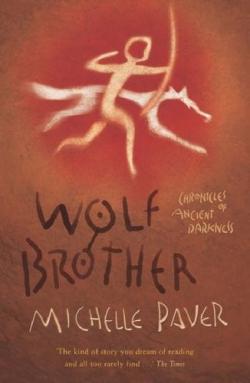
**Mrs Cador & Mrs Francis**

**AUTUMN 2016**

**Base 5 ~ Y6**

**The children will...**



**RE**

**' ...and treat you with respect.' p40**

- explore **'Values**' including Christian values, British values and personal values

**-** identify what is **Christian Charity**

**MUSIC**

**'as he listened to the music of Wolf's song...'p232**

- **learn lyrics and melody** of songs for massed choir performance of 'Popera' for Singfest '17

- **follow the Music Express** scheme Aut 2

*Exploring street dance through the theme of Growth.*

- **rehearse songs** for harvest and Christmas Services

**LITERACY**

***'The wolf cub looked about three moons old' p15***

**...**follow theY6 New national curriculum for English 2014 and

*-* use the information about the wolf (and further research and literature) to write a **non chronological report** on wolves and a **balanced argument** on whether wolves should be reintroduced into Scotland

- use the novel's descriptive language to **write in the style of the author** and **develop their own imaginative narratives** building on their **spelling, punctuation and grammatical knowledge**

- explore **poetry** around the theme of the moon including Harvest Moon by Ted Hughes and Silver by Walter de la Mare

**COMPUTING**

- understand use of ITfor **communication and collaboration**

**'The cub followed his every move' p31**

- use sequence, selection, and repetition in programs - **coding**

**GEOGRAPHY**

**' He'd grown up in this part of the Forest. Every slope, every glade was familiar...' p 12**

- develop their locational knowledge and place knowledge to **locate European forests** for the novel's setting using text information geographical reference materials

**ART**

**'...the silent green boughs of the First Tree...'p 122**

- observe leaves and trees, sketch and **develop drawing skills** using pencil, pen, ink, watercolour

- learn about **Gustav Klimt** and use his Birch Forest paintings to inspire their own works.

**PHSE**

***'His first day on his own...' p26***

**New Beginnings [Aut 1]**

- *Consider feelings and emotions to do with new beginnings - school year, friendships, new class, new teacher, new house, new family*

**Getting on and Falling out [Aut 2]**

- consider friendships

**'Your fa's mad!' the children had taunted...' p13**

***Anti-bullying week focus - November***

*- focus on cyberbullying and esafety*

**School Parliament & Y6 roles**

**NUMERACY**

**'Maybe we've come the wrong way' p136**

- follow theY6 New national curriculum for mathematics 2014 and

*-* **make calculations** using formal written calculations and **develop greater fluency,**

- **solve problems** and find solutions and

- **reason and explain strategies** and understanding of their mathematical working out

**PE**

**'...as his heartbeats returned to normal...' p27**

- develop their **skills in** **bouncing** and apply to games eg basketball

**'Can you swim?' asked Renn' p105**

- continue to develop their **swimming skills** over a course of 10 lessons - proficient at 25m+

**SCIENCE**

**'It was a bright, cold morning and the forest had never looked so beautiful'. p 119**

**- develop their scientific skills** by posing and answering their own questions

**-** investigate the trees (and their leaves) in school ground to develop their skills at **classification**

- explore **living things and their habitats**

**-** understand the role of **microorganisms** in an ecosystem

- learn about **evolution and inheritance**

**DT**

**'...where the prey grow fat in autumn, and berries and nuts are plentiful...'p12**

**Food technology** - recipes – make dishes with forest fruits, mushrooms and evaluate

**'Never skimp on your shelter' p26** bush craft