

## Y6 Autumn Term

### English

Pupils will have the opportunity to develop the following skills:

- Read whole novels which are structured in different ways and are of different genres
- Check understanding of texts through discussion and exploration of the meaning of words in context
- Identify and discuss themes and conventions in and across a wide range of writing
- Ask questions to improve understanding of a text
- Increase familiarity with a wide range of books and books from other cultures and traditions
- Make predictions what might happen from details stated and implied
- Challenge the views of others courteously
- Use a dictionary and a thesaurus efficiently
- Understand how words can be built from root words
- Review their writing, identify strengths and areas for development for future writing
- Make changes in vocabulary, grammar and punctuation that need to be made to enhance writing
- Assess the effectiveness of their writing against the context and purpose
- Use what they have read, seen and listened to when considering what to write
- Identify the audience and purpose of different writing
- Write longer passages
- Structure and organise writing in a variety of ways

### Texts:

*Goodnight Mr Tom* by Michelle Magorian or *Adolphus Tips* by Michael Morpurgo

A selection of poetry by Robert Frost

### Reading-

 Pupils will have the opportunity to:

- Retrieve and record information from non-fiction texts and identify key details in note form in order to produce an information leaflet
- Draw on inferences and justify thoughts with evidence through various comprehension tasks
- Prepare a selection of Frost's poetry to read aloud and perform using intonation, tone and volume so that the meaning is clear to an audience

### Writing –

 Pupils will have the opportunity to:

- Establish and maintain a viewpoint and sustain the voice of character through diaries and letters
- Select, use and sustain advanced features of non-fiction writing in order to produce a non-chronological report and a balanced argument
- Create atmosphere and integrate dialogue to convey character and advance the action in their own journey inspired narrative
- Demonstrate imagination and creativity to create their own poetry

### Vocabulary & Grammar –

 Pupils will have the opportunity to:

- Use the full range of taught punctuation accurately and for effect
- Use a dash accurately to mark independent clauses
- Use a colon and semi-colon accurately
- Use inverted commas to demarcate speech correctly
- Identify and use a relative clause
- Use commas to clarify meaning or to avoid ambiguity and to accurately indicate parenthesis

## MATHS

### Number: Place Value

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve number and practical problems that involve all of the above.

### Number- addition subtraction, multiplication and division

- Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.
- Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine in the context of a problem.

### Fractions

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions  $> 1$
- Generate and describe linear number sequences (with fractions)
- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example  $x=$ ]

	<ul style="list-style-type: none"> <li>• Divide proper fractions by whole numbers [for example <math>\div 2 =</math>]</li> <li>• Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction [for example]</li> <li>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul>
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<p><b>Science</b> Continue building on the Year 5 ‘Working Scientifically’ skills and include:</p> <ul style="list-style-type: none"> <li>▪ Ask questions and develop lines of enquiry based on observations.</li> <li>▪ Make predictions using scientific knowledge and understanding.</li> <li>▪ Plan and design investigations and experiments to make observations and test predictions.</li> <li>▪ Identify independent, dependent and control variables and other factors to be taken into account when collecting evidence and data.</li> <li>▪ Select appropriate techniques, apparatus, and materials during fieldwork and laboratory work, working safely.</li> <li>▪ Make and record observations and measurements using a range of methods for different investigations.</li> <li>▪ Evaluate the reliability of methods and suggest possible improvements.</li> <li>▪ Present observations and data using appropriate methods, including tables and graphs.</li> </ul>	<p><b>Living things and their habitats (Classification)</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Animals including Humans (Organ Systems)</b></p> <ul style="list-style-type: none"> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Working scientifically project on effect of exercise on pulse/ breathing rate.</li> </ul>
<p><b>Art</b> Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Analyse artworks and using correct terminology to determine features</li> <li>• Select the right colours</li> <li>• Understand the use of colour</li> <li>• Observe paintings carefully and colours used</li> </ul>	<p>Throughout the term, pupils will study ‘colour’ and:</p> <ul style="list-style-type: none"> <li>• How different Artists use colour in their own work</li> <li>• Edvard Munch and The Scream</li> <li>• Franz Marc</li> </ul>

<p><b>Computing</b></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>▪ Explore how cyberbullying is similar to or different than bullying, and learn strategies for handling cyberbullying should it arise.</li> <li>▪ Make use of design software to create a publication suitable for the intended audience.</li> <li>▪ Use block coding software to create an algorithm for a game in Kodu that responds to inputs.</li> <li>▪ Use sequence, selection, repetition and variables in programs.</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• Awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Identify the features of a game cover.</li> <li>• Learn the tools and techniques for creating a game cover using desktop publishing software.</li> <li>• Learn how to adapt publications for different audiences.</li> </ul> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>• Learn how to design and create worlds using Kodu Gaming Lab.</li> <li>• Use block programming to create algorithms making their games playable and with an ultimate objective.</li> <li>• Use sequences, repetition, inputs, variables and outputs in their programs</li> <li>• Create a working program to coordinate with a self-designed and created game controller</li> </ul>
<p><b>Design Technology</b></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Recognise and apply safe working practices</li> <li>• Identify and recognise tools and equipment used and their purpose</li> <li>• Develop accurate marking out and measuring</li> <li>• Investigate different materials</li> <li>• Develop skills in design and make</li> </ul>	<p>Throughout the term, pupils will study:</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Wind Chimes</li> </ul>

<p><b>Food Science</b></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• generate, develop and communicate their ideas through discussion, annotated sketches and prototypes</li> <li>• Select from and use a wide range of tools and equipment to perform practical tasks</li> <li>• Select from and use a wider range of ingredients according to their</li> </ul>	<p><b>Cooking &amp; Nutrition</b> – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• make a variety of dishes, including a healthy salad</li> <li>• reflect upon their practical skills</li> <li>• develop some treats for Christmas</li> </ul>
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<p>functional properties</p> <ul style="list-style-type: none"> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	
<p><b>French</b></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• recognise who is being talked about in a sentence from the pronoun (1<sup>st</sup>,2<sup>nd</sup>,3<sup>rd</sup> person singular)</li> <li>• recognise some basic adjectives</li> <li>• use familiar words and sentence structures to construct new sentences</li> <li>• use the 1<sup>st</sup>,2<sup>nd</sup>,3<sup>rd</sup> person of common verbs in the present tense</li> <li>• understand the main points and some detail from a short written text</li> <li>• use a bilingual dictionary with guidance</li> <li>• use familiar words and sentence structures to write new sentences</li> <li>• write the correct forms of some simple adjectives with a noun</li> </ul>	<p>Pupils will :</p> <ul style="list-style-type: none"> <li>• learn to talk about their family and extended family</li> <li>• learn how to describe themselves and others. This will include details of physical description and personality traits.</li> <li>• practise reading and dictionary skills</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup>/2<sup>nd</sup>,3<sup>rd</sup> person singular of AVOIR , ETRE and some regular verbs</li> <li>• 1<sup>st</sup>, 2nd and 3<sup>rd</sup> person possessive adjectives</li> <li>• adjectival agreement and recognition of different adjectival patterns</li> <li>• intensifiers</li> <li>• continue to build on syntactical knowledge</li> </ul>
<p><b>Geography</b></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>▪ locate places studied</li> <li>▪ understand the effect that physical features can have on the environment</li> <li>▪ understand how some key physical processes are responsible</li> </ul>	<p><b>Extreme Earth</b></p> <ul style="list-style-type: none"> <li>• What affects Earth’s climate? Where are there extreme temperatures?</li> <li>• The Water Cycle revisited: What causes drought?</li> <li>• What is the difference between a cyclone and a hurricane? What causes them?</li> <li>• To investigate an extreme weather event and identify its causes and consequences; natural hazards caused by the</li> </ul>

<p>for the resulting landscape feature</p> <ul style="list-style-type: none"> <li>▪ describe hazards from physical environments and ways in which we try to manage them e.g. avalanches in mountain regions.</li> <li>▪ use physical and political maps to describe key physical and human characteristics of regions</li> </ul>	<p>earths plates</p>
<p><b>History</b> Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>▪ describe some similarities and differences between periods studied.</li> <li>▪ describe and make links between the relevant causes and consequences of events and changes.</li> <li>▪ beginning to select and organise information to produce structured work.</li> <li>▪ beginning to make appropriate use of dates and terms.</li> </ul>	<p><b>British History: Crime and Punishment</b></p> <p>How has crime and punishment changed throughout the ages?</p> <ul style="list-style-type: none"> <li>• How have changes in society created changes in the kind of crimes committed?</li> <li>• How has punishment for crimes changed over time?</li> </ul>
<p><b>Music</b> Throughout the term pupils will have the opportunity to:</p> <p><u>Performing:</u></p> <ul style="list-style-type: none"> <li>• Perform in a group keeping my own part going</li> <li>• To perform from simple notation</li> </ul> <p><u>Composing:</u></p> <ul style="list-style-type: none"> <li>• Explore a group of sounds and compose a melody from them</li> <li>• To compose using specific musical structures</li> <li>• To compose using musical elements to add variety to work</li> </ul> <p><u>Listening &amp; Appraising:</u></p> <ul style="list-style-type: none"> <li>• Listen to music and answer questions about it</li> <li>• To suggest improvements to my own and other peoples' work</li> </ul>	<p><b>Program Music</b></p> <ul style="list-style-type: none"> <li>• Students are fully introduced to the elements of music and use these to listen to and appraise a wide range of pieces. This is a highly creative topic in which students write poetry, create artwork and ultimately compose several pieces of Program Music and perform to the group.</li> </ul>
<p><b>PE</b> Throughout the term pupils will</p>	

<p>have the opportunity to take part in:</p> <ul style="list-style-type: none"> <li>● Football</li> </ul>	<p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>● make accurate short passes and some accurate longer passes. When receiving the ball from long distances they will be able to practise controlling the ball.</li> <li>▪ dribble effectively with control.</li> <li>▪ dribble and pass with their stronger foot with increased confidence and effectiveness in practice and game situations.</li> <li>▪ shoot with greater power and control.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Hockey</li> </ul>	<ul style="list-style-type: none"> <li>▪ dribble a ball with control.</li> <li>▪ demonstrate a legal tackle in a game.</li> <li>▪ demonstrate a push and a hit with control.</li> <li>▪ beat an opponent with the ball.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Table Tennis</li> </ul>	<ul style="list-style-type: none"> <li>▪ hit the ball with both forehand and the backhand.</li> <li>▪ demonstrate a basic serve.</li> <li>▪ demonstrate some control in your shots.</li> <li>▪ explain the basic rules of table tennis.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Dance</li> </ul>	<ul style="list-style-type: none"> <li>▪ show control in musicality.</li> <li>▪ contribute ideas to group and work cooperatively with others.</li> <li>▪ develop their own dance based on what they have learnt in lessons.</li> <li>▪ identify what they like about another performance and comment on why.</li> </ul>
<p><b>PSHE</b>  <i>The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every topic.</i></p>	<p><b>Being Me In My World</b> - pupils will have the opportunity to learn about:</p> <ul style="list-style-type: none"> <li>● setting goals as well as understanding their fears and worries about the future and know how to express them</li> <li>● the universal rights for all children but for many children these rights are not met</li> <li>● how their actions affect other people locally and globally</li> <li>● how rewards and consequences make me feel and will understand how these relate to their rights and responsibilities</li> <li>● how we can function best as a whole</li> <li>● why our school community benefits from rules and how I can help others to follow them by modelling them myself</li> </ul> <p><b>Celebrating Difference</b> - pupils will have the opportunity to learn about:</p> <ul style="list-style-type: none"> <li>● different perceptions about what 'normal' means</li> <li>● how having a disability could affect someone's life</li> <li>● some of the ways in which one person or a group can have</li> </ul>

power over another

- some of the reasons why people use bullying behaviours
- people with disabilities who lead amazing lives

ways in which difference can be a source of conflict and a cause for celebration

## **RE**

Throughout the term pupils will have the opportunity to:

- Describe the impact of beliefs and practices on individuals, groups and communities
- Ask relevant questions and comment on issues raised in response to learning.
- Gather, select and organise information using a range of sources.
- Respond to issues raised and relate some of them to aspects of my own life.
- Describe how people can inspire and make a positive difference to the lives of others
- Use key religious vocabulary to describe features of religions
- Express my opinion and contribute to class discussion responding or adding to the views of others.
- Explain reasons why people are religious and why we learn about different faiths and cultures.
- Organise and present my work using a range of different styles.
- Describe similarities and differences within and between religions and beliefs

## **Creation**

- Students explore the creation story according to Genesis
- Students respond to the learning and explore their own beliefs and questions about the creation of the world
- Students work together on a project to design a 'creation wheel'
- Students study a harvest poem and create their own after reflecting on the awe and wonder of the world.

## **Important Christian Figures**

- Students learn how to reflect on their own lives and discuss positive influences that impact on them
- Students explore the lives of key important Christian figures such as: Martin Luther King, Florence Nightingale, Rosa Parks and Dr Barnardo