

Autumn 1 - Planning Calendar for Year 6

THEME: Me in My World

TOPIC: Freedom Fighters

Core Book: The Arrival

Week 1 - 1st Sept	Week 2 - 8th Sept	Week 3 - 15th Sept	Week 4 - 22nd Sept	Week 5 - 29th Sept	Week 6 - 6th Oct	Week 7 - 13th Oct
	Y6 - meet the teacher, SATs and Secondary School meeting Y6 Assessment week	Y5 and Y6 GAV Workshops Harvest Assembly 1	MacMillan Cake Sale		Year 4 Swimming Harvest Assembly 2	
WE CARE - PSHE	RE	Art		Geography	History	
How can we demonstrate our WE CARE values in all that we do?	What qualities are important to present day religious leaders?	How does Faith Ringgold's art depict modern society?	How could you show your own life journey in a story quilt?	Where are the Caribbean islands associated with the Windrush and what are the main physical and human differences between the UK and Jamaica?	How did Harriet Tubman impact Black History?	What cultural change happened as a result of The Windrush?
UNICEF Article 3 Vocabulary: Wellbeing, Expression, Courtesy, Acceptance, Respect, Excellence	UNICEF Article 14 Vocabulary: leader, minister, priest, rabbi, imam, ordained	UNICEF Article 31 Vocabulary: conceptual, expressionist, narrative, mixed media Enrichment: Growing against violence workshop	UNICEF Article 31 Vocabulary: conceptual, expressionist, narrative, mixed media	UNICEF Article 17 Vocabulary: Caribbean, natural resources, cartography Enrichment: Personal Hygiene workshop	UNICEF Article 29 Vocabulary: immigration, discrimination, racial, residence	UNICEF Article 29 Vocabulary: immigration, discrimination, racial, residence
PSHE/WE CARE: I understand the meaning behind our class charter and my role and responsibility as a year 6 pupil. PSHE outcome: To create a class charter and understand and demonstrate the importance of British values within daily lives. English: Writing - descriptive writing (1st person), Grammar - types of sentences Maths: Place value and column addition PSHE: Safeguarding - what are my roles and responsibilities Science: I can understand that light appears to travel in straight lines.	RE: I can understand why we need leaders, what qualities leaders possess, identify important religious leaders around the world and in Newham, describe the differences between different religious leaders and understand the difference between religious and secular leaders. RE outcome: To understand the role of a leader and the difference between a religious and secular leader English: Assessment week Maths: Assessment week PSHE: Worry Box incl. the difference between telling tales and reporting a concern Science: I can understand that light appears to travel in straight lines.	Art and History: I can research the history of folk art around the world, look in depth at African American folk art and quilts and layer different materials to create a variety of textures that represent scenes. Art outcome: To make a story quilt English: Writing - setting description, Grammar - active and passive voice Maths: Place value and column subtraction PSHE: Reflection on 'Growing against violence workshop' Science: I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.	Art: I can choose colour and tones to depict mood and work collaboratively to represent a special moment in my life. Art outcome: To make a story quilt English: Writing - setting description, Grammar - nouns, proper nouns and pronouns Maths: Rounding and long division PSHE: My Year Ahead in my school and community Science: I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Geography: I can use maps, globes, atlases & tech to locate Caribbean islands and describe their features. Geography outcome: To create a 3D model of a Caribbean island. English: Writing - narrative retell, Grammar - adjectives and expanded noun phrases Maths: Multiplying by 10, 100 and 1000 and 2D and 3D shapes PSHE: Personal hygiene workshop reflection Science: I can identify scientific evidence they have used in drawing conclusions.	History: I can explain the reasons for important events and how they affected the world - The Underground Railroad and The life of Harriet Tubman - and explain the impact of the use of quilts in the underground railroad. History outcome: To have a deeper understanding of the impact of freedom fighters on Black History. English: Writing - narrative retell, Grammar - verbs and modal verbs Maths: Dividing by 10, 100 and 1000 and Perimeter and Area PSHE: Being a Global Citizen (part 1 and 2) Science: I can use my knowledge of reflection to place mirrors to make light follow a path.	History: I understand the push and pull factors which affected The Windrush. History outcome: To have a deeper understanding of the impact of freedom fighters on Black History. English: Writing - uplevelling and editing writing, Grammar - adverbs and adverbial phrases Maths: Adding and subtracting 10, 100 and 1000 and volume PSHE: Revisiting the Worry Box Science: I can explain how white light is made up of a spectrum of different colours.
Physical Education		Computing			MFL/Music	
Teacher Led: Team Games and Hockey Coach Led: Netball		Computer Basics- Bletchley Park			MFL- Clothes Music-Instrumental	