At Bedford Drive Primary, children will be taught with a skills-based approach in order to deepen their understanding and develop a mastery approach to their learning. There may be times where topics are used to engage the children, but we will also be looking at relevant and current events in order to get the best learning from our children.



**As computer whizzes we will:**

* Select and edit sounds, text, movie clips and other effects to suit purpose and audience.
* Collect sounds from a variety of sources.
* Be able to import sounds.
* Be able to layer and edit sounds.
* Save multimedia work for uploading.
* Search the internet for specific information.
* Check information for accuracy.
* Test and debug regularly.
* Program and explain what happens when more than one variable changes.
* Use “and” “or” and “not” blocks.
* Know when to use loops.
* Understand what 'events' are.
* Be able to develop and understand rules for personal internet safety.
* Choose and use appropriate data loggers to log continuous date for a given purpose. Export and analyse the data.
* Be able to use graphs to provide supporting evidence for their conclusions.
* To be able to check for accuracy by checking data and looking at graphs.

**As writers we will:**

* Write a flashback narrative
* Write an endurance narrative
* Write a magazine article
* Write a description
* Write a non-chronological report
* Write instructions

**As part of spelling and grammar we will:**

* Use subordinate clauses to write complex sentences.
* Use expanded noun phrases to convey complicated information.
* Use a sentence structure and layout matched to requirements type.
* Use semi-colon, colon or dash to mark the boundary between independent clauses.
* Use colon to introduce a list & semi colon within a list.
* Use correct punctuation of bullet points.
* Use full range of punctuation matched to requirements of text type.
* Use wide range of devices to build cohesion within and across paragraphs.
* Use paragraphs to signal change in time, scene, action, mood or person.
* Use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point.
* Write legibly, fluently and with increasing speed.
* Spell most words correctly.

**Year 6**

**Autumn Term Learning**

**As scientists we will:**

Living things and their habitats

• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

• Give reasons for classifying plants and animals based on specific characteristics.

• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

• Describe the ways in which nutrients and water are transported within animals, including humans.

Working Scientifically

**Investigation: O**bserving the circulatory system within the human Observe changes in an animal over a period of time.

* Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
* identifying scientific evidence that has been used to support or refute ideas or arguments.

**As mathematicians we will study:**

* Numbers to 10 Million
* Four Operations on Whole Numbers
* Fractions
* Decimals
* Measurements

**As readers we will:**

* Give and explain the meaning of words in context.
* Retrieve and record information.
* Identify key details from fiction and non-fiction.
* Make inferences from the text.
* Justify inferences with evidence.
* Predict what might happen from details stated.
* Identify/explain how information/narrative content is related and contributes to the meaning as a whole.
* Identify/explain how meaning is enhanced through the choice of words and phrases.
* Make comparisons within the text.

**As artists we will:**

* Keep ideas in a sketchbook and try to reproduce using different media.
* Look for patterns in the work of many different artists/cultures.
* Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* Discuss how colour can create different effects, mood, space, size etc.
* Make a line drawing from close observation; apply shade and tone using a variety of lines creating depth and dimension to the original drawing
* Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.
* Explain and justify preferences towards different styles and artists.
* When drawing solid shapes, add light to make object stand out
* Look at how different artists use lines; experiment using some of their techniques.
* Use a variety of lines in a composition.
* Experiment with soft and hard pencils to create the appropriate effect.

**As historians we will:**

* Describe a non-European society that provides contrasts with British history- Mayan Civilisation AD 900.
* Sequence up to ten events on a timeline.
* Place current studies on a timeline.
* Use relevant terms and periods.
* Understand how our knowledge of the past is constructed from a range of sources.
* Link sources and work out how conclusions were arrived at.
* Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.
* Note connections, contrasts and trends over time and show developing appropriate use of historical terms.

**To promote SMSC we will:**

* Show empathy towards others.
* Know right from wrong.
* Reflect on consequences.
* Adopt a zero-tolerance policy to discrimination.
* Be willing to alter and review our views and values.

**As geographers we will:**

* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
* Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.
* Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
* Use maps, charts etc. to support decision making about the location of places e.g. new bypass.

**As sports persons we will:**

Team Games

* Participate in team games.
* Play a range of competitive games, modified where appropriate through team and individual games.
* Use a range of tactics and strategies to overcome opponents in direct competition.
* Compete in a range of increasingly challenging situations
* Develop an understanding of how to improve in different physical activities and sports.

Outdoor Adventurous Activities

• Children can change their plan if I get new information.

• Children can plan a route and series of clues for someone else.

**As musicians we will:**

* Sing as part of an ensemble with full confidence and precision. Create a simple composition and record using formal notation.
* Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.
* Appropriately discuss the dimensions of music and recognise them in music heard.
* Listen with attention to detail and recall sounds with increasing aural memory and accuracy.

**In RE we will learn about:**

Christian Faith in Action:

* Recount some of the main influences on life of Corrie Ten Boom.
* Understand why her faith influenced her life/decisions.
* Reflect on how Jackie Pullinger’s choices of going to China influenced her life and faith.
* Describe Christians’ basic beliefs in God and Jesus.
* Say how this belief affects Christians’ lives.
* Explain some of their own personal beliefs and how they affect how they behave.
* Suggest what prayer is and which religions use it.
* Understand why people pray.
* Write own prayer.
* Identify some ways in which Corrie expressed her faith in God.
* Show awareness of how Christian faith affects people’s lives and work e.g. Christian Aid.
* Discuss how they can help Christian aid to care for and help others.

Promises:

* Understand why promises are important to people and give examples of their own promises.
* Explore stories relating to promises.
* Learn about promises made by adults e.g. marriage; monks/nuns; law court; The Monarch’s vows etc.
* Understand that a covenant is a promise made in The Bible.
* Cite 2 or 3 covenants from the Old Testament e.g. Noah, Abraham, Isaac & Jacob, with Israel as a nation.
* Understand that Jesus was ‘The New Covenant’.
* Explain the difference between ‘The Old Covenant’ and ‘The New Covenant’ in The Bible.

Prophecy/Magi:

* To be able to suggest how they would feel if they had seen Baby Jesus and why.
* Give a definition of the term ‘prophecy’.
* Link references from The Old Testament to the Christmas Story from The New Testament.
* Show a range of referencing skills (index / contents)
* Explain how/if they came true.
* Identify how The Magi appear in the Christmas Story through The Bible (not as in The Nativity).
* Analyse how The Magi react to the situations they are involved in e.g. Herod; their dream.
* Write in role as one of The Magi
* Able to suggest how they would feel if they had seen Baby Jesus and why.

**As designers we will:**

* Design and make a toy car
* Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative product.
* Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
* Apply knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.
* Use technical knowledge accurate skills to problem solve during the making process.
* Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately.
* Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made.



**In MFL we will learn:**

* To tell the time in French- spoken and written.
* To compare school life.
* To recap on days of the week, months and colours
* To understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.
* To engage in longer conversations, asking for clarification when necessary.
* To write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.
* Have an awareness of similarities and differences in grammar between different languages.

**Stimulus we will use:**

* The Piano
* Rose Blanche
* Shackleton’s Journey