Year 6 Autumn Overview

English

> RWI Spelling

> Spaceboy by David Walliams

Writing Outcomes: flash back narrative, setting description and a diary entry

> Where we once stood by Christopher Riley and Martin Impey

Writing Outcomes: descriptive writing, poetry, and non-chronological report

>FArTHER by Grahame Baker-Smith

Writing outcomes: setting narrative, poetry, letter and a diary entry

Within each of the units, we will learn about a range of sentence styles including those with varied punctuation.

Maths

> Place Value Numbers to up 10,000,000 including reading and writing numbers
Power of 10 Number lines to 10,000,000
Round, compare and order any integer
Negative numbers

> Addition, Subtraction, Multiplication & Division Addition and subtraction
Multiplication of a 4 digit by a 2 digit number
Short division
Square and cube numbers
Division using factors
Multi-step problems
Order of operations
Mental calculations

> Fractions
Equivalent fractions
Compare and order fractions
Add and subtract simple fractions
Add and subtract any two fractions

Maths Continued

Add and subtract mixed numbers

Multistep problems related to fractions

Multiply and divide fractions by a fraction and an integer

Fractions of an amount

> Converting Units

Metric measures including converting

Calculate metric measures

Miles and kilometres Imperial measures

PE

> Indoor athletics

Hurdle

Long jump

Shot put

> Invasion games

Football

Netball

Ultimate frisbee

> Swimming

MFL (French)

> Revisiting me / Telling the time / Everyday life

I can recall phrases to talk about myself and my feelings.

I can give a simple description about myself

I can remember and use numbers to 60

I can understand "o'clock" time phrases.

I can talk about my daily routine.

I can answer questions about my daily routine.

> Homes and houses

I can understand and say some nouns for rooms in the house

I can pronounce some objects for the house

I can use adjectives to describe rooms in the house

I can say and write a sequence of sentences to make a story

I can understand new nouns and use them to play a game I

I can use prepositions to say where things are

Science

> Electricity

Describe the parts of an electric circuit

Explore voltage and its effects

Apply knowledge to correctly identify and correct problems in a circuit

Investigate what affects the output of a circuit

Build a set of traffic lights

Conductor and insulators

> Light

Explore how light travels

Explore reflection and how it can help us see

Investigate how shadows can change

Investigate how we can show why shadows have the same shape as the object that casts them

Investigate how we see objects

RE

> Creation

Outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God.

Investigate by gathering, selecting, organising or refining questions and ideas about religion/non religious viewpoints.

Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.

> Incarnation

Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God.

Describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'.

Identify ways in which Christians believe the Old Testament prophecies speak about Jesus.

Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints

Computing

> Online safety

Message in a game

Online behaviour

Screen time

> Spreadsheets

What is a Spreadsheet?

Basic Calculations

Modelling

Organising data

Advanced Formulae and Big Data

Charts and graphics

> Databases

Conversions of Measurements

Using formulae

Exploring Probability

Computational Modelling

Testing a hypothesis

History

> What can the census tell us about local areas?

To explore the purpose and creation of a census.

What can we learn about Victorian children from the census?

What does the census suggest about the jobs available in the 1800s?

Why did some women refuse to fill out the census in 1911?

What changed in the 1921 Census?

Who lived in our local area in the past?

Geography

> What is life like in the Alps?

Where are the Alps?

What is it like in the Alps?

Why do people visit the Alps?

What is there to do in our local area?

How are the Alps different from our local area?

What is life like in the Alps?

PSHRE

> TEAM

Together Everyone Achieves More

Communicate

.Collaborate

Compromise

Care

Shared responsibilities

> Think positive

The Cognitive Triangle

Thoughts Are Not Facts

Face Your Feelings

Choices and Consequences

Being Present

Yes, I Can!

Music

> Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.

Sing a sea shanty expressively, with accurate pitch and a strong beat.

Play bass notes, chords, or rhythms to accompany singing.

Sing in unison while playing an instrumental beat (untuned).

Keep the beat playing a 'cup' game.

Talk about the purpose of sea shanties and describe some of the features using music vocabulary.

> Compose a syncopated melody using the notes of the C major scale.

Sing a syncopated melody accurately and in tune.

Sing and play a class arrangement of the song with a good sense of ensemble.

Listen to historical recordings of big band swing and describe features of the music using music vocabulary

Design Technology

> Electrical Systems: Doodlers

To understand how motors are used in electrical products.

To investigate an existing product to determine the factors that affect the product's form and function.

To apply the findings from research to develop a unique product.

To develop a DIY kit for another individual to assemble their product.

Art

- > Sculpture:
- Interactive Installation
- To identify and compare features of art installations.
- To investigate the effect of space and scale when creating 3D art.
- To problem-solve when constructing 3D artworks.
- To plan an installation that communicates an idea.
- To apply their knowledge of installation art and develop ideas into a finished piece