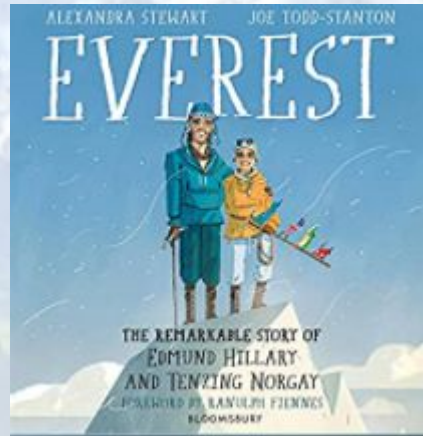




Be all you can be
Hayes School

Year 6 Curriculum Plan: Autumn 2 2023

Big Question: Should we climb Everest?



Responsibility **Success** Aspirations Resilience Discovery Friendship



At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to 'think' in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision: all children will live fulfilling and happy lives, being all they can be.

Learning Experience

Context and Outcome

By the end of this Learning Experience, children will be able to describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. They will also be able to describe and understand key aspects of human geography, including, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.



Curriculum Questions

BIG Question

Should we climb Everest?

Geographical Questions

What is a mountain?

How are mountains formed?

Where in the world are mountains and mountain ranges?

Why do people climb mountains?

What impact does climate change have on mountains?

What impact does human activity have on mountains?

How can ecotourism help to protect mountains?

Which plant and animal species can be found on mountains?

How do people live on mountains?

How have artists captured the beauty of mountain regions?



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Year 6: Autumn 2 2023

ENGLISH

We will be reading the book 'Everest: the remarkable story of Edmund Hillary and Tenzing Norgay' written by Alexandra Stewart and illustrated by Joe Todd-Stanton. Throughout the half term, the children will be studying the text through reading. In writing sessions, we will explore persuasive texts, where the children will write to persuade their reader to agree or disagree with mountain climbing. At the end of the unit, they will create a double-page spread report to showcase their learning over the half term.

MATHS

Our main focus this term will be fractions. We will begin our fractions journey by understanding how to find equivalent fractions and how to simplify fractions. Following this, we will build on our Y5 knowledge by converting fractions to the same denominators, in order to order, compare, add and subtract fractions. By the end of the term, we will also understand the rules for multiplying fractions by fractions and by whole numbers; alongside, knowing a strategy for the division of fractions.

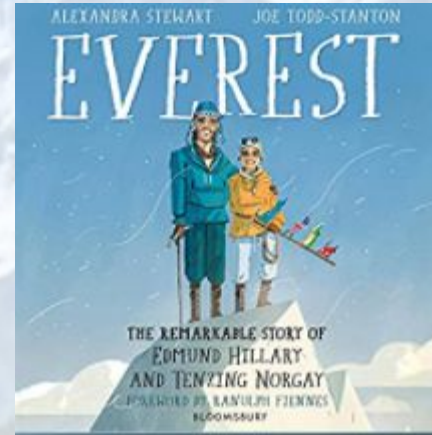
English- Text

Everest: the remarkable story of Edmund Hillary and Tenzing Norgay

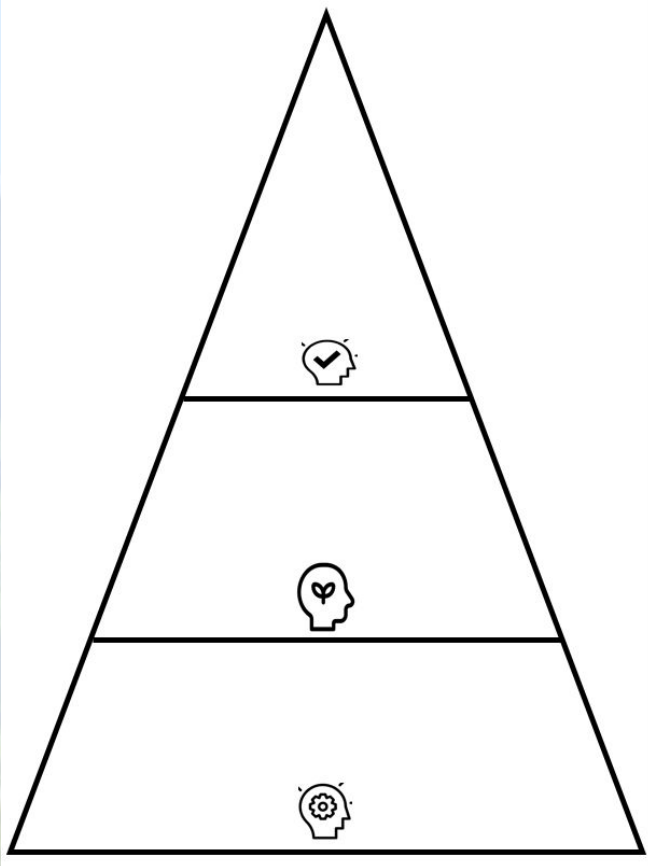
In the late morning of May 29th 1953, the sun was shining brightly on the roof of the world, a gentle breeze was blowing and two men were there to witness it for the first time ever. Their names were Edmund Hillary and Tenzing Norgay and the roof of the world was Everest.

This is the breathtaking story of how two very different, yet equally determined, men battled frost-biting temperatures, tumbling ice rocks, powerful winds and death-defying ridges to climb the world's highest mountain. Join these two unlikely heroes on the most amazing of adventures and discover the impact of hundreds of men and women that helped Hillary and Tenzing achieve their goal. But triumphs can be marred with tragedy as not everyone who climbs Everest survives ...

With a beautiful foreword by the greatest living explorer of our time, Sir Ranulph Fiennes, this brilliant book combines fresh and contemporary illustrations by Joe Todd-Stanton with Alexandra Stewart's captivating writing and publishes in time to celebrate the centenary of Edmund Hillary's birth. This unique narrative tells the story of how Edmund Hillary and Tenzing Norgay made their mark on the world from birth right up to their final days and the impact they've had on Nepal today.



Key Vocabulary

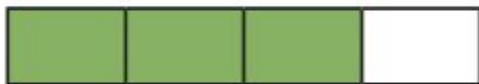


Altitude	a measurement of distance, going up
Ascent	a climb or walk to the summit of a mountain or hill
Avalanche	a large mass of snow or ice detached from the mountain slope
Contour	contour lines join land that is the same height
Descent	the return journey from the summit
Determined	having made a firm decision and resolved not to change it
Erosion	when wind or water sweeps away rock or soil
Mountain Range	a group of mountains that join a chain or cluster
Physical	relating to the body as opposed to the mind
Summit	the highest point on a mountain
Tectonic Plates	large pieces of rock that make up the earth's surface
Valley	low ground in between mountains

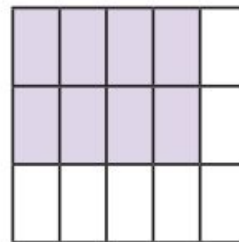
Maths- models and images



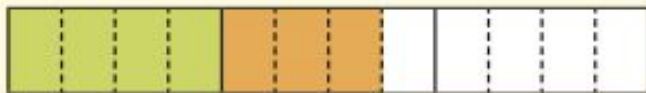
$$\frac{1}{5} \bigcirc \frac{1}{4}$$



$$\frac{3}{5} \bigcirc \frac{3}{4}$$



Explain why the diagram shows $\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$



$$\frac{1}{3} + \frac{1}{4} = \frac{4}{12} + \frac{3}{12} = \frac{7}{12}$$

$$\frac{3}{4} \times \frac{1}{5} = \frac{3}{20}$$

$$\frac{4}{5} \times \frac{3}{7} = \frac{12}{35}$$

$$\frac{4}{5} \times \frac{2}{3} = \frac{8}{15}$$



Be all you can be
Hayes School

Year 6: Autumn 2 2023

Driver Subject: Geography

By the end of this Learning Experience, children will be able to describe and understand key aspects of physical geography, including climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes and the water cycle. They will also be able to describe and understand key aspects of human geography, including, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.



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SCIENCE

Our topic in science is All Living Things and in this topic, we will be developing our knowledge around the classification system of animals, plants and microorganisms. We will understand how to build classification keys using scientific questions with a yes/no answer. Following on from this, we will develop our understanding of microorganisms- specifically, viruses, bacteria and fungi. We will understand their uses and the problems that they bring. To conclude, we will explore the classification system brought in by Carl Linnaeus and be able to classify animals using this system.

Year 6: Autumn 2 2023

COMPUTING -

- To learn about what the Internet consists of.
- To find out what a LAN and a WAN are.
- To find out how the Internet is accessed in school.
- To research and find out about the age of the Internet.
- To think about what the future might hold.

MUSIC

Composing: This half term, the children will learn how to play chords with a root note of C, D or G. They will then begin to compose a piece of music using these chords.
Later in the half term, the children will compose using IT.

Performing: The children will continue to learn pieces to perform later in the year on the marimbas & steel pans.

Listening & Singing: In their weekly Music Assembly, the children will listen to - and sing - a variety of genres. They will also sing each day in their class.



Be all you can be

Hayes School

RE

- Make sense of belief: Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- Give examples of reasons why people do or do not believe in God Understand the impact:
- Make clear connections between what people believe about God and the impact of this belief on how they live
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Make connections:
- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of their learning.

P.E.

Focus		Unit Objectives (To be able to...)
1	Passing and Receiving	Analyse performance and know how it can be improved.
2	Dribbling/Travelling/Footwork and Keeping control	Evaluate the performance of another student and provide feedback. Suggest and use tactics / strategies to gain an advantage / outwit opponents.
3	Marking and Dodging	Demonstrate correct use of different passes for different situations and when under pressure, and be able to receive a range of passes with control. Pressurise the opposition and take the ball away from them without fouling.
4	Gaining & Keeping possession	Dribble/travel/use effective footwork with control into areas that allow you to gain an advantage.
5	Using Tactics and Strategies	Accurately shoot/hit a target with the correct technique, when under pressure. Demonstrate effective marking and dodging during game play.
6	Shooting / Hitting a target	Assist and support others when needed, resolve conflicts. Accept feedback from others, learn from failures, develop self-esteem.

Year 6: Autumn 2 2023

PSHE

Government, Law & British Values

Children will learn about the following:

- political parties and voting
- the role of the Prime Minister
- this will provide children with the opportunity to interrogate the advantages and disadvantages of the UK's voting system and skills and knowledge to argue and defend points of view.
- how laws have been changed in the past.
- how youth activism can challenge any imbalance in power.

MfL (French)

In this unit pupils will learn the nouns and determiners for ten 'healthy' and ten 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of this unit pupils will be able to say what they eat and do not eat and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses by the end of this unit.