



Key Learning

(Underlined content - National Curriculum objectives)

1	To investigate the journey from start to end of the river.	<u>Use geographical language to describe human and physical features and patterns.</u> Children will learn key vocab whilst investigating start to end of a river from source to mouth.
2	To identify the role of rivers within the water cycle	<u>Physical geography including rivers and the water cycle.</u> Children will learn about the water cycle and the role of rivers in run off. They will create fact files about this.
3	To know how rivers are used by humankind.	<u>Human geography including types of settlement and land use, economic activity including trade links.</u> Through class discussion about settlement near fresh water sources, provision of trade links etc.
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Key People/Places/Facts

1	United Kingdom	Children will identify the main rivers of the UK paying particular attention to the Thames, Severn, and Mersey. They will identify the source and mouth of such rivers and link this to the water cycle.
2	Amazon	Children will think about the key differences between rivers in the UK and further afield. They will learn about how and why people have settled near rivers eg the Nile, the Amazon etc.
3	The River Tawd	Look at local Rivers and compare human and physical geographical features.
4	The River Mersey	Look at local Rivers and compare human and physical geographical features.
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Big Questions

1	Why do people settle near Rivers?	Discussion about pros and cons of river settlement.
2	Can you swim in a river?	Children will discuss water safety, swimming in cold water, whether it is ok to jump in a river and what the dangers of this could be.
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Vocabulary

Tier 2		Tier 1	
canal	Flood	bank	basin
burst	Rapids	Bay	Channel
Stream	Disaster	Dam	Current
Spring	rescue	Estuary	Erosion
Emergency	Report	Mouth	Floodplain
Reporter		Lake	
		Main channel	Oxbow
		Reservoir	Riverbed
		Sediment	Silt
		Source	Run off
		Valley	

ENGLISH

Reading:

- Newspaper articles from various river banks flooding.
- Eyewitness accounts.
- Various texts interrogated using VIPERS style questioning (whole class/small group work)
- A series of non-fiction books and atlases, websites and online maps. (available in class).
- Poem of the week introduced weekly.

Writing:

- Use active and passive voice to achieve intended effects when writing quotes for a newspaper article about a flood.
- Use passive voice to present information in an objective way whilst writing an information file about the water cycle.
- Distinguish between informal and formal vocabulary and sentence structures including use of the subjunctive for writing a newspaper article.
- Write a narrative time slip story based on Toms Midnight Garden

Book/Author:

- Novel - Toms Midnight Garden
- A series of non-fiction books, atlas'
- The Christmasaurus

MATHS - HT 2

- Simplifying fractions
- Multiplying and dividing fractions,
- addition and subtraction of fractions.
- Finding and converting decimals, fractions and percentages of whole numbers.
- Co-ordinates recap and shape translation.
- Weekly arithmetic practice.

ENRICHMENT

- Christmas
- Enterprise
- Toms Midnight Garden- Classic fiction mini topic
- Christmas carols
- Christmas themed artwork.

Year: 6

Term: Autumn 2

Theme: Raging Rivers

ART & DESIGN

Year 6 will focus on:

- Creating their own Christmas crafts and items for the enterprise fair, they will design and create biscuits to sell with an emphasis on making them desirable for people to buy. They will also create a Christmas card and a calendar depicting the four seasons,

DT- Following Kapow Scheme- children will create their own version of a piece of playground equipment with a look at the Plan do review process.

MUSIC - Christmas Music preparation for the carol concert.

PE- WLSP- Rugby continued from last half term.

RD- Athletics

COMPUTING

-Coding Continued

To create algorithms, fix bugs and identify why bugs occurred in code.

SCIENCE

Animals including humans.

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.
- Build on learning about grouping living things in year 4 by looking at the classification system in more detail.
- Classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).
- Discuss reasons why living things are placed in one group and not another.
- Use classification systems and keys to identify some animals and plants in the immediate environment.

Scientific Vocabulary

micro-organisms, plants, animal, classification, classify animals, invertebrates, insects, vertebrates, fish, amphibians, reptiles, birds, mammals, scientists Carl Linnaeus, Aristotle

JIGSAW- Celebrating Differences, Children will learn about the ways in which people can think, act and believe in different things and evaluate their own understanding of what it is to be unique.

RE- Christmas-Why is Marys purity such an important part of the Christian story?

LANGUAGES - French -Continued revision of basic vocabulary with a view to introducing verbal conversation.