

Y6 Autumn Overview

Writing	Maths
<p>Based on: Macbeth (Literacy Shed), Alma (Literacy Shed) Genres covered: Postcard, Letter, Diary Entry, Play script, Narrative, Book Review, Information text, Newspaper article, Poetry, Recount Cross curricular: Information text on an aspect of Tudor life, research piece on topic of evolution in science, instructions on how to create a mummy. Other focuses: Use of basic punctuation, varied sentence openers, using thesaurus and dictionary, legible, fluent, joined handwriting.</p>	<p>Place Value Numbers to 1,000,000, numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integers Negative numbers</p> <p>Addition, subtraction, multiplication and division Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors Introduction to long division Long division with remainders Solve problems with division Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts</p> <p>Fractions (and decimals) Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions</p>
SPAG	
<p>Ready to write: Relative clauses, modal verbs, adverbs, parenthesis, expanded noun phrases, commas, present tense, past tense Synonyms & antonyms Word classes in sentences: nouns, verbs, adjectives, adverbs, subjects, objects, determiners, conjunctions, prepositions Recognising and using subjunctive form</p>	
Spelling	
<p>Objectives:</p> <ul style="list-style-type: none"> - Non-negotiable spellings - Year 5/6 spellings - Using a dictionary - (Stage 2 for LA spellers) <ul style="list-style-type: none"> - Y5 and 6 Challenge Words - Short vowel sound (i) spelled (y) 	
Reading	

<p>Texts covered: 'Macbeth', 'The Boy at the Back of the Class'</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Predictions using basic text images - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Explore Shakespearian language and compare it to the modern day. - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Making comparisons with and across books - Examining characters, settings and plot lines - Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views 	<p>Add mixed numbers</p> <p>Subtract mixed numbers</p> <p>Multi-step problems</p> <p>Multiply fractions by integers</p> <p>Multiply fractions by fractions</p> <p>Divide a fraction by an integer</p> <p>Divide any fraction by an integer</p> <p>Mixed questions with fractions</p> <p>Fraction of an amount</p> <p>Fraction of an amount - find the whole</p> <p>Converting Units</p> <p>Metric measures</p> <p>Convert metric measures</p> <p>Calculate with metric measures</p> <p>Miles and kilometres</p> <p>Imperial measures</p>
<p>History</p>	<p>Geography</p>
<p>What was life like in Tudor England?</p> <p>Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.</p> <p>Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.</p> <p>Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.</p> <p>Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.</p> <p>Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.</p> <p>Make deductions using inventories and making judgements as to whether a person was rich or poor.</p> <p>Explain how inventories are useful to historians and create a realistic inventory.</p>	<p>Where does our energy come from?</p> <p>Describe the significance of energy.</p> <p>Give examples of sources of energy and their trading routes.</p> <p>Define renewable and non-renewable energy.</p> <p>Discuss the benefits and drawbacks of different energy sources.</p> <p>Describe the significance of the Prime Meridian.</p> <p>Identify human features on a digital map.</p> <p>Discuss how transport links have changed over time.</p> <p>Locate UK cities on a map.</p> <p>Use six-figure grid references to identify features on an OS map.</p> <p>Consider and justify the location of energy sources.</p> <p>Design and use interview questions.</p> <p>Plot points on a sketch map.</p>

PE

Swimming

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

Football

- I can create and use space to help my team.
- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use marking, tackling and/or interception to improve my defence.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.

Dodgeball

- I can officiate and help to manage a game by refereeing.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.

Science

Living Things and Their Habitats

- Define the term 'organism' and name the seven life processes of all living things.
- Describe the work of Carl Linnaeus.
- Define the term 'vertebrate' and name the vertebrate groups.
- Describe the characteristics of fish, amphibians, reptiles, birds and mammals.
- Compare the characteristics of the vertebrate groups.
- Define the term 'invertebrate'.
- Describe the characteristics of worms, snails, spiders and insects.
- Compare the characteristics of the invertebrate groups.
- Name the plant groups.
- Describe the characteristics of flowering plants, ferns, mosses and conifers.

RE

Why does religion look different around the world?

- Explain the meaning and origin of the prefix 'omni' and understand the significance of omni words in religious circumstances.
- 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.
- Explain why people may choose to wear head wear or hair coverings to support their belief.

Music

<p>Define the term 'micro-organism' and name some examples. When working scientifically pupils who are secure will be able to: Use a classification key to group and identify organisms. Make a simple classification key.</p>	<p>Film Music: Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film.</p>
Art	Design Technology
<p>Drawing - Make my voice heard Collect a good range of imagery, adding annotated notes and sketches. Make relevant comparisons between different styles of art. Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes with little support. Create a tile that is full of pattern, symbols and colours that represents themselves. Discuss ideas to create light and dark through drawing techniques. Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing. Understand the impact of using techniques for effect. Participate in a discussion that examines the similarities and differences between different styles of art. Form their own opinions about what art is, justifying their ideas. Identify a cause and decide what message they want to convey. Understand artist's choices to convey a message. Review sketchbook and creative work to develop a drawn image. Review and revisit ideas to develop their work.</p>	<p>Mechanical Systems – Automata Toys Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements. Follow health and safety rules, taking care with the equipment. Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration. Develop a design idea with some descriptive notes. Explore different cam profiles and choose three for their follower toppers with an explanation of their choices. Create neat, decorated follower toppers with some accuracy. Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata. Decorate and finish the automata to meet the design criteria and brief. Evaluate their finished product, making descriptive and reflective points on function and form.</p>

PSHE	MfL	
<p>Family and relationships</p> <p>Understand that everyone can expect a level of respect but this can be lost. Understand what respect is and how they should be respected. Understand how stereotypes influence our ideas and opinions. Understand a range of stereotypes and share this information effectively. Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise. Understand the term grief and describe some of the associated emotions.</p> <p>Health and Wellbeing</p> <p>Describe qualities or values they want to develop and create achievable goals. Describe the importance of relaxation and suggest different strategies. Describe how they take care of their physical wellbeing. Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this. Describe what resilience is, why it is important and some useful resilience strategies. Understand how vaccination works and why it is important to individuals. Understand that habits can be good or bad for health. Understand that changes in their body could indicate illness and know what to do if they notice them.</p>	<p>Language Angels</p> <p>En Classe</p> <p>Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case.</p> <p>At School</p> <p>Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.</p>	
	Computing	
	<p>Google</p> <p>Explain that codes can be used for a number of different reasons and decode messages. Explain how to ensure a password is secure and how this works. Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes. Explain the importance of historical figures and their contribution towards computer science. Present information about their historical figure in an interesting and engaging manner.</p>	<p>Intro into Python</p> <p>Iterate ideas, testing and changing throughout the lesson and explain what their program does. Use nested loops in their designs, explaining why they need two repeats. Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does. Use loops in Python and explain what the parts of a loop do. Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it.</p>