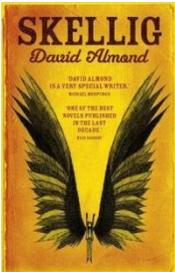


Inspiration/Theme: Are truth and dreams always muddled?		Curriculum Driver: English		Outcome of learning: Share the prequel with Year 4 children	
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes	
Skellig – David Almond Book and film 		<u>Hook / Stunning Start</u> Artwork from the garage to provoke imagination and make predictions <u>Trips/Visitors/Marvellous Middle @Bristol – Evolution Workshop</u> <u>Celebration/Fabulous Finish</u> Share prequel with Year 4		Prequel from the book on display Diary in the role of Michael or Mina Visualisation of the garage using surrealism	
Topic Table		Maths Challenge table		Home School Links	
<u>Key questions</u> Why do you think Michael and Mina decide to carry the creature into the light? Would you have dared to go in? 27 and 53 – list all the number facts you can think of about it? How many different ways can you make these numbers? Explain what these numbers mean? Why do you think they are significant? Which numbers would you choose and why? <u>Key images/artefacts</u> Rope, ivy, Chinese takeaway containers, spiders, spiders web <u>Key vocabulary</u> Lino, quay, thrive, timber, squawking, bawling, ascended, fledgling, hoarse, ignorant, bawling, mortar, sarcasm		<u>Key questions</u> How do you know? Explain how you know? Show me how you worked out? Is that the only way? What does it mean? Can you help me understand? What’s the story? What’s your opinion? What is the equation for this? Which is easiest? <u>Key images/artefacts</u> Place value up to 10 000 000, place value chart, Dienes, discs, counters <u>Key vocabulary</u> Place value, ten thousand, one hundred thousand, one million, relationship, value, abacus, numerals, digits		There are many ways in which you can help your child at home: Please support your child with his/her home learning. Your child will receive their home learning on a Friday to complete and return to school by Wednesday. You can also find a range of ways to support your child with their home learning on our school website, www.castlemead.wilts.sch.uk , all of which have been carefully selected to support your child. Spellings: Spellings are made up of five words from the National Curriculum, four from our week’s spelling rule lesson and three ‘yellow’ spellings that are taken you’re your child’s own work. The twelve spellings go home in your child’s home learning book on a Friday and they are tested the following week in school. Reading: Encourage your child to read for at least 15 minutes a day to themselves and to others. Please discuss the book with them. Ask them if they would recommend it to a friend and why! Please encourage them to write in their reading record book – you can comment too. Coats: Please ensure that children have waterproof coats with them if there is any possibility of rain: outdoor playtimes will go ahead wherever possible. Wellington boots also help us to maximise our outdoor learning opportunities. We also encourage slippers in the classroom too!	

The Mead Academy Trust Curriculum Information – Term 1

Bechstein Bats – Year 6



English	Maths	Science	PE
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Diary from character’s perspective Preceding chapter of Skellig <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use different sentence types for impact on the reader Make predictions Work in role as a character Build cohesion across a text Make inferences Edit and peer assess our writing Use commas and verb forms accurately 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be learning about numbers to 10 million, using four operations on whole numbers and fractions. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Reading and writing numbers to 10 million. Rounding numbers. Multiplying and dividing by two-digit numbers.. Finding factors, multiples and prime numbers. Simplifying, comparing and ordering fractions. Adding, subtracting, multiplying, and dividing fractions. <p><u>Cross curricular maths:</u></p> <ul style="list-style-type: none"> DT - Measuring quantities History – Identifying dates on a timeline in chronological order and comparing values 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will summarise the life of Mary Anning. We will describe how a fossil is made. Children will describe how they are similar and different to our family. Children will choose a plant and animal to research and find how it has adapted over time to survive. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Recognise that living things have changed over time Fossils provide information about living things that inhabited the earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation might lead to evolution 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will combine balance, agility, coordination and movements accurately and consistently <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> To praise and encourage others in our team. To praise and encourage others in other teams. Select appropriate catching and throwing techniques A well-developed understanding of healthy lifestyle choices Read and react to game situations as they develop Plan an effective warm up and warm down Recognise and suggest patterns of play which will increase success
Geography	RE	History	Music
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be able to describe biomes and climate’s influence on evolution. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts and the water cycle. Use maps, atlases and globes to locate countries. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will explain some similarities and differences between the work of the charities Christian Aid, Islamic Relief and Flying Seagull. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> To identify similarities and differences between religions. To explain their own views about the differences and similarities between the religious charities clearly. To develop key vocabulary for different religions. 	<p><u>Outcome of learning:</u></p> <p>To put forward a persuasive argument of why Charles Darwin and Mary Anning are so important and their contributions in our history.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Posing historically valid questions. Construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will compose a ‘sound picture’ to an extract of Skellig. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Explore different timbres of instruments Develop composition skills including varying tempo, dynamics and texture. Practise and perform composition Evaluate composition
Computing / E-Safety	PSHEE	Art	MFL
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be able to describe different ways to ensure they are safe online and understand the consequences for online behaviours. Children will be able to identify differences between online and offline friendships. <p><u>Key Skills:</u></p>	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will create a class charter to include rights and responsibilities. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Can support both parties in managing situations Consistently model and influence others in applying school rules 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> The children will use their skills and imagination to create a final piece of art based upon the work of the surrealists. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Draw and repeat different types of line to create pattern and tone. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> To be able to have a simple conversation about food and ask the preferences of others. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Continue learning words for different items of food. Take part in a role play activity based in a shop.
			DT

The Mead Academy Trust Curriculum Information – Term 1

Bechstein Bats – Year 6



<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly • Recognise acceptable/unacceptable behaviour • Compare and contrast online and offline friends. • Identify a range of ways to report concerns 	<ul style="list-style-type: none"> • Identify our rights and responsibilities in school. • Identify and develop coping strategies for unfamiliar situations. 	<ul style="list-style-type: none"> • Use the work of artist and different art forms for inspiration. • Use the work of artists to plan our own ideas. • Explore different materials to express ideas for a final picture. <p>Use our skills and imagination to create a final piece of art work.</p>	<p>Outcome of learning:</p> <ul style="list-style-type: none"> • Children will prepare and taste a Chinese dish and discuss their opinions of the dish. <p>Key Skills:</p> <ul style="list-style-type: none"> • To develop a range of cooking skills: peeling, chopping and baking. • To analyse existing products, communicating their opinions.
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English

Week 1 WB 11/9/17 Diary	Week 2 WB 18/9/16 Diary	Week 3 WB 25/9/16 Diary/ Prequel	Week 4 WB 2/10/16 Assessment Prequel	Week 5 WB 9/10/16 Assessment Prequel	Week 6 WB 9/10/16 Prequel
<p>Mon WALT To make predictions Look at front covers Observe, explain, ask– use language of prediction to write a paragraph ‘In light of...I predict...’ ‘There is high/low probability of’ ‘The likelihood of’</p> <p>Tues WALT explain how an author hooks a reader How to hook the reader-point, evidence, explain looking at the first 2 chapters-look at quotes to discuss how the reader is hooked in. (shared reading)</p> <p>Wed WALT work in role as a character Conscience alley or Forum Theatre Up to page 8- Forum Theatre stand in circle- in circle dad and Michel- dad brings out Michael from the garage – freeze at point where dad puts arm around him- another child swaps in in-role as Michael and chooses what to say to dad. Dad</p>	<p>Tues WALT sequence ideas for writing Shared plan diary entry. There’s a man in the garage My sister is ill It’s the first day I’ve travelled to the new school children plan</p> <p>Wed WALT To vary sentence structure Shared write diary Write diary Self-review so far against essentials</p> <p>Thurs WALT vary sentence structure Shared write diary Write diary editing throughout</p> <p>Fri WALT edit and peer assess Peer review/editing/ Spelling perfecting/ improving</p> <p>Fri WALT use presentational devises (children create some paper in a pm session to write it up on- e.g. Feathers/spider webs</p>	<p>Tues WALT use presentational features in our writing Publish our writing</p> <p>Wed WALT visualise a setting Use a section of the story which describes the garage. The children visualise the scene and draw a picture to represent these on charcoals on white paper or chalk on black paper</p> <p>Thurs WALT use commas accurately Children write a personal response based on their visualisation the day before. Shared write to model using commas effectively in the response</p> <p>Fri WALT explain the purpose of a flashback Look at an extract from the text The Deathly Hallows with flashbacks. How does JK Rawlings achieve this? What is the effect on the reader? Why is it necessary to further the plot? Choose other extracts</p>	<p>Tues WALT identify different perspectives Recap first few chapters up to chap 10 In pairs thought shower what it is from his Skellig’s point of view- provide a frame to frame different key sections through the chapters WMG – Steps to success for writing with flashbacks Re-cap end product and share with the children</p> <p>Wed WALT use the past perfect Past perfect verb forms. Use example sentences from the text.</p> <p>Thurs WALT develop our ideas. Outdoor session- Drama with 4 box sheet on A3- What am I? Where did I come from? How did I get here? Why am I here? FLUID Role play into (including dialogue) Marking the moment (Marking the moment to show how he gets to the garage) collecting the ideas on the sheet throughout the session</p>	<p>Tues WALT structure our writing Shared box up the preceding chapter. Children to do this independently (same style writing)</p> <p>Wed WALT apply commas in our writing Shared write including commas and verb forms. Children write the story- continuous editing</p> <p>Thurs WALT Use dialogue to convey character Shared write to include examples of dialogue. Address misconceptions of dialogue.</p> <p>Fri WALT Use adverbials to aid cohesion Focus on paragraphing Shared write. Children write the story.</p>	<p>Mon edit and peer assess Children to use the speaking frames to evaluate each other’s learning and edit in purple to include green for growth comment</p> <p>Tues WALT use presentational features in our writing Publish our writing</p> <p>Wed WALT use presentational features in our writing Publish our writing</p> <p>(Wednesday – Share writing with Lower KS2)</p>

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Bechstein Bats – Year 6



<p>responds/different Michael swaps in with a different idea. Shared plan a note to Michael children Plan a note to Michael in my opinion' 'Given that..' 'On the one hand...but...' 'Taking everything into an account...'</p> <p>Thurs (Reading) WALT make inferences from the text Recap to the end of chapter 5 Infer Michael's thoughts, feelings and dialogue from page 12 on the bus</p> <p>Thurs (writing) WALT identify features of a diary Dairy- WMG- look at different examples in pairs/groups 4- Identify features of diary writing – thoughts and feelings! come up with class steps to success for diary writing</p> <p>Fri WALT describe the impact of different sentence structures Look at different sentence structures- what do we know? use snapshots from the film to create different sentences – create different sentence types for one image and discuss which is most effective and why</p>		<p>from different texts- In pairs/4s, children identify the flashbacks and answer a selection of questions.</p>	<p>Fri WALT structure our writing Shared box up the pre ceding chapter (same style writing) Children to trial planning independently without a sheet</p> <p><i>All starter. He found me in the garage on the Sunday afternoon. I was lying in the darkness behind the dust and dirt. It looked like I'd been there forever, but I hadn't...</i> Flash back</p>		
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