

I'm a Survivor Knowledge Outcomes:

What is the hottest and coldest uninhabited places on earth?	The hottest place on Earth is Death Valley in California, USA and the coldest place on Earth is in Antarctica. Antarctica is the world's only uninhabited continent.
What is the hottest and coldest inhabited places on earth?	The hottest inhabited place on Earth is in Ethiopia and the coldest inhabited place on Earth is in Russia.
Why does the UK not experience extreme weather?	The UK has less extreme weather than other parts of the world due to its location on Earth.
Why do mountains have different climates compared to lowland areas?	Mountains have different climates due to their high altitude.
What is a drought?	A drought is a temporary water shortage that can occur when an area does not get as much rain as usual.

PSCHE:

Children will learn to:

- understand how mental and physical health are linked
- explore how social interaction can support mental wellbeing
- recognise early signs of mental ill-health and understand the importance of seeking support quickly
- identify sources of support for mental ill-health

R.E.: How do Hindus celebrate their faith?

Children will learn about the festivals in Hinduism:
Holi
Navarathri
Shivarathri

They will know Hindus mark stages in life through special ceremonies such as birth, marriage and initiation ceremonies and they will understand the values important to Hindus:

- the importance of the extended family
- community
- upholding religious values and rituals in the home

Understanding of the World

GEOGRAPHY:

Linked to the knowledge outcomes for this project, children will learn:

- to identify places around the world with extreme climates and locate them on a map
- to use climate data to compare the world's hottest and coldest inhabited places
- to identify and locate extreme environments within the UK
- to explain why mountains have different climates from surrounding lowland areas
- understand what drought is and the impact it can have on people's live

SCIENCE: Electricity:

Children will learn to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

AUTUMN TERM 2 Activities I'm a Survivor Year 6

These are the knowledge outcomes (the things we must aim to know) for our learning this half term.

Important Dates:
Jingle Beats and BeDifferent Feet:
Wednesday 10th December at 9.00 am

Engage:
Survivor Bootcamp

Express:
Let's explore: real life survivor stories

Mathematics

In Mathematics, this half term children will be working on the following objectives from the Year 6 Success and Challenge cards:

- use common factors to simplify fractions
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers

COMPUTING: i-Network

In computing, children will learn to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration

Languages

Children will learn to compare French and English houses.

We will:

- read, write and orally describe a house and the rooms within it
- begin to describe what we do in each room of the house

Design Technology:

Children will be designing and making a 'survival themed' functional product which includes electrical components.



Children will:

- know how to incorporate a working circuit into a functional product design.
- understand how to increase the strength of electrical components within a circuit.

Physical Development

This term children will learn gymnastics. PE lessons will be on:

Children will learn to:

- balance on different points with control and coordination
- perform forward and backward rolls
- vault over gymnastic equipment with control
- create and repeat gymnastic sequences with a clear beginning, middle and end



Expressive Art and Design

ART & DESIGN: Famous Artists

Children will learn that Pablo Picasso was a famous Cubist artist and that cubism is an abstract style of art that involves representing an image from many different perspectives.

MUSIC:

Children will learn:

- how to analyse and evaluate the use of timbre in different pieces of music considering purpose and effect
- Know timbre shapes how music feels



English

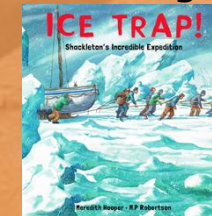
In English, this half term children will be working on the following objectives from the Year 6 Success and Challenge cards:

- link ideas across paragraphs using a range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.
- mark and edit work to use the correct tense throughout – shifting between tenses
- use the correct subject and verb agreement. Passive and modal verbs.
- use a wide range of clause structures, sometimes varying the position within the sentence.
- understand the difference between informal and formal speech. To use vocabulary and structures that are appropriate for formal speech and writing
- use passive verbs to impact on the presentation of information in a sentences
- accurately use a range of relative clauses
- use commas to clarify meaning
- use a semi colon to replace 'and' or 'but' in a multi clausal sentence
- use a colon to mark the boundary between independent clauses
- to make some correct use of dashes in my writing

What are we writing this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Non chronological report detailing the events of Shackleton's voyage	Application form to join Shackleton's crew – attempt 3	SOS message from the captain of the Titanic about the ice berg collision	Diary entry	Sitting safely on the boat, watching the sinking	Balanced argument	Was it right that women and children were given priority to board the lifeboats first?

This half term, we will be reading the books:



Strength Lies in Difference

Children will learn to:

- understand the strategies needed to be anti-racist
- be familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity, Identity, Justice, Injustice, Activism, Prejudice.