



## YEAR 6 Autumn Term overview

Subject	
TRIPS	Harry Potter Studio Tour. Technology Workshop (in school)
Maths	<p>Children will learn:</p> <p>place value up to 7-digit numbers; how to multiply and divide by 10,100,1000; be able to choose effective mental calculation strategies; be able to problem solve using the four operations; and apply knowledge of factors, multiples and primes.</p> <p>With fractions they will learn to: simplify; compare and order; add and subtract; find equivalents; and compare to percentages and decimals.</p> <p>They will also be calculating percentages; using the formal written methods for multiplication; finding area; using the formal written method of short division; and looking at the properties of shape.</p>
English	<p><b>Poetry:</b> Class read and respond to narrative poems and experiment with own poems.</p> <p><b>Narrative:</b> Stormbreaker. Pupils use a familiar class text to explore extended writing opportunities.</p> <p>Stories with flashbacks. Recount – Titanic. Children will reflect on real past events and include factual information within their fiction writing.</p> <p><b>Non-fiction:</b> Letter of application based on Shackleton's Expedition. Non-chronological reports based on animals.</p> <p><b>SPaG:</b> (Spelling, grammar and punctuation):</p> <p>Extending the range of sentences by using a variety of tenses including within flashbacks.</p> <p>Revising and using all prior grammar knowledge from previous year groups within writing.</p> <p>Considering different word types: Adjectives, nouns, adverbs, verbs, prepositions, determiners, pronouns.</p> <p>Introducing and using subjunctive form within writing.</p> <p>Considering use of Active and Passive voice within writing.</p>
Topic	<p><b>Mayans</b></p> <p>Children will be taught about where the Mayans were from, in relation to Central America today. How cocoa beans were vital to Mayan life. Farming and building techniques in the Mayan culture. Religious aspects of their culture. The geographical features of Central America and</p>



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	<p>how maps of then and now can show how land use has changed</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> Mayan, Central America, cacao bean, chocolate, currency, pyramid, temple, calendar, Gods and Goddesses.</p> <p><u>ARE Vocabulary:</u> ancient, language, sacrifice, knowledge, calendar, caught.</p>
Computing	<p><b>On-line Safety</b></p> <p>The children will identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. • They will identify secure sites e.g., https, padlock icon. • As well as identifying the benefits and risks of giving personal.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> digital foot[print], password, PEGI rating, phishing, screen time, spoof website</p> <p><b>Coding</b></p> <p>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> action, alert, algorithm code, concatenation, control, debug/ging, develop, function, decomposition, input, event, output, procedure, simulation, sequence, variable</p> <p><b>Spreadsheets</b></p> <p>The children will be able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> average, copy, paste, columns, cells, charts, formula, equals to, rows, spreadsheet</p>



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Science	<p><b>Living things and their habitat</b></p> <p>Children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Pupils will give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> classification, kingdom, phylum, class, order, family, genus, species, Linnaeus, Classification system, opinion, similarities, differences, group, observations, support, refute, taxonomy, branching</p> <p><b>Animals including Humans</b></p> <p>Pupils will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function and describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u></p> <p>Heart: aortic valve, aorta, superior vena cava, right pulmonary artery, right pulmonary veins, right atrium, inferior vena cava, right ventricle, left ventricle, left atrium, left pulmonary veins, left pulmonary artery, pulmonic valve.</p> <p>Lungs: bronchus, bronchiole, alveoli, trachea, diaphragm, intercostal ribs and muscles.</p> <p>Circulation, oxygen, blood,</p> <p>sustain, exercise, transported, nutrients, minerals, fats, carbohydrates, fibre, protein, digestive system, stomach, acids, bile, enzymes, molecules, small/large intestine, villi, absorbed, blood vessels, gas, capillaries, kidneys, liver, soluble, filtration, bladder, urethra.</p> <p><u>ARE Vocabulary:</u> Category, environment, stomach, heart, breath, breathe, experiment</p>
DT	<p><b>Bridges</b></p> <p>Cross curricula link - English, Odd and the Frost, Science</p>



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	<p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques</p> <p>To know how to stiffen, strengthen and reinforce a range of 3-D frameworks</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> designs, beams, spans, sturdy, support, surface, deck, sections, parapets, spanning, pillars, 'clapper bridge', steel, concrete, construction, girders, tubular, cross-section, techniques, foundations, piers, effectiveness</p> <p><u>ARE Vocabulary:</u> Pressure, straight, build, occupy</p>
Art	<p><b>Drawing Skills</b></p> <p><b>Body and Movement</b></p> <p>Pencil, chalk, charcoal</p> <p>Building on skills learnt from years 3 and 4. Use a variety of techniques to create form, shading, and perspective. Sketches communicate emotions and a sense of self within accuracy and imagination. Explain why they have chosen specific drawing techniques. Say who and what their work has been influenced by. Children should make explicit reference to methods and skills used in art work they have created or artwork of others. Sketch books should contain research on artists and links to how this has impacted upon the work created. Children can use their sketch book to reflect on their work (and other children's work) and its meaning and purpose. Combine pattern tone and shape into their collage.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> Observation, form, motion, focus, visual, figures, effect, tone, shade, facial, expression, movement, emotion, portraying, technique, action, poses, illusion, fusion, impression, brushstrokes, bright, vibrant, indistinct edges, overlapping, flowing, smooth, motion energy</p> <p><u>ARE Vocabulary:</u> shoulder, peculiar, muscle</p>
Short PE	<p><b>Yoga:</b></p> <p>Pupils will know and understand how actions, dynamics, space and relationships blend in dance, therefore can: demonstrate an awareness of</p>



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	<p>the value of other dancers in their relationship to each other within the dance; know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation); explore the range of movements I can use and develop new skills when working with a partner, including taking weight, supporting, leaning, balancing and lifting; and perform more complex movements individually, in small groups or as part of a whole class, communicating ideas and feelings expressively.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> balance, awareness, roll, twist, jump, travelling, control, support, lean, unison, canon, variation, repetition, communication, chair pose, dragonfly pose, tree pose, crow pose, dog pose, dancer pose.</p> <p><u>ARE Vocabulary:</u> exercise, bruise</p> <p><b>Hakka Dance</b></p> <p>Pupils will know and understand how actions, dynamics, space and relationships blend in dance, therefore can: Students should explore and improvise dance movements inspired by pictures and video; know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation); perform the basic actions (travelling, jumping, turning, gesture, stillness) in different combinations to increase the complexity of the dance; maintain the tempo and rhythm of particular patterns; and perform more complex dances individually, in small groups or as part of a whole class, communicating ideas and feelings expressively.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> Hakka, emotion, quality, reflect, control, collaborate, choreograph, stimulus, travelling, speed, levels, actions, complexity, tempo, rhythm, patterns, communicate.</p> <p><u>ARE Vocabulary:</u> exercise, bruise</p>
Long PE	<p><b>Handball</b></p> <p>Pupils will explore the game and learn how to double dribble; use the concept of screening; identify the positions around the D; explain why</p>



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	<p>it is important to be 'free' and play in attack; defend against an opposing team; make choices about which passes to use, counterattack during a game; and play competitively in a match following the rules.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> defend, attack, dribble, screening, block, possession, tactics, bounce, pass, space,</p> <p><b>Hockey</b></p> <p>Pupils will explore the stick-based game whilst learning to attack, shoot and defend as well as increasing their understanding of positioning strategies. They will consider marking and goalkeeping as well as developing team working abilities during games.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> defend, attack, shoot, score, position, teamwork, push, power, mark, pass, space, control, dribble, tactics, support, compete, collaborate, fair-play, tackle.</p>
RE	<p><b>Identity and belonging</b></p> <p>Pupils show and express insights into the challenges of individual commitment, belonging and faith. They also raise questions on guidance and leadership in their own and others' lives. Pupils' will learn about Christianity and Judaism and their key beliefs, ideas and teachings. They will explore religious leaders, the commitment of faith and the importance of commandments/rules.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> identity, belonging, dreidel, shabbat, Passover, cross, covenant, synagogue, plague, Shema, rules, agreement, Yom Kippur, reflection, Judaism, creation, judgement, God, shofar, forgiveness, fasting, confession, sins, Kol Nidre, repentance, atonement, commandment, exodus, Leviticus, Deuteronomy, Torah, scripture.</p> <p><u>ARE Vocabulary:</u> conscience, identity, neighbour</p>
PSHE	<p><b>Being me in my World</b></p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters. Children will: identify their goals for the year; know how to express fears and worries they may have for the future; understand that there are universal rights for</p>



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	<p>all children but for many around the world these needs are not met; understand their actions affect other people locally and globally; learn how to make their own choices about behaviour and understand how an individual's behaviour can affect a group; and understand how democracy and having a voice benefits the school community.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> goals, worries, fears, values, welcome, choice, Ghana, cocoa plantation, rights, community, education, wants, needs, empathy, comparison, opportunities, education, choices, behaviour, responsibilities, rewards, consequences, cooperation, collaboration, lawful, legal, participation, motivation, democracy.</p> <p><b>Celebrating Difference</b></p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work. Children will learn to: understand there are different perceptions about what normal means; understand how being different could affect someone's life; explain some of the ways in which one person or group can have power over another; know some of the reasons why people use bullying behaviour; give examples of people with disabilities who live amazing lives; and explain ways in which difference can be a source of conflict and a cause for celebration.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> normal, ability, disability, visual impairment, empathy, perception, medication, vision, male, female, diversity, transgender, gender diversity, courage, fairness, rights, power, imbalance, control, harassment, bullying, behaviour, direct, indirect, Para Olympian, achievement, accolade, perseverance, admiration, celebration, difference, conflict.</p> <p><u>ARE Vocabulary:</u> signature, individual, appreciate, achieve, community, profession, nuisance, special, prejudice, interest</p>
French	<p><b>Combien de Paquets</b></p> <p>The children will engage in conversations, using familiar questions and answers; express opinions using aimer, détester and adorer and ask others' opinions. They will begin to manipulate language to create and say own sentences using familiar language. They will read and show understanding of the storybook and other short passages of text using familiar language, write familiar complex sentences from memory, changing words to create new sentences with understandable accuracy pronounce familiar words and phrases correctly</p>



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	<p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> combien de - how many, paquets ? - packets? la récréation/ -break time, la récré Luc joue - Luc is playing, les cartes - the cards, ce paquet - this packet, trente fois - 30 times, 32 trente-deux je peux voir ? - can I see? Luc montre - Luc shows les dinosaures - (the) dinosaurs, la coupe de- the goblet of, feu - fire, Sophie veut - Sophie wants jouer - to play je peux jouer ? - can I play? va-t-en ! -go away! elle pousse - she pushes ils laissent - they drop les garçons - the boys ramassent - collect (up) entier - entire/whole la cloche sonne -the bell rings la fin - the end</p> <p><b>J'ai trente-deux Paquets</b></p> <p>This is a continuation of the previous unit. The children will manipulate language to create and say their own sentences using familiar language; pronounce familiar words and phrases correctly. They will start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules, present to others their own ideas and information on familiar topics.</p> <p><b>Key Vocabulary</b></p> <p><u>Subject Specific Vocabulary:</u> numbers up to 100, vite ! quick!/ quickly! (s/inf) comptons- let's count (pl/f) les dernières -the last il faut rentrer - we must go back in je m'en vais - I'm going (away)/I'm off le professeur -the teacher is va vous - going to tell gronder - you off (pl/f) ils rentrent - they go back in les autres cartes - the other cards tu es en retard ! - you are late! tout de suite - immediately/ je vais les - I'm going to</p>
Music	<p><b>Unit:</b> Happy</p> <p><b>Style:</b> Pop/Motown</p> <p><b>Topic and cross curricular links:</b> The learning is all based around one song: Happy by Pharrell Williams. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop/Motown songs.,</p> <p><b>Unit:</b> Classroom Jazz 2</p>





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**Style:** Jazz, Latin, Blues

**Topic and cross curricular links:** History of music - Jazz in its historical context. This unit of work builds on previous learning and is focused around two pieces of Jazz music: Bacharach Anorak and Meet The Blues.

**Key Vocabulary**

Subject Specific Vocabulary: chorus, bridge, instrumental, pulse, pitch, rhythm, tempo, texture, dynamics, improvise, compose, transpose, key, play, perform, practice, collaborate, glockenspiel, recorder.