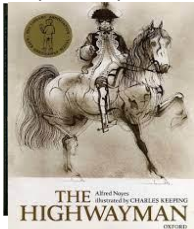




## English

As writers, our learning will be centered around our core text of 'The Highwayman' by Alfred Noyes.



Through this, we will:

- Identify the intended audience and purpose, manipulating devices and composition for affect.
- Use drama to explore different character perspectives and write from these varying viewpoints.
- Use expressive and figurative language.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity of meaning.
- Use a range of devices to build cohesion, including: adverbials, precise tense choices, ellipsis, repetition of language, parenthesis, relative clauses and commas to avoid ambiguity.
- Explore poetic devices and grammatical structures

# YEAR 6

## AUTUMN TERM 1



## Reading

As readers, we will focus on:

- Reading a range of fiction, non-fiction and poetry to develop our levels of fluency.
- Draw on inferences from character feelings, thoughts and motives from their actions and justify inferences with evidence.
- Enhance our vocabulary to deepen our understanding and word meaning.

Our reading for pleasure text will be 'Wonder' by R.J. Palacio



## Maths

As mathematicians, we will follow White Rose units. This half term our learning will focus around place value, addition, subtraction, multiplication and division.

Through this, we will:

- Explore all concepts of place value in numbers up to ten million, including rounding, problem solving and decimals.
- Use more formal written methods of addition, subtractions, division and multiplication with integers of up to 4 digits, including decimal notation.
- Solve problems involving addition, subtraction, multiplication and division.
- Understand concepts around mixed operations, prime numbers, factors, multiples and estimation.



## French

As learners of language, our Kapow unit is 'Basic Greetings and Number System'. This is a revision unit to ensure the children are equipped for the next stage of their MFL journey. We will learn through a range of songs, rhymes as well as written tasks.



## Science

As scientists, our unit is 'Living things: Classifying big and small.'

Through this, we will:

- Define the term 'organism' and name the seven life processes of all living things. and describe the work of Carl Linnaeus.
- Describe the characteristics of fish, amphibians, reptiles, birds and mammals.
- Compare and describe the characteristics of the vertebrate and invertebrate groups.
- Name the plant groups and describe the characteristics of flowering plants, ferns, mosses and conifers.
- Define the term 'micro-organism' and name some examples.
- Use a classification key to group and identify organisms.
- Make a simple classification key.



## History

As historians, our unit is 'Ancient Greece'.

Through this, we will:

- Study and explain daily Greek life and achievements and their influence on the western world.
- Understand who they were and place their civilization in our chronological timeline.
- Explain different types of government in Ancient Greece.
- Compare and contrast two states of Athens and Sparta.
- Understand the invasion of the Trojan Horse.
- Understand religion in Ancient Greece and significant scholars and philosophers.
- Explain how modern-day life has been influenced by the Ancient Greeks.



## Geography

As geographers, our unit is 'What is life like in the Alps'.

Through this, we will:

- Locate the Alps on a world map and identify and label the eight countries they spread through.
- Locate three physical and three human characteristics in the Alps.
- Research and describe the physical and human features of Innsbruck.
- Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
- Compare the human and physical geography of their local area and Innsbruck.
- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'



## Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

### This half term we will:

- Swimming to start up
- Practicing for Young Voices
- Recognise the importance of Black History Month and explore the 'Black Lives Matters Movement' and a further study of significant individuals.
- Engage in Newsround weekly and discuss local, national and global news in our society.



## Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following homework each week:

- A minimum of 45 minutes sessions on Maths Whizz and 15 minutes of TT Rockstars
- A minimum of 5 x 15 minute reads a week to be signed in diaries and quizzing on Accelerated Reader.
- Weekly spellings sent home.



## Art

As artists, our unit is 'Interactive Installation'.

### Through this, we will:

- Identify and compare features of art installations.
- Investigate the effect of space and scale when creating 3D art.
- Problem-solve when constructing 3D artworks.
- plan an installation that communicates an idea.
- Apply their knowledge of installation art and develop ideas into a finished piece.



## PE

As sportsman, we will focus our learning skills in football. We will also undertake swimming lessons weekly on a Tuesday.

### Through this we will:

- ⑦ Play tactical games and apply the basic principles of attacking and defending.
- ⑦ Refine our performance through on-going evaluations.
- ⑦ Swim competently, confidently and proficiently over a distance of at least 25 metres.
- ⑦ Perform self-rescue in different water situations.



## Music

As musicians, our unit is 'Dynamics, pitch and temp'

### Through this, we will:

- Engage in discussion about the sounds of an orchestral piece.
- Change dynamics and pitch, differentiating between the two.
- Change texture within their group improvisation and talk about its effect.
- Create a graphic score to represent sounds.
- Follow the conductor to show changes in pitch, dynamics and texture



## PSHE

As citizens of the community, our unit is 'Family and Relationships'.

### Through this, we will:

- Understand what is meant by respect and its importance.
- Understand respect is two-way and how we treat others is how we can expect to be treated.
- To explore the attitudes of others and challenge these.
- Understand stereotypes and share information on them.
- Resolve disputes and conflict through negotiation and compromise.
- Understand the process and emotions relating to grief.



## Design Technology

As designers, our unit is 'Come Dine with me'

### Through this, we will:

- Find a suitable recipe for their course.
- Record the relevant ingredients and equipment needed.
- Follow a recipe, including using the correct quantities of each ingredient.
- Write a recipe, explaining the process taken.
- Explain where certain key foods come from before they appear on the supermarket shelf.



## Computing

As users of technology, our unit is 'Online Safety'.

### Through this, we will:

- Discuss a range of issues online that can leave you feeling frightened, worried or uncomfortable and describe numerous ways to help.
- Look at positive and negatives of sharing online.
- How to seek consent before sharing online material involving others.
- Understand and explain what is meant by 'digital reputation'.
- Importance of capturing evidence of online bullying.
- Understand two-factor authentication and passwords.



## Religious Education

As citizens in a diverse culture, our unit is 'Why does religion look different around the world?'

### Through this, we will:

- Explain the meaning and origin of the prefix 'omni'.
- Compare similarities and differences between the Abrahamic religions.
- Recall why different worldviews may have interpreted similar origins differently.
- Give reasons about why Shabbat can be observed differently.
- Consider how geography and culture can affect religious traditions.

