

Year 6 Termly Overview



Autumn Term

Subject	Autumn 1 Frozen Kingdom	Autumn 2 A Child's War
Art/ DT	<ul style="list-style-type: none"> • D.T Diorama box, paper sculpting and drawing techniques 	<ul style="list-style-type: none"> • WW2 Portraits self-portraits • D.T Parachute design, make and test
Computing	<p>Online Safety</p> <ul style="list-style-type: none"> • Self-image and identity • Online reputation <p>Computing</p> <ul style="list-style-type: none"> • Animated Stories (Scratch) 	<p>Online Safety</p> <ul style="list-style-type: none"> • Online relationships <p>Computing</p> <ul style="list-style-type: none"> • Spreadsheets (Excel)
French	<ul style="list-style-type: none"> • On Holiday • Eating out 	<ul style="list-style-type: none"> • Hobbies • A School Trip
Geography	<ul style="list-style-type: none"> • Review position and significance of Equator, Northern and Southern hemispheres, latitude and longitude, Tropics of Cancer and Capricorn, Prime/Greenwich Meridian and time zones • Identify the position and significance of Arctic and Antarctic Circle • Study of tourism and how it impacts Antarctica 	<ul style="list-style-type: none"> • Location of allies of WW2 on world map and explore changes in countries since then • Comparison of a rural/city area during WW2

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History	<ul style="list-style-type: none">• Use timelines accurately to place significant dates, and events of Shackleton's journey.• Makes accurate use of specific dates and terms.	<ul style="list-style-type: none">• Use timelines accurately to place significant dates, and events during WW2.• Use timelines to understand events leading to the outbreak of WW2.• Identifies and uses different historical sources to construct informed responses about evacuation, roles of men and women.• Presents information in an organised and clearly structured way.
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Maths	<p>Place Value</p> <ul style="list-style-type: none">• use negative numbers in context, and calculate intervals across zero• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit• 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• solve number and practical problems that involve all of the above <p>Addition and Subtraction</p> <ul style="list-style-type: none">• perform mental calculations, including with mixed operations and large numbers• use their knowledge of the order of operations to carry out calculations involving the four operations• use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why• Solve problems involving addition, subtraction, multiplication and division <p>Multiplication and Division</p> <ul style="list-style-type: none">• perform mental calculations, including with mixed operations and large numbers	<p>Fractions</p> <ul style="list-style-type: none">• compare and order fractions, including fractions >1• identify the value of each digit in numbers given to three decimal places• solve problems which require answers to be rounded to specified degrees of accuracy• use common factors to simplify fractions; use common multiples to express fractions in the same denomination• associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions• multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)• multiply one-digit numbers with up to two decimal places by whole numbers• divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)• multiply one-digit numbers with up to two decimal places by whole numbers• multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places• identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
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	<ul style="list-style-type: none">• associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication• divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-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• use written division methods in cases where the answer has up to two decimal places• identify common factors, common multiples and prime numbers• use their knowledge of the order of operations to carry out calculations involving the four operations• use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy• solve problems involving addition, subtraction, multiplication and division	<ul style="list-style-type: none">• associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)• use written division methods in cases where the answer has up to two decimal places <p>Geometry – Position and direction</p> <ul style="list-style-type: none">• describe positions on the full coordinate grid (all four quadrants)• draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
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Music	Happy by Pharrell Williams <ul style="list-style-type: none">• To sing solo, unison and in parts with clear diction, controlled pitch and with sense of phrase• To play a range of musical notes with accuracy, fluency, control and expression• To think about the audience when performing and how to create a specific effect• To describe, compare and evaluate different types of music using a range of musical vocabulary (e.g., pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure)• To listen to and recall sounds and patterns of sounds with accuracy and confidence.• To identify and explore the relationship between sounds and how music can reflect different meanings.	Classroom Jazz - Bacharach Anorak and Meet The Blues. <ul style="list-style-type: none">• To play a range of musical notes with accuracy, fluency, control and expression• To think about the audience when performing and how to create a specific effect• To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures• To listen to and recall sounds and patterns of sounds with accuracy and confidence.• To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.
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<p>PE</p>	<p>Tag Rugby</p> <ul style="list-style-type: none"> • Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately, showing precision, control and fluency. • When performing, pupils draw on what they know about strategy and tactics. • Pupils analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. <p>Healthy Living: Inside Out</p> <p>Fitness: Bootcamp</p>	<p>Dance</p> <ul style="list-style-type: none"> • Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately, showing precision, control and fluency. • When performing, pupils draw on what they know about composition. • Pupils analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. • Pupils explain how their body reacts during different types of exercise. They warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their health and fitness. Pupils lead safe and effective warm up and cool downs that relate to and benefit the learning in the lesson. <p>Healthy Living: Going for Goals</p> <p>Fitness: Mighty Movers (Boxercise)</p>
<p>PSHE</p>	<p>Me and my relationships</p> <ul style="list-style-type: none"> • Feelings • Emotions • Conflict resolution • Friendships 	<p>Valuing Difference</p> <ul style="list-style-type: none"> • British Values

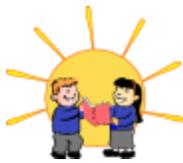
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RE	<ul style="list-style-type: none"> • How can a mosque help us to understand the Muslim faith? • How do the pillars of Islam help Muslims to live a good life? 	<ul style="list-style-type: none"> • Christmas: What do the Gospels say about the birth of Jesus and why is it 'good news'?
Reading	<p>Class Reader: Skellig – David Almond</p> <p>Additional texts Shackleton's Journey – William Grills Non – fiction – Antarctica</p> <p>Performance Poetry Week – learn poetry by heart</p>	<p>Class Reader: Skellig – David Almond Poetry – including war poets / Wordsworth</p> <p>Additional texts War Poem 'How to Die' – Siegfried Sasson WWII letters from Evacuee</p>
Science	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • 	<p>Living things and their habitat</p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics.

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Writing	Writing to Inform <ul style="list-style-type: none">• Identifies the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own• Use further organisational and presentational devices to structure text and to guide the reader (e.g., bullet points)• Uses a wide range of devices to build cohesion within and across paragraphs• Proof – reads effectively for spelling and punctuation errors• Recognise and use the differences between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g., ask for/request; go in/enter; out/discover)• Use a wide range of clause structures, varying their position within the sentence• Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given a choice• Is clear about what standard of handwriting is appropriate for a particular task (e.g., quick notes vs. final piece)	Writing to Entertain <ul style="list-style-type: none">• Develop setting atmosphere and character• Select appropriate grammar and vocabulary to change or enhance meaning e.g. expanded noun phrases• Build cohesion within and across paragraphs• Assess the effectiveness of their own and others' writing• Using subordinate clauses/commas to clarify meaning or avoid ambiguity• Using subjunctive form• Use dictionaries to check the spelling and the meaning of words• Use a thesaurus
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