



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.
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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.
3	Does the Scrooge character have a point?	Discussion over Scrooge not letting his assistant leave early because of the Christmas.
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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.
- Novel - 'War Horse' by Michael Murpurgo Continued.
- A series of non-fiction books and atlases, websites and online maps. (available in class).
- Various poems about Rivers and flowing water.

Writing:

- Use active and passive voice to achieve intended effects when writing quotes for a newspaper article about a flood.
- Use of different features for effect when writing poetry.
- 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 descriptive piece about the character of Scrooge using adventurous vocabulary to create atmosphere.

Book/Author:

- Novel - Continued with War Horse from HT1
- Extracts from A Christmas Carol.
- A series of non-fiction books, atlas'#.

MATHS - HT 2

- Order of operations
- 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.
- Reflection.
- Weekly arithmetic practice.

ENRICHMENT

- Christmas
- Enterprise
- Scrooge 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 baubles to sell with an emphasis on making them desirable for parents to put on their trees. They will also create a Christmas card and a calendar depicting the four seasons,

MUSIC - Christmas Music preparation for the carol concert.

PE

- West Lancs Sports Partnership - Invasion games
- Swimming weekly.

COMPUTING

-Internet safety, children will learn about malicious content online and how to stay safe on the internet. They will build upon previous learning about sharing images and content when it is unsafe to do so and recap what to do if they feel threatened online.

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.

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