

Inspire awe and wonder
Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, outside learning, our locality etc.

Problem solving and thinking skills
Creative thinkers; independent learners; real-life challenge; controlled risk taking; resourcefulness; enterprise; collaboration; thinking skills, Learning Pit

Creative Arts
Dance, drama, music, art- developing the creative brain; inspiration, enjoyment and fulfilment; enhance and develop skills & talents; performance

Nurturing Responsible Citizens
Collaborative learning; care for the environment; share talents; make decisions; links in and around Leyburn, other communities and the environment

As theologians, we will...

- Explore right and wrong through comparing Christian and Humanist values and beliefs.
- Understand that the impact of our values can make others happy or unhappy.

As artists, we will...

- Sketch animals from different habitats
- Use watercolours to create a painting of something important to us.

As mathematicians, we will...

- Quickly and accurately recall times tables to 12x12
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- + / - fractions with different denominators and mixed numbers
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers
- calculate decimal fraction equivalents
- identify the value of each digit in numbers up to 3 decimal places and x / ÷ by 10, 100 and 1000 giving answers up to three decimal places

Year 6 Topic Planner Autumn 2

Values: What matters most?
(7 weeks)

Subject driver: RE

KEY QUESTIONS:
What is valued in our society?
Compare this to other times /cultures.

What do you consider most important to you?

KEY OUTCOMES:

- 1) Class books of animals and their characteristics
- 2) Written discussion on the responsibilities of humans in animal welfare

VISITS / VISITORS:

- 1) South Lakes Safari Zoo – ethical views on animal welfare
- 2) Visit from a Humanist to discuss his beliefs

As geographers, we will...

- Learn about the places around the world where animals live and why they are suited to these environments

As Rights Respecting Citizens, we will explore: Article 12 - 'You have the right to give your opinion, and for adults to listen and take it seriously.'

As musicians we will...

- Continue to develop our sense of rhythm through drumming with Jules.

As readers, we will...

- Read stories with morals and values.
- Read newspapers and discuss the morality of people's actions
- Explore characters' feelings and emotions by inferring from information given in a story

As authors, we will...

- Write in formal non-fiction styles using the appropriate structure and language
- Create a written list of 'Important Values' – and debate it with others!
- Write a story involving morals and dilemmas, based on those read

As performers, we will...

- Take part in a debate on the ethics of animals in the zoo

As scientists, we will...

- Understand what physical & emotional changes happen to our bodies as we grow up
- create class books by investigating how living things are classified into broad groups
- give reasons for classifying plants and animals based on specific characteristics
- Investigate the work of Carl Linnaeus and why he is known as the 'Father of Taxonomy'.

As design technologists, we will...

- Design and build a structure to house an animal for a class wildlife park, using scaled dimensions

As athletes, we will...

- Develop and refine our gymnastics skills
- Continue to develop our swimming strokes and water safety.

As computer technicians, we will...

- Use the internet to research
- Know what is right and wrong conduct on the internet.
- Prepare and carry our market research for our app