



Year 6 Termly Overview



Autumn term 2021

Subject	Autumn 1	Autumn 2
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English reading	<p>Class text: Holes by Louis Sachar</p> <p>Word reading</p> <ul style="list-style-type: none">Confidently, and with increased independence, apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. <p>Range of reading</p> <ul style="list-style-type: none">Read, discuss and express views on an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.Read books that are structured in different ways and read for a wide range of purposes.Make comparisons within and across books. <p>Discussing reading</p> <ul style="list-style-type: none">Recommend books that they have read to their peers, giving reasons for their choices.Participate in discussions about books, building on their own and others' ideas and challenging views courteously. <p>Prediction</p> <ul style="list-style-type: none">Predict what might happen from details stated and implied. Accurately use specific evidence from the text to justify these predictions. <p>Understanding</p> <ul style="list-style-type: none">Check that the book makes sense to them, discuss their understanding and explore the meaning of	<p>Class text: Cogheart by Peter Bunzl</p> <p>Word meaning</p> <ul style="list-style-type: none">Independently use dictionaries, with a good level of accuracy, to check the meaning of words that they have read. <p>Inference</p> <ul style="list-style-type: none">Confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and consistently justify inferences with specific evidence from the text. <p>Familiarity with texts</p> <ul style="list-style-type: none">Confidently explore a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. <p>Poetry</p> <ul style="list-style-type: none">Learn a wider range of varied poetry by heart.Prepare poems and plays to read aloud and to perform, showing a deeper understanding through intonation, tone and volume so that the meaning is clear to an audience. <p>Understanding</p> <ul style="list-style-type: none">Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context drawing upon their wider reading and understanding of vocabulary.
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	words in context drawing upon their wider reading and understanding of vocabulary.	



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English writing	<p>Writing to entertain</p> <ul style="list-style-type: none">• To revise basic punctuation.• To use a thesaurus.• To revise the use of inverted commas.• To ensure the correct use of tense.• To ensure correct subject and verb agreement when using singular and plural.• To build cohesion across paragraphs.• To understand synonyms and antonyms.	<p>Writing to inform</p> <ul style="list-style-type: none">• To use the range of punctuation taught at key stage 2 effectively.• To write effectively for a range of purposes and audiences.• To draw independently from what they have read (language characterisation etc.)• To ensure the correct use of tense.• To use the perfect form of verbs to mark time and cause.• To identify and use active and passive sentences.• To make appropriate notes.• To use further organisational and presentational devices to structure text and to guide the reader.



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Maths	<p>Number & Place Value</p> <ul style="list-style-type: none">• Use negative numbers in context, and calculate intervals across zero• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit• Round any whole number to a required degree of accuracy• Solve number and practical problems that involve all the above <p>Four Operations</p> <ul style="list-style-type: none">• Perform mental calculations, including with mixed operations and large numbers• Use their knowledge of the order of operations to carry out calculations involving the four operations• Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication• Divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context 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• Identify common factors, common multiples and prime numbers• Solve problems involving addition, subtraction, multiplication and division <p>Position & Direction</p>	<p>Fractions</p> <ul style="list-style-type: none">• Compare and order fractions, including fractions >1• Solve problems which require answers to be rounded to specified degrees of accuracy• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination• Associate a fraction with division and calculate decimal fraction equivalents• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions• Multiply simple pairs of proper fractions, writing the answer in its simplest form• Divide proper fractions by whole numbers• Associate a fraction with division and calculate decimal fraction equivalents <p>Decimals</p> <ul style="list-style-type: none">• Identify the value of each digit in numbers given to three decimal places• Multiply one-digit numbers with up to two decimal places by whole numbers• Multiply one-digit numbers with up to two decimal places by whole numbers• Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places• Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places• Use written division methods in cases where the answer has up to two decimal places
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	<ul style="list-style-type: none">• Describe positions on the full coordinate grid (all four quadrants)• Draw and translate simple shapes on the coordinate plane and reflect them in the axes.	



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Maths arithmetic	<ul style="list-style-type: none">• Recall multiplication and division facts to 12• Recall sums and differences of pairs of multiples of 10, 100 or 1000• Recall addition doubles of numbers 1 to 100, e.g. $38 + 38$, and the corresponding halves• To partition: add or subtract a multiple of 10 and adjust, e.g. $56 + 29 = 56 + 30 - 1$, or $86 - 38 = 86 - 40 + 2$• To partition: add hundreds, tens or ones separately, then recombine• To use knowledge of place value and related calculations, e.g. work out $140 + 150 = 290$ using $14 + 15 = 29$• To add or subtract a pair of two-digit numbers or three-digit multiples of 10, e.g. $38 + 86$, $620 - 380$, $350 + 360$• To add or subtract a near multiple of 10 or 100 to any two-digit or three-digit number, e.g. $235 + 198$• To find the difference between near multiples of 100, e.g. $607 - 588$, or of 1000, e.g. $6070 - 4087$• To subtract by counting up from the smaller to the larger number	<ul style="list-style-type: none">• Recall sums and differences of decimals, e.g. $6.5 + 2.7$, $7.8 - 1.3$• Recall doubles and halves of decimals, e.g. half of 5.6, double 3.4• Recall what must be added to any four-digit number to make the next multiple of 1000, e.g. $4087 + \square = 5000$• Recall what must be added to a decimal with units and tenths to make the next whole number, e.g. $7.2 + \square = 8$• To add or subtract any pairs of decimal fractions each with units and tenths, e.g. $5.7 + 2.5$, $6.3 - 4.8$• To count on or back in hundreds, tens, ones and tenths• To add or subtract a multiple of 10 or 100 and adjust• To partition: double and adjust• To use knowledge of place value and related calculations, e.g. $6.3 - 4.8$ using $63 - 48$



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Science	<p>Light</p> <ul style="list-style-type: none">• Recognise that light appears to travel in straight lines• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.• Work scientifically by deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.• Look at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.	<p>Living things and their habitats</p> <ul style="list-style-type: none">• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals• Give reasons for classifying plants and animals based on specific characteristics.• Know that broad groupings, such as micro-organisms, plants and animals can be subdivided.• Should classify animals into commonly found invertebrates and vertebrates.• Find out about significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.



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PE	<p>Invasion Games</p> <ul style="list-style-type: none">• Pass, receive and shoot the ball with increasing control under pressure.• Select the appropriate action for the situation.• Create and use a variety of tactics to help a team.• Create and use space to help a team.• Select and apply different movement skills to lose a defender.• Use marking, and/or interception to improve defending. <p>Dance</p> <ul style="list-style-type: none">• Work creatively and imaginatively individually, with a partner and in a group• to choreograph motifs and structure simple dances.• Adapt and refine actions, dynamics and relationships to improve a dance.• Choreograph a dance using props.• Perform dances fluently and with control.• Use appropriate language to evaluate and refine their own and others' work.	<p>OAA (Outdoor and Adventurous Activities)</p> <ul style="list-style-type: none">• Work effectively with a partner and a group.• Use critical thinking to form ideas.• Pool ideas within a group, selecting and applying the best method to solve a problem.• Reflect on why and how they are successful at solving challenges and adapt methods in order to improve.• Orientate and map efficiently to navigate around a course. <p>Fitness – circuits</p> <ul style="list-style-type: none">• Develop flexibility, strength, technique, control and balance• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



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History	<p>Ancient Mayan Civilisation</p> <ul style="list-style-type: none">• Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.• Names date of any significant event studied from past and place it correctly on a timeline.• Uses timelines to place events, periods and cultural movements from around the world.• Uses timelines to demonstrate changes and developments in culture, technology, religion and society.• Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.• Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.• Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.	<p>Polar Travel</p> <ul style="list-style-type: none">• Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.• Names date of any significant event studied from past and place it correctly on a timeline.• Uses timelines to place events, periods and cultural movements from around the world.• Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.• Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.



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Geography	<ul style="list-style-type: none">• Use satellite imaging and maps of different scales to find out geographical information about a place.• Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.• Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.• Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.• Explain how humans function in the place they live.	<ul style="list-style-type: none">• Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).• Explain how the presence of ice makes the polar oceans different to other oceans on Earth.• Describe the climatic similarities and differences between two regions.



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PSHEE	<p>Rights & Responsibilities</p> <ul style="list-style-type: none">• To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.• To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer(revision).• To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (revision).• To learn about enterprise and the skills that make someone 'enterprising' (revision).• To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules.• To know that there are some cultural practices which are against British law and universal human rights (revision).	<p>Keeping Myself Safe</p> <ul style="list-style-type: none">• To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly.• To understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.• To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply.



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RE	<p>The Trinity: How is God three – and yet One?</p> <ul style="list-style-type: none">• Suggest meanings for different aspects of Trinity symbolism, using appropriate vocabulary• Offer suggestions as to how belief in God as Father, Son and Spirit might help Christians in different situations <p>How can churches help us understand Christian belief?</p> <ul style="list-style-type: none">• Gather, select and organise ideas about communion or baptism across two denominations• Comment on the connections between beliefs and practices for different denominations• Describe why people choose to express their beliefs in different ways giving examples	<p>What do the Gospels say about the birth of Jesus – and why is it ‘good news’?</p> <ul style="list-style-type: none">• Compare the events in the two Gospel accounts, suggesting reasons for the differences• Explain what the ‘good news’ in each Gospel is using evidence from the text• Suggest answers to questions about aspects of the birth of Jesus, making reference to both accounts• Suggest answers to the questions about sin, the person of Jesus and what Christians believe about the purpose of his coming
Art	<ul style="list-style-type: none">• Frida Kahlo – portraits using oil pastels and paints• Sculpture – Clay	<ul style="list-style-type: none">• Traditional Inuit art painting and stencilling
DT		



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Music	<p>Charanga: I'll be there</p> <p>Performing</p> <ul style="list-style-type: none">• To sing a harmony part• confidently and accurately.• To perform parts from memory.• To perform using notations.• To take the lead in a performance.• To take on a solo part.• To provide rhythmic support. <p>Composing (including notation)</p> <ul style="list-style-type: none">• To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords).• To recognise that different forms of notation serve different purposes.• To use different forms of notation.• To be able to combine groups of beats. <p>Appraising</p> <ul style="list-style-type: none">• To be able to refine and improve their work.• To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created.• To be able to analyse features within different pieces of music.• To be able to compare the impact that different composers from different times will have had on the people of the time.	<p>Charanga: Classroom Jazz 2</p> <p>Performing</p> <ul style="list-style-type: none">• To sing a harmony part• confidently and accurately.• To perform parts from memory.• To perform using notations.• To take the lead in a performance.• To take on a solo part.• To provide rhythmic support. <p>Composing (including notation)</p> <ul style="list-style-type: none">• To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords).• To recognise that different forms of notation serve different purposes.• To use different forms of notation.• To be able to combine groups of beats. <p>Appraising</p> <ul style="list-style-type: none">• To be able to refine and improve their work.• To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created.• To be able to analyse features within different pieces of music.• To be able to compare the impact that different composers from different times will have had on the people of the time.
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Computing	<p>Digital Literacy</p> <ul style="list-style-type: none">• Explain what makes a strong password and why this is important at school and in the wider world.• Explain how algorithms are used to track online activities with a view to targeting advertising and information.• Know that there are laws around the purchase of games; the production, sending and storage of images; what is written online; and around online gambling. <p>Information Technology</p> <ul style="list-style-type: none">• Select, combine and remix a range of media to create original content.• Consider all steps of the design process when creating content (e.g. identify problem, plan, create, evaluate, share.)• Identify the most effective tools to present information for a specific purpose.• Explain the benefits of using technology to collaborate with others.• Explain the difference between physical, mobile and wireless networks.• Evaluate existing digital content in terms of effectiveness and design	<p>Information Technology</p> <ul style="list-style-type: none">• Recognise what a spreadsheet is and what it is used for.• Use simple formulae in a spreadsheet to find out information from a set of data.• Collect data for a purpose and plan out a spreadsheet to present it effectively, using relevant formulae.• Produce graphs from data in a spreadsheet to answer a question.• Analyse and evaluate data and information in a spreadsheet, chart or database.• Recognise that poor quality data leads to unreliable results.



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MFL		
Trips and visits		SeaCity Museum – Titanic workshops