



| Subject            | Autumn 1  | Autumn 2   |
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| RE                 | <u>Kingdom of God</u> – in this unit of work the children will develop an understanding of what the Kingdom of God is to all of us and how we are all a part of God's Kingdom.  | <u>Justice</u> – in this unit of work the children will develop an understanding what justice is and how injustice can be overcome   |
| Maths              | <p><u>Number and Place Value</u> – read, write and order numbers to 10,000,000</p> <p><u>Addition and Subtraction</u> – mental calculations with mixed operations; order of operations; estimation to check answers</p> <p><u>Properties of Shape</u> – calculate, estimate and compare shapes under standard units of measure (cm<sup>3</sup>, m<sup>3</sup>).</p> <p><u>Multiplication and Division</u> – identify common factors, multiples, and prime numbers; mental calculations including mixed numbers and large numbers.</p> <p><u>Fractions</u> – compare and order fractions; common factors to simplify; recall and use equivalents.</p> <p><b>Times tables recall to 12X12</b></p> | <p><u>Position and Direction</u> – describe position on a four-quadrant grid; draw and translate simple shapes.</p> <p><u>Decimals</u> – add, subtract, multiple and divide with decimals.</p> <p><u>Length</u> – convert between miles and km; use, read, write and convert between measurements of length, mass, volume and time</p> <p><u>Percentages</u> – recall and use equivalences between simple fractions, decimals, and percentages.</p> <p><u>Algebra</u> – express missing number problems algebraically and use simple formulae.</p> <p><b>Times tables recall to 12X12</b></p>  |
| English            | <p><b>Empathy</b></p> <p><u>Star of Fear, Star of Hope</u> by Jo Hoestlandt</p> <p><u>Writing Outcome:</u> Fiction – Flashback Story.</p> <p><u>Punctuation and Grammar Focus:</u> relative clauses, modal verbs, adverbs, parenthesis, expanded noun phrases, commas, past and present tense.</p> <p><u>Guided Reading</u>– a range of fictions and non-fiction texts and a weekly comprehension exercise</p> <p><u>Weekly spelling test:</u> Friday</p> <p>Year 6 are expected to read at home daily for a minimum of 10-15 minutes. Comments to be recorded in the reading diary.</p> <p><b>Reading books must be in school every day.</b></p>   | <p><b>Responding</b></p> <p><u>Can We Save the Tiger</u> by Martin Jenkins</p> <p><u>Writing Outcome:</u> Report writing. Information, explanation and persuasion hybrid text</p> <p><u>Punctuation and Grammar Focus:</u> synonyms and antonyms, identifying nouns, verbs, adjectives and adverbs, subject and object, determiners, conjunctions and prepositions, word classes within sentences and the subjunctive form.</p> <p><u>Guided Reading</u>– a range of fictions and non-fiction texts and a weekly comprehension exercise</p> <p><u>Weekly spelling test:</u> Friday</p> <p>Year 6 are expected to read at home daily for a minimum of 10-15 minutes. Comments to be recorded in the reading diary.</p> <p><b>Reading books must be in school every day.</b></p> |
| Science            | <p><u>Light</u> – During this unit of work the children will:</p> <ul style="list-style-type: none"> <li>Learn how light travels</li> <li>Be able to demonstrate how we see objects</li> <li>Know why shadows have the same shape as the object that casts them</li> <li>Know how simple optical instruments work.</li> </ul>   | <p><u>Living Things and their Habitats</u> – During this unit of work the children will:</p> <ul style="list-style-type: none"> <li>Be able to classify living things into broad groups based on characteristics and similarities and differences</li> <li>Know how living things have been classified</li> <li>Be able to give reasons for classifying plants and animals in specific ways.</li> </ul>  |
| Computing          | <u>Graphic design</u> – The children will be able to edit images by choosing and using appropriate software.  | <u>Computer Systems</u> – The children will be able to explain how computer systems work and be able to use a range of technology to support a specific project.   |
| Geography /History | <u>WWII</u> – During this unit of work, the children will investigate elements that led to the start of WWII. They will learn about the evacuations, rationing, the role of women, the holocaust and they will be able to explain the key events in chronological order.  | <u>Our Changing World</u> – during this unit of work, the children will discover some of the many ways in which the world around them is changing. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years.   |
| PE                 | <u>Invasion Games</u> – The children will develop their skills needed to participate in invasion games. They will be able to play to agreed rules, explain the rules to others, make a team and communicate a plan and lead others in a game situation.   | <u>Dynamic Dance</u> – The children will be able to develop a sequence in a specific style and choose music to suit their chosen style.  |
| PSHE               | <p><b>Health and Wellbeing</b></p> <p><u>Eat Better</u> – healthy eating, food groups, balanced diet</p>  | <p><b>Boxercise</b></p> <p><b>Health and Wellbeing</b></p> <p><u>Citizenship/Financial/Other</u> – Think Positive, Mental Health, House of Lords, Remembrance</p>  |

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|          | <u>Citizenship/Financial/Other</u> - Safety First, Classroom rules, School Council, E-Safety, Global CAFOD, Harvest,  |  | Day, Antibullying week   |
| Art /DT  | <u>Shadow Puppets</u> - During this unit of work, the children will be working on a project to create a shadow puppet performance. This will include learning about the history of shadow puppets, creating a story and the characters needed and eventually making their own shadow puppets. The children will be able to follow, refine, justify and evaluate their plans and finished project. |  | <u>Light and Shadows</u> - During this unit of work, the children will learn how to use different shades of pencils to create a range of tones and lines, they will research a famous artist and create their own artwork based on the artists style. The children will be able to explain why they have used different tools to create art; be able to explain why they have chosen specific techniques; explain the style of work and how it is influenced by a famous artist. |
| Music    | <u>Christmas Carol Concert</u> - The children will be able to: <ul style="list-style-type: none"> <li>• Sing in harmony</li> <li>• Perform parts from memory</li> </ul>   |  | <u>Christmas Carol Concert</u> - The children will be able to: <ul style="list-style-type: none"> <li>• Sing in harmony</li> <li>• Perform parts from memory</li> </ul>  |
| MFL      | <u>Let's Visit a French Town</u> - The Children will be able to talk about towns, directions home and numbers. The children will be able to hold a simple conversation with at least 4 exchanges, they will be able to use their knowledge of grammar to speak correctly, they will be able to understand a short story or factual text and be able to write a paragraph of 4 - 5 sentences.      |  | <u>Let's Visit a French Town</u> - The Children will be able to talk about towns, directions home and numbers. The children will be able to hold a simple conversation with at least 4 exchanges, they will be able to use their knowledge of grammar to speak correctly, they will be able to understand a short story or factual text and be able to write a paragraph of 4 - 5 sentences.   |
| Homework | <i>Daily Reading, Weekly Spellings, English and Maths will be set on a <b>Friday</b>.</i>   |  |  |