


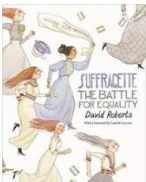
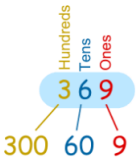








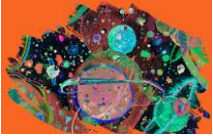





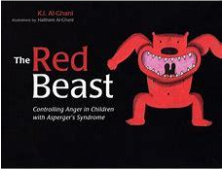

Ash Autumn Term Overview

Through the Autumn term we will be covering a wide variety of topics across the curriculum. This is a brief overview of what we are covering in school alongside some ideas of what you could do at home to help continue and support learning. The following curriculum overview information applies throughout the Autumn term until Christmas.

Subject	Activities
<p style="text-align: center;">English</p>    	<p style="text-align: center;">The Arrival Shaun Tan</p> <p>This book explores the issue of immigration and the reasons why people have to flee countries and seek asylum. Children will explore characters, emotions, different points of view and the challenges faced by the main character and some of the other characters that have made their way to the new land.</p> <p style="text-align: center;">Windrush Child – Benjamin Zephaniah</p> <p>Children begin by examining a range of historical evidence relating to HSS Empire Windrush's arrival in Britain from the Caribbean and consider the motivations of those onboard for coming to the UK. Working through the story, they uncover a timeline of Jamaica's history alongside the experiences of those journeying to Britain after the Second World War.</p> <p style="text-align: center;">The Invention of Hugo Cabret – Brian Selznick</p> <p>Children will use many of the key grammar requirements of Y6 and have opportunity to apply them by writing a missing flashback chapter exploring Hugo's experience of living Uncle Claude, as well as researching the about the famous film director George Méliès and writing a biography about his life.</p> <p style="text-align: center;">Suffragette: The Battle for Equality – David Roberts</p> <p>It is an illustrated information book which works chronologically through the history of suffrage, though in this sequence of learning we focus on some key events and use these to eventually plan our own campaign for a law that should be changed somewhere.</p>
	<p>Links at home</p> <p>Encourage your children to read every night from a range of texts. Ask them about the stories they are reading and about the characters, the settings and whether the author has used any adventurous or unknown vocabulary that they could use in their own stories.</p>
<p style="text-align: center;">Maths</p> <p style="text-align: center;">Place Value</p>  <p style="text-align: center;">Number</p>  <p style="text-align: center;">Fractions</p>	<p>In maths, we will be starting by learning about place value – reading and writing numbers, ordering, rounding, negative numbers etc. Then we will move onto understanding and reasoning about number – adding, subtracting, multiplying and dividing.</p> <p>Finally, later in the year we will move onto the wonderful world of fractions, decimals and percentages.</p>
	<p>Links at home</p> <p>Get the children to use maths in the real world as much as possible (in context). Look at numbers in context – how many people went to the football match? What does this number look like if represented by people/grains of rice etc. Look at using the four number operations in real life: When do we have to add/subtract/multiply and divide? E.g. Dealing with money or multiplying and dividing to figure out pack sizes etc.</p>

<p>Science Biology</p>  <p>Investigating Living Things</p>	<p>We will be learning about how living things each have unique life cycles, with animals maturing at varying rates and living for different lengths of time including vertebrates (mammals, fish, birds, reptiles and amphibians) and invertebrates (insects, spiders, worms and molluscs). We will also be investigating how plants reproduce through pollination – looking at the function of each part of the flower.</p> <p>Then, in the second half of the term, we will continue to learn about living things but turn our attentions to how variations in animals exist and have developed over time. We will look at how offspring develop characteristics to suit their environment and investigate how animals become endangered.</p> <p>Investigate and group animals at home and discuss what they need to live and the habitat you might find them in. If you have a favourite animal, look at which group it is classified under. If you have some flowers at home which can be picked, carefully pull them apart to find each part.</p>
<p>History WWI</p>  <p>Transport</p> 	<p>As part of our local history study, we will investigate the stories of local people who fought in the war. We will also be reading and then writing some WWI poetry of our own. Our main history topic will be about the history of local transport – the roads, railways and canals of the local area and how and why they have changed over the years.</p> <p style="text-align: center;">Links at home</p> <p>Investigate you own families past. Did any of your ancestors fight in WWI? Do you have any old photographs?</p> <p>Investigate the local area to you and how the transport links have changed over the years. If you go for a walk or a bike ride, was there a different road or railway here before? At Tiverton Canal Basin they have a great mini museum about the history of the canal.</p>
<p>Geography</p>  <p>Ocean Currents</p>	<p>We will be using a wide variety of geographical skills including looking at maps, using the points of a compass and locational language. We will be focusing on how ocean currents are formed and how they affect the climate as well as locating the major oceans and seas across the world.</p> <p style="text-align: center;">Links at home</p> <p>Look at local and world maps and practice locating the major oceans and seas of the world as well as the bodies of water which surround the British Isles. Have you been in the sea? Have you felt the current pull you? Look at simulations on the internet about how currents work and what they do to help imbed the knowledge taught in class.</p>
<p>DT Electric Circuits</p>  <p>Christmas Cooking</p> 	<p>The children will be designing, making and evaluating circuits which use switches. We will be investigating what is needed in a circuit to make it work and investigating different types of switches and how they work. They will then choose what they would like their circuit and switch to create. We will also be doing a cooking activity linked to Christmas at the end of the term.</p> <p style="text-align: center;">Links at home</p> <p style="text-align: center;">*****Ensuring that you are doing it safely with an adult*****</p> <p>Investigate electrical items – especially those with different switches. If they are old – and disconnected – take them apart and look inside. What different switches are in your home?</p> <p>Make some craft items at home – whether it be cooking some Christmas themed treats or some creative decorations for the tree.</p>

<p>Music Happy</p>  <p>Classroom Jazz 2</p>	<p>All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams. The children will listen to a range of songs linked to the pop genre and appraise them as well as learn to accompany Happy on a musical instrument. We will then be looking at jazz in the classroom – continuing to build on our knowledge of composing and reading music as well as accompanying pieces with a variety of instruments. As well as this, when Christmas is approaching, we will also focus on learning carols and traditional songs.</p>
<p>Art I need space</p>  <p>Lanterns</p>	<p>Our artwork will be delivered by Mrs Dave. This unit will develop skills in evaluating images and creating art through various drawing processes and print making. It will emphasise and development independent artistic skills and they will generate, test, and refine ideas in sketchbooks - leading to a final piece of artwork.</p> <p>Then, in preparation for the village lantern festival, the children will design and make their own lanterns incorporating a variety of 3D sculpture techniques.</p>
<p>Computing Information</p>  <p>Video Editing</p>	<p>We will develop our understanding of computer systems and how information is transferred between systems and devices and also discover how information is found on the World Wide Web.</p> <p>We will also be learning how to create short videos - developing the skills of capturing, editing, and manipulating video to create a final project based on our history topic.</p>
<p>RE Islam</p>  <p>People of God</p>	<p>What does it mean to be a Muslim today?</p> <p>The children will be exploring what people believe and what difference this makes to how they live. They will look at how Muslims live their lives drawing similarities to other religions and our own lives.</p> <p>How can following God bring freedom and Justice?</p> <p>Make connections between the story of Moses with freedom and salvation. The children will see how the story of Moses has influenced people's lives.</p>
<p>PE Tag Rugby</p>	<p>The children will be learning tag rugby skills and improve their invasion games strategies and skills.</p> <p>We will then be moving indoors for our second unit – Dance. In these sessions, children will work individually and in groups to create and perform dance sequences to music.</p>

 <p>Dance</p>	<p>They will express themselves and their ideas through movement and develop their skills in balance, coordination and core strength.</p> <p style="text-align: center;">Links at home</p> <p>Encourage your children to be active; we are blessed with many different clubs and opportunities for physical development in our village and the local area.</p>
<p>PSHE Anger</p>  <p>Peer Pressure</p>	<p>In the first two weeks of term, as well as going over our expectations of the upcoming year, we will be looking at how our feelings change our behaviour and how we can cope with these positive and negative feelings. We will be also looking at how peer pressure can influence us and what we can do to stay strong in our own beliefs if we know that they are the right thing to do.</p> <p style="text-align: center;">Links at home</p> <p>Talk to children at home about their feelings about things in and out of school. If they do feel a negative emotion, discuss how they might be able to flip it to the positive. Encourage children to be open and honest with their thoughts and ideas.</p>
<p>MFL Habitats</p>  <p>Family</p>	<p>When learning about habitats, we will increase our knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats.</p> <p>In the unit on family, we will make a presentation about their own/a fictitious family in both spoken and written form in Spanish. We will also begin to integrate previously learnt language with newly acquired language, encouraging more confident use of our growing bank of vocabulary.</p> <p style="text-align: center;">Links at home</p> <p>Practice, practice, practice! Can the children recall any of the words, phrases or sentences that they have learnt? Try teaching other people at home some key Spanish words and use them. Watch videos or follow free language apps to develop their knowledge further.</p>