

## Year 6 Autumn Term Overview 2021

SUBJECT	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<p><b>English</b></p>	<p><b><u>Historical Stories</u></b>  <b>WarHorse</b> by Michael Morpurgo,  <b>War Game</b> by Michael Foreman.                      The children will explore the historical context of War Horse (World War 1) understanding how facts can be learnt through a fiction book. They will write a prediction, identify and empathise with characters thoughts and feelings by writing in role, through letters, drama and writing playscripts.  <b>Grammar includes:</b> Using a range of conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech. Skills will be integrated into the unit with reinforcement activities and some homework tasks.  <b>Revision of spelling rules</b> from the New Curriculum. This will include routine spelling activities, homework and tests.</p> <p><b><u>Poetry – Remembrance</u></b>  <b>In Flanders Field</b> by John McRae;  <b>Where the Poppies Now Grow</b> by Hilary Robinson and Martin Impey.                      The children will explore a range of poems; understand terms which describe and to identify typical features. They will try to understand how poets use language (including figurative language) and consider impact on the reader. Through their writing they will use carefully observed details and apt images to help the reader to visualise.</p> <p><b><u>Guided Reading</u></b>                      The children will read and share a variety of genre to suit their reading ability, including poetry.</p> <p><b><u>Independent Reading</u></b>                      Children will be encouraged to widen their experience of different genres and complexity, whilst increasing their reading fluency.</p>	<p><b><u>Significant Authors</u></b>  <b>Books by Phillip Pullman: Northern Lights and Clockwork.</b>                      The children will explore the atmosphere created. They will compare film and books and write scenes for film.  <b>Grammar includes:</b> Using a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely. Tenses perfect verb form and progressive verb form.  <b>Spellings:</b> Rules from Year 6 curriculum. Activities will include routine spelling activities,</p> <p><b><u>Guided Reading</u></b>                      The children will read and share a variety of genre to suit their reading ability, including stories from significant children’s authors.</p> <p><b><u>Independent Reading</u></b>                      Children will be encouraged to widen their experience of different genres and complexity, whilst increasing their reading fluency.</p>

## Year 6 Autumn Term Overview 2021

<p><b>Maths</b></p>	<p><b><u>Key skills visited this term:</u> Working Mathematically by: selecting and using appropriate calculation strategies. Reason and solve problems</b></p> <p><b>Number and Place Value</b> Read, write, order and compare numbers to at least 10,000,000. Read, write and compare 1-, 2- and 3-place decimal numbers; multiply and divide by 10, 100 and 1000; round decimals to nearest tenth and whole number. Compare and order negative numbers</p> <p><b>Addition and Subtraction</b> Choosing Effective Mental Calculation Strategies: Using mental strategies to solve additions and subtraction including decimal numbers; use column addition to add 5-digit numbers, decimal numbers and amounts of money.</p> <p><b>Multiplication and Division</b> Identify multiples and factors Multiply and divide numbers mentally drawing upon known facts from all times tables up to 12x12. Formal Written Method of Multiplication and Formal Written Method of Short Division</p> <p><b>Fractions</b> Simplifying Fractions, Comparing and Ordering Fractions Adding and Subtracting Fractions with different denominators including mixed numbers; Fraction and Decimal Equivalents Fractions, Decimals and Percentages – Calculating fractions use mental strategies to find fractions of amounts. Multiply fractions less than 1 by whole numbers.</p> <p><b>Geometry: Position and direction</b> Identifying coordinates in all four quadrants through reflection and translation.</p> <p><b>Arithmetic practice and skills involving all four operations</b></p>	
<p><b>Science</b></p>	<p><b><u>Evolution and Inheritance – Biology.</u></b> <b>Working scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions</b></p> <p>The children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth. They will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><b><u>Light - Physics</u></b> <b>Working Scientifically by: investigating the relationship between light sources, objects and shadows.</b></p> <p>The children will learn to recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. They will be able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes and they will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>

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<b>PSHE</b>	<p><b><u>Relationships</u></b>  <b><u>Families and friendships and Safer relationships</u></b>                      Attraction to others; romantic relationships; civil partnership and marriage. Recognising and managing pressure; consent in different situations. The children will also learn about safety online.</p>	<p><b><u>Say No to Bullying</u></b> (Anti-Bullying Week 15<sup>th</sup> – 19th Nov) will allow a focus on empathy, self-awareness  <b><u>Respecting ourselves and others</u></b>                      Expressing opinions and respecting other points of view.</p>
<b>RE</b>	<p><b><u>Christian and Buddhist beliefs and practices</u></b>                      This term the children will continue to explore Christianity in greater depth, as well as being introduced to Buddhism as an additional principle Religion. We will begin through exploring key symbols and artefacts and considering how these express meaning to followers. The children will then consider the roles of personal heroes within faith contexts and within their own lives, before learning about the life of The Buddha, and how his actions influence the lives of Buddhists around the world today. We will explore the fundamental beliefs of Buddhism, linking the Noble Eightfold Path to the lotus flower in light of Buddhist beliefs and actions.</p>	<p><b><u>Christmas</u></b>                      This theme allows reflection on the stories and practices relating to Christmas – Sacred and Secular                      Children will reflect on the stories and practices relating to Christmas and consider what the differences are between sacred and secular Christmas traditions, enabling them to debate the true meaning of Christmas and explore the deeper question '<i>Is Christmas only for Christians?</i>'</p>
<b>History or Geography</b>	<p><b><u>Crime and Punishment</u></b>                      Children will study the types of crime from Anglo-Saxons to present and the changes in punishment through the ages.</p>	<p><b><u>South America</u></b>                      The children will find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected.</p>
<b>Art and Design</b>	<p><b><u>A Sense of Place</u></b>                      The children will explore the rural and/or urban landscape as a starting point for two-dimensional work. They will record their observations through drawing and photography. They will use shape, form, space, colour, texture and pattern to develop and communicate their ideas. They will consider the concepts, methods and materials employed by artists who have responded to landscapes in different ways such as through colour, tone and composition.</p> <p><b><u>Trench Art and looking at the work of Georgia O’Keeffe (poppies)</u></b>                      The children will explore how stories have been. They will produce a two or three-dimensional piece of work based on the story,</p>	
<b>Music</b>	<p><b><u>Music Express: World Unite – Performance</u></b>                      During the first half of the Autumn Term, the children will take a trip around the world to celebrate the universal language of music, exploring rhythm and melody in singing, movement and dance. The children will learn about beat and syncopation through songs and body percussion, developing coordination and rhythm skills. They will also explore pitch and harmony, developing the idea of pitch shape and relating it to movement and notation, before arranging different musical sections to build a larger scale performance and combining different rhythms.</p>	<p><b><u>Music Express: Roots – Performance</u></b>                      During the second half term, our learning in Music will be linked with Black History Month by exploring the effects of the slave trade on a West African village. We will listen to and learn traditional Ghanaian songs and percussion rhythms before playing rhythm cycles and combining these in a percussion piece. The children will learn a traditional children’s game song from Ghana and will sing call and response songs in two groups, before devising rhythmic movement and developing a descriptive composition for a performance.</p>

## Year 6 Autumn Term Overview 2021

<b>PE</b>	<b><u>Monday - 1:15 – 2:15pm and Wednesday - 1:15 – 2:15pm.</u></b>	
	<p><b>Cricket:</b> The children will then move on to a striking and fielding sport and will consolidate their key skills required to play cricket. We will be developing and exploring the children’s skills of throwing and catching, fielding, bowling, batting and then linking all the skills into matches. Children will also explore different tactics in Cricket and apply them to game scenarios. They will also be introduced into umpiring and scoring.</p> <p><b>Basketball:</b> The children will then move on to an invasion sport and will develop their hand eye co-ordination through basketball. Children will consolidate their technique and key skills in dribbling, keeping possession, passing and receiving, shooting, marking, creating space in attacking situations, officiating and then applying all the skills they have learnt through matches.</p>	<p><b>Football:</b> After Half-term the children will start with football and will develop and consolidate many skills. The children will consolidate keeping possession, defending and attacking, developing officiating, organise formations and manage teams, decide tactics and officiate games.</p> <p><b>Hockey:</b> Within this sport children will refine and consolidate the skills and techniques of dribbling, passing and receiving, creating space, movement, shooting, transformation from defence to attack, officiating and then combined skills from matches and tournament’s.</p> <p>Children at the end of every unit will compete in an inter-house competition where they can showcase all the skills and techniques they have learnt through matches and competition.</p>
<b>Computing</b>	<p><b><u>E-Safety</u></b> The children will be taught to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b><u>Robotics and Systems</u></b> Design, debug and refine algorithms to solve problems Plan and create a physical programmable device including input sensors and output devices.</p> <p><b><u>Cross curricular work:</u></b> Research and work presentation.</p>	
<b>French</b>	<p><b><u>Sport and the Olympics</u></b> Pupils learn to conjugate the verb 'aller'- to go and which preposition to use to express going to a country. They learn sports vocabulary, how to express preferences and expand their knowledge of country names. They develop their cultural knowledge of Pétanque, the Tour de France and the Olympics and consolidate their learning by writing a magazine article about participating in the Olympic Games.</p>	<p><b><u>Football champions</u></b> Pupils develop many important strategies in this football themed topic, which they can use in their future learning of other languages and subjects. Children develop their speaking and listening skills; asking and responding to questions about football as well as working on their written French by adapting football player profiles.</p>