

Maths:

WRM—Autumn

Place Value—2 weeks

- Compare and order numbers 10,000, 100, 000, 1 000 000 and any million
 - Compare and order any number
 - Round numbers to 10, 100 and 1000
 - Round any number
 - Negative numbers
- Four rules— 5 weeks
- Long division
 - Factors
 - Common factors / common multiples
 - Primes to 100
 - Squares and Cubes
 - Order of operations
 - Mental calculations / Reason from known facts

Fractions—4 weeks

- Equivalent Fractions
- Simplify Fractions
- Improper fractions to mixed numbers
- Mixed numbers to improper fractions
- Fractions on a number line
- Compare and order—numerator / denominator
- Add and subtract fractions / mixed numbers

Position and Direction

- First Quadrant / Four Quadrants / Translations / Reflections

Guided Reading:

The Girl of Ink and Stars

Ancient Greece / World War 2 —Information books



English:

The Day The Crayons

Quit

Letter Writing



Who Let the Gods Out

Setting Description

3rd Person Narrative

Poetry—The Dreadful Menace

Goodnight Mr Tom

Science:

Electricity: This unit 'Electricity' takes children through six lessons where they learn how to: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; they learn how to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; and finally, they use recognised symbols when representing a simple circuit in a diagram.

Light: This unit 'Light' takes children through six lessons where they learn how to: 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; and finally, children learn how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Looking After the Environment

This unit 'Looking after the Environment' takes children through six lessons and is designed to complement the DfE's sustainability science curriculum. Children explore: the core concepts – 'so what the climate is, how it changes, the difference between a man-made and natural environment and where different types of animals live'.

Year 6 - Autumn / Spring Term

Conflicts that Changed the World



Hook: Greek Myth—Make Dragon Eyes

Celebration: Making Clay Pots

Home Learning—Local Research Cowes at War

History:

- Describe the features of ancient Greece. Identify the key periods in the ancient Greek civilisation. Make inferences about Greek gods. Research a Greek god. Compare Athens and Sparta. Understand the different types of democracy. Explain how Athenian democracy worked. Explain what philosophy is. Identify the achievements of the ancient Greek philosophers. Identify the ancient Greeks' legacies and their impact.
- Important historical events in our locality—WW2
- Identify the causes of World War 2. Identify the different phases in the Battle of Britain.
- Make inferences and deductions about a photograph. Describe how children may have felt when evacuated. Evaluate the accuracy and reliability of sources. Describe the impact WW2 had on women's lives.

Geography:

Locate countries in Europe and North and South America using maps.

Locate key human features in the countries studied. Identify key physical and human characteristics of geographical regions in the UK. Explain why a locality has changed over time, giving examples of both physical and human features. Explain how and why humans have responded in different ways to their local environments in two contrasting regions. Understand how climates impact on trade, land use and settlement. Understand some of the impacts and causes of climate change. Give examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Suggest reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Recognise geographical issues affecting people in different places and environments. Describe and explain how humans can impact the environment both positively and negatively, using examples. Confidently use and understand maps at more than one scale. Use atlases, maps, globes and digital mapping to locate countries studied.

Computing:

6.2 Online Safety—3 sessions —Message in a Game, online Behaviour, Screen Time

6.1 Coding 6 sessions—Design and make a more complex programme, functions, flowcharts and control simulations, user input, text based

Art and Design:

To explore an artefact

To be able to manipulate clay to create a simple thumb pot

To be able coil clay.

To be able to use joining techniques to add detail.

To be able to use smoothing techniques to create a desired finish.

To be able to mix colours, shades, tones and tints with confidence.

To be able to evaluate a piece of artwork

Design Technology:

Textiles: Waistcoats

MFL - French:

French transport

French Sport and the Olympics

French Football Champions

Music:

Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)

Songs of World War 2

Film music

PSHE:

Coram / Scarf

Me and My Relationships
Alcohol Awareness
Rights and Responsibilities
Valuing Difference

Religious Education

- Peace (M) Revelation of the Qur'an, sawm and Ramadan
- Interpretation at Christmas—the two birth narratives
- Ritual- Wudu and Eid-ul-Fitr Ancient Islam