



# Biographies

Year: 6

Term: Autumn 2

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
<p>biography</p> <p>autobiography</p> <p>flee</p> <p>escape</p> <p>evade</p> <p>silently</p> <p>risky</p> <p>courageous</p> <p>freedom</p> <p>activist</p>	<p><b>Biography</b></p> <p><u>Propaganda</u>: information, especially of a biased or misleading nature, used to promote a particular idea</p> <p><i>North Korea relies heavily on the use of <b>propaganda</b>.</i></p>  <p><u>Famine</u>: a widespread scarcity of food</p> <p><i>The <b>famine</b> drove them to illegal trading.</i></p> <p><u>Criticise</u>: indicate the faults of someone/ something</p> <p><i>People could not <b>criticise</b> the Supreme Leader</i></p>  <p><u>Labour</u>: work, especially physical</p> <p><i>Sent to a forced <b>labour</b> camp.</i></p>	<p><b>Geography (Volcanoes and Earthquakes)</b></p> <p>Tectonic plates / layers / land usage / agriculture / fertile / divergent / convergent / transformation / seismic / active / dormant / extinct</p> <p><b>Science (Living things and their Habitats)</b></p> <p>Linnean classification / binomial / domain / kingdom / Phylum / class / order / family / genus / Species</p>

## English (Objectives)

### Reading:

- Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Independently read longer texts with sustained stamina and interest.
- Recommend books to their peers with detailed reasons for their opinions.
- To explain the meaning of new vocabulary in context.
- To scan for key information
- To use skimming and scanning to retrieve specific information.
- Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.
- Predict what might happen from information stated and implied.
- To use note taking for research

### Writing :

- To biography
- To write a short horror narrative
- Use a wide range of devices to build cohesion within and across paragraphs.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- Proofread for grammatical, spelling and punctuation errors.

### GPS

- To create complex sentences using relative clauses with relative pronouns.
- To create and use expanded noun phrases.
- To use adverbial phrases
- To use semi colons to link independent clauses.
- To use colons and semi colon in lists
- To identify and use brackets to indicate parenthesis

## Maths

Unit 5: Fractions, decimals and percentages  
 Unit 6: Algebra and sequences  
 Unit 7: Geometry and area

## R.E (unit) - Lancashire Agreed Syllabus

### Christianity – Church

*If life's a journey, what's the destination?*

## Science (Objectives) – Classifying

- 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.

### Skills:

**Questioning:** Asking relevant questions and using different types of scientific enquires to answer them

**Planning:** Setting up simple, practical enquires, comparative and fair tests

**Measuring:** Making systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and dataloggers

**Recording:** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

**Presenting:** Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

**Concluding:** Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

**Evaluating:** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

**Identifying differences, similarities or changes related to simple scientific ideas and processes**

**Using straightforward scientific evidence to answer questions or support their findings**

## Humanities (Geography) - Volcanoes and Earthquakes

### Geographical Skills and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate key information and describe features studied
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways and present)
- Explain some links and interactions between people, places and environments.
- use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

### Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.

### Human and Physical Geography

- Human geography-To describe and understand human geography, including: the distribution of natural resources including energy, food, minerals and water
- Ask and respond to questions that are more causal

## Art: Fabric masks

- Use different grades of threads and needles.
- Experiment with batik techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

## Music (Unit)

- Sing Up: Shadows / Composing for protests

## Computing (NCCE units)

eSafety (Week 1) : Project evolve - Online bullying

Unit 6 (Week 2-6): Creating Media - Website creation

## PSHE (Physical health and mental wellbeing )

- Cyber bullying in different ways
- How being bullied can affect mental wellbeing
- How to get help and who to get help from
- Strategies to respond to pressure from friends: challenges and dares
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict without resorting to violence

## P.E (Games)

Games: Rugby

## MFL (French):

Let's go shopping