



Year 6 Term: Autumn 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English -Persuasive letter -Dual narrative	<p>Y3/4: Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Children have prior knowledge of newspaper reports as recounts with use of simple past tense.</p>	<p>Analyse language and structural features of flashbacks</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>	<p>Dual Narrative: Immersion into Hansel and Gretel, children will determine mood and analyse new and key vocabulary. Children will analyse the author's words and phrases and the effect on the reader. They will use this to develop a writers toolkit for a dual narrative.</p> <p>Look at grammar in context, e.g. descriptive phrases and semicolons.</p> <p>Use prior learning and washing line to plan their own dual narrative, first from another perspective.</p> <p>Write and edit and dual narrative and publish.</p> <p>Persuasive Letters: Analyse a persuasive letter in context of Hansel and Gretel. Explore language</p>

			<p>used in persuasive letters and explore model phrases for persuasion.</p> <p>Look at grammar in context for persuasion, e.g. active/passive voice, subjunctive form, modal verbs</p> <p>Create a writer's toolkit and analyse the effect upon the reader of such a device.</p> <p>Plan a persuasive letter to make people think or do. Write and edit and publish a persuasive letter.</p>
Maths	<p>Y5: Children have prior experiences of place value to one million. They have been exposed to different representations through the whiterose teaching sequence. Basic skills of multiplying/dividing of powers of 10 is not fully secure. Rounding and negative numbers using number lines and hundred squares.</p> <p>Y5: Children have been exposed to formal written methods and have been embedding skills of using inverse operations to check answers. Children should know most multiples to 12x12, including knowledge of factors and prime. Children have been exposed to long multiplication and short division</p>	<p>-read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>-round any whole number to a required degree of accuracy</p> <p>-use negative numbers in context, and calculate intervals across zero</p> <p>-solve number and practical problems that involve all of the above.</p> <p>-multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>-divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p>	<p>-Revise place value to 1 million using range of different representations.</p> <p>- Partition numbers in variety of ways</p> <p>- order and compare large numbers from bar models, part-whole models etc.</p> <p>-round numbers using number lines and place value charts</p> <p>-interpret negative numbers in contexts and using number lines to count forwards and backwards</p> <p>-Recap addition and subtraction with inverse operations and missing numbers</p> <p>-Revise short multiplication and division progressing through long multiplication</p> <p>-Introduce long division through dividing by factors and chunking.</p> <p>-develop a range of problem-solving methods through investigating mental strategies and use of bar models</p>

<p>Science</p> <p><u>Living things and their habitats</u></p>	<p>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>-grouping animals</p> <p>-vocabulary</p> <p>-microorganisms</p>	<p>- 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.</p> <p>- 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.</p> <p>- Give reasons for classifying plants and animals based on specific characteristics</p>
<p>RE</p> <p><u>Life as a journey and pilgrimage</u></p>	<p>What is a journey? In general, what does it mean to go on a journey? Why do we go on journeys? Where do we go on a journey? Think about purpose, motivation, preparation and resources needed.</p> <p>When does a journey begin and end?</p>	<p>Give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian.</p> <p>Enable pupils to begin to understand the concept of undertaking a religious pilgrimage.</p>	<p>-Know that some people undertake a pilgrimage as part of living out their faith</p> <p>-Know that the life journey of people in the Bible effects the behaviour, beliefs and life choices of Christians today</p> <p>-Know that being a Christian and following Jesus' teaching has an impact on a person's life</p> <p>-Know that the life journey of Jesus answers questions about what Christians believe</p> <p>-Know that Christians in many countries across the world are persecuted because of their faith</p>

History <u>Crime and punishment</u>	<p>KS1: children will have knowledge of people through different times, who they were and how they lived, e.g. Tudors, Victorians etc.</p> <p>KS2: Children will have explored Romans, Anglo-Saxons/Vikings - children will be able to discuss how they came to Britain, what type of people they were, e.g. invasion, how their community worked and be able to recognise how they lived day to day.</p>	<ul style="list-style-type: none"> -Know broad trends of crime, detection and punishment from the Romans. -Explore crime and punishment in Roman period. -Explore crime and punishment Anglo-Saxon/Viking times. -Know and be able to make connections to medieval/Tudor times. -Be able to discuss crime and punishment in early modern periods 	<ul style="list-style-type: none"> -Introduce trends in crime over three periods and be able to identify crime, detection and punishment using images. -Explore Roman crimes and punishment and create Roman curse tablet. Children will extend to write from different perspectives, e.g. criminal etc. -Look at how crime developed or changed since Romans left and how Vikings etc introduced wergild. -Explore why crimes changed during Tudor times due to new laws and make comparisons with the past. -Explore the Gunpowder plot. Investigate new types of criminals, e.g. poachers, Highwaymen etc. -Look at changes in society in Victorian times and use stories such as Oliver Twist to explore child criminality. -Write a report making connections across all periods of time studied.
Art <u>Japanese Art</u>	<ul style="list-style-type: none"> -painting -patterns 	<ul style="list-style-type: none"> -printing -origami -knowing the visual elements 	<ul style="list-style-type: none"> -To explore the visual elements of different Japanese art styles To explore the Japanese art of ukiyo-e -To know about the importance of light and dark in artwork -To learn about the Japanese art of origami -To learn about and use Japanese calligraphy -To explore Japanese folk art -To explore modern art in Japan

PSHE <u>Being me in my world</u>	<ul style="list-style-type: none"> -Right and responsibilities -Being a school citizen -Rewards and consequences -Learning charter 	<ul style="list-style-type: none"> -Children will feel welcome and valued and know how to make others feel the same -Understand wants and needs -Understand that actions affect others 	<ul style="list-style-type: none"> -To identify goals for this year, understand fears and worries about the future and know how to express them -To know that there are universal rights for all children but for many children these rights are not met -To understand that my actions affect other people locally and globally -To make choices about my own behaviour because I understand how rewards and consequences feel -To understand how an individual's behaviour can impact on a group -To understand how democracy and having a voice benefits the school community
Computing <u>Coding</u>	<p>Children have used coding in each year group and built on skills from previous years</p>	<p>To use the Motion, Control and Looks blocks to create useful algorithms</p>	<ul style="list-style-type: none"> -To design a playable game with a timer and a score. -To plan and use selection and variables. -To understand how the launch command works. -To use functions and understand why they are useful. -To understand how functions are created and called. -To use flowcharts to create and debug code. -To create a simulation of a room in which devices can be controlled. -To understand how user input can be used in a program.

			-To understand how 2Code can be used to make a text-adventure game
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