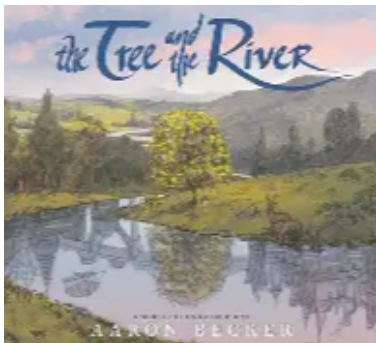
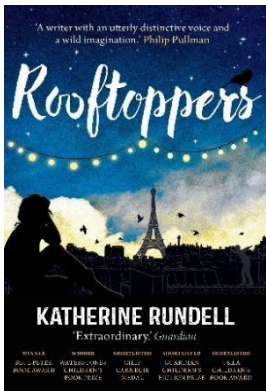
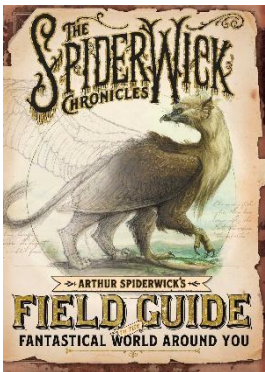
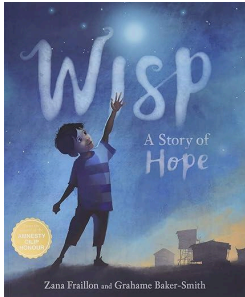
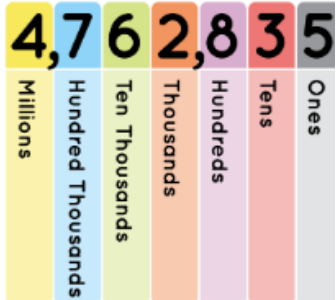
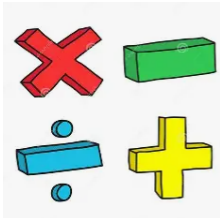
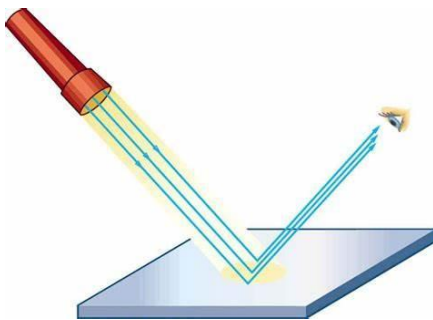
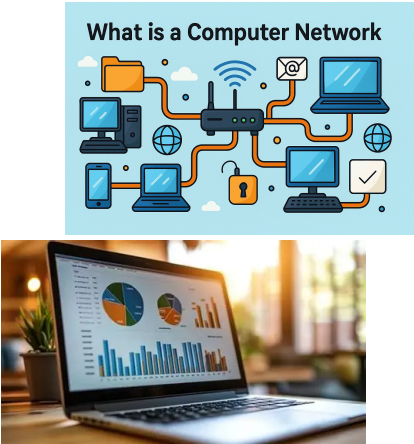


Subjects:	Autumn Term - YEAR 6	
English	<u>The Tree and the River</u> To begin the year, all children across the school will be looking at this beautiful picture book by Aaron Becker. The Year 6 children will write poems with an emphasis on the use of personification, and will write a narrative based on the value of resilience. <u>Rooftoppers</u> Next, we will be reading 'Rooftoppers' by Katherine Rundell – a story about a child who embarks upon an adventure to find her 'lost' mother. Children will be working towards writing diary entries and newspaper reports. <u>Arthur Spiderwick's Field Guide to the Fantastical World around You</u> In the second half-term, pupils will be writing a non-chronological report and balanced argument, inspired by the book. <u>Wisp</u> Reading this powerful and uplifting book, the children will understand about refugees and what it means for someone to flee their home. They will be writing a narrative taking inspiration from the book. <u>Reading</u> Children will also be developing their reading skills in our daily reading sessions, focusing on developing fluency and vocabulary knowledge alongside a dialogic "book talk" approach to comprehension. Children will also gain experience in answering SATs-style questions.	   
Maths	 	<u>Place Value</u> Pupils will develop their ability to read and write numbers up to 10,000,000 and place numbers on number lines. They will compare, order and round integers, and use negative numbers in real-life contexts. <u>Addition, subtraction, multiplication and division</u> This unit will extend children's learning of how to add and subtract integers with any number of digits. Children will use the formal column method for numbers with the same and different numbers of digits. They will also practise using mental strategies with both large and small numbers, using their understanding of place value. Children will solve multi-step problems, choosing which operations and methods to use based on the context of the

	FRACTIONS 	problem and the types of numbers involved. Fractions Children will build on their previous experience of equivalent fractions and will give fractions in their simplest form. They will compare and order fractions, and add and subtract fractions and mixed numbers.
Science	<u>Classifying big and small</u> In this unit, children will learn how to define the term 'organism' and name the seven life processes of all living things. They will describe the work of Carl Linnaeus and define the terms 'vertebrate' and 'invertebrate'. They will learn how to describe the characteristics of various vertebrates and invertebrates and name plant groups. Further steps will include describing the characteristics of flowering plants, defining the term 'micro-organism', and making and using a classification key to group and identify organisms. <u>Light and Reflection</u> Later this term, children will learn how to compare sources of light and explain how the eye is protected from light. They will describe how light travels, and how we see luminous and non-luminous objects. We will explore factors that affect the size of a shadow and children will use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it. They will use mirrors to make a working periscope and explain how a periscope works.	 
Art		<u>Print and Activism</u> Pupils will respond to the work of contemporary artists and designers Luba Lukova and Kate DeCiccio. They will explore ways in which artists can express their ideas and opinions. The children will explore their own voice and message, and will use screen printing techniques and make a poster inspired by the artwork of Artist Activist Shepard Fairey.
History	<u>What does the Census tell us about our local area?</u> In this unit, the children will explore the purpose and creation of a census. They will look at what we can learn about Victorian children and the jobs available in the 1800s from the census. They will make inferences about women's lives in the 1900s and investigate how the census has changed. We will also investigate who lived in our local area in the past.	

Geography		<u>Why does population change?</u> Children will be learning to identify the most densely and sparsely populated areas, describe the increase in global population over time and begin to describe what might influence the environments people live in. They will also suggest factors which may influence migration. We will then look at the causes of climate change, explaining its impact on the global population and suggest actions we can take to fight climate change. Pupils will compare data collected from two locations and suggest ideas to improve the environment.
Religion and Belief	<u>Why Do People Have to Stand Up for What They Believe In?</u> Pupils are exploring the empowering unit, "<i>Why do people have to stand up for what they believe in?</i>" Throughout these lessons, children will examine what freedom looks like and investigate how beliefs have been challenged throughout history. Pupils will reflect on symbols and traditions, exploring how light can represent standing up for conviction and debating big questions such as whether we should celebrate Bonfire Night. The class will also consider what inspires individuals to take a stand and explore practical, positive ways we can advocate for our own values and beliefs today. <u>Why Doesn't Christianity Always Look the Same?</u> Throughout these lessons, children will trace how Christianity began and investigate how key historical figures have influenced Christian practices over time. Pupils will learn why different denominations exist, how various groups interpret the Bible in distinct ways, and how worship and traditions differ across traditions today. Finally, the class will examine how Christianity continues to evolve globally, gaining a deeper understanding of diversity, belief, and expression within the Christian faith.	

French		<u>Les Vetements (clothes)</u> By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. Pupils will learn how to say and write what they are packing in their suitcase for a holiday. <u>A L'Ecole (school)</u> In this unit pupils will learn the nouns and determiners for ten school subjects in French. By the end of the unit, pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time and on which day they study various subjects.
Computing	<u>Networks</u> This unit allows children to learn more about what networks are, what they do and how they connect devices. Children also consider the safety aspects of networks, including the possible positive and negatives uses of networks. <u>Graphing</u> This unit explores the benefits of creating common graph types, digitally. Children will create a range of familiar graph types using the 2Graph and 2Calculate tools, exploring features that make it easy to present data in the best possible way.	
PE		<u>Outdoor PE: Netball and Hockey</u> In our outdoor PE lessons, pupils will develop the key skills of attacking and defending, learning to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will learn some of the key rules of netball and apply these within small games. <u>Indoor PE: Indoor Athletics and Handball</u> Pupils will develop their skills and techniques across a range of running, jumping and throwing activities. Pupils will learn some of the key rules of handball, and develop principles of attack and defence.

PSHE	<u>Me and My Relationships</u> At the beginning of a new academic year, children will learn how to collaborate effectively. They will consider ways of overcoming friendship problems and learn appropriate assertive behaviours. <u>Valuing Differences</u> In this unit, pupils will look at what they have in common as well as their differences. There will be a focus on respecting differences, demonstrating tolerance and respect, and challenging stereotypes.	coram  Life Education SCARF
Music	<u>Developing Ensemble Skills</u> Pupils will sing and play together in a band or ensemble. They will consider dynamics and expression, as well as improvising and composing using a selection of musical notes.	
Design and Technology		<u>Come dine with me</u> In the second half of term. Children will develop food preparation and evaluation skills by researching and preparing a three-course meal. Working collaboratively, pupils will find a suitable recipe for their course and record the relevant equipment and ingredients needed. They will then follow their recipe, ensuring the correct quantities of each ingredient are used.