

Maths

4 operations

- Perform mental calculations, including with mixed operations and large numbers
- Identify common factors, common multiples and prime numbers
- 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
- Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?
- Solve problems involving addition and subtraction

Fractions

- Use common factors to simplify fractions; use

- common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions > 1
- 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 e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$
- Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$

Geometry: Position and Direction

- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axis



Year 6 Autumn 2

Trips and Events

N/A

English

Writing genres

- Narrative poem
- Poetry
- Riddles
- Letters
- Discussion
- Non-chronological report

Cross Curricular Writing

- Discussion text
- Non-chronological report
- Persuasive writing

GPS skills

- Relative clauses and relative pronouns
- Modal verbs
- Adverbs to indicate degrees of possibility
- Brackets, dashes or commas for parenthesis
- Expanded noun phrases
- Perfect verb form
- Synonyms to clarify meaning
- Conjunctions and antonyms
- Subject and object
- Subjunctive form
- Formal and informal writing

Science

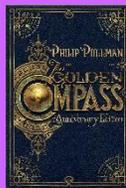
Light

- 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.

Working Scientifically

- Plan different types of scientific enquiries to answer their own or others questions, including recognising and controlling variables where necessary.
- Use test results to make predictions to set up further comparative and fair tests.
- Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.
- Find things out using a wide range of secondary sources of information.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

Key Texts



History

Roman Britain (revisited unit)

- To know key dates characters and events of a periods studied
- Make confident use of a variety of sources for independent research.
- Use evidence to support arguments.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Recognise primary and secondary sources of information.
- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.
- Sequencing up to 10 events on a timeline using appropriate labels and language.

Geography

Building locational knowledge: North and South America

- Use maps, atlases, globes and digital/computer mapping to locate the countries and describe features studied.
- Recognise different shapes of continents and countries with confidence.
- Locate the main countries in Europe and North or South America. Locate and name principal cities.
- Describe key aspects of:
- human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Understand and compare weather patterns around the world and relate these to climate zones.

MFL

Spanish

- Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.
- Create his/her own sentences using knowledge of basic sentence structure.
- Use pronunciation and intonation effectively to accurately express meaning and engage an audience.
- Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation
- Attempt to read a range of texts independently, using different strategies to make meaning.

Music

Metre

- Use musical words when talking about the songs.
- Copy back rhythms based on the words of the main song, that include syncopation/off beat
- To talk about the musical dimensions working together in the songs.

PE

Football

- To accurately throw, kick or hit a ball whilst static or on the move. (basketball, football, rounders, tennis etc)
- To vary speed and directions when dribbling a ball in game scenarios. (basketball, football, hockey)
- To use ABC (agility, balance, co-ordination) techniques to pass, dribble or carry a ball in a competitive situation.
- Work within a team to implement correct attacking and defending tactics.
- Play in any sporting situation and demonstrate fairly play and positive sporting behaviour.

An additional fitness session will form part of the PE curriculum this half term.

RE

Sikhism

- Identify and explain the core beliefs and concepts studied, using examples from texts (including holy books) and identify why these are fundamental to the religion.
- Describe examples of ways in which people use texts/holy books to make sense of core beliefs and concepts.
- Give meanings for texts/holy books studied, comparing these ideas with some ways in which believers interpret texts/holy books.
- Make detailed connections (using evidence) between what people believe and how they live, individually and in communities.
- Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insight of their own, giving reasons for the views they have and the connections they make.
- Reflect on and articulate lessons people might gain from the beliefs or practices studied, including their own responses, recognising that others may think differently.

Art

- Demonstrate a wide variety of ways to make different marks with dry and wet media.
- Identify artists who have worked in a similar way to their own work.
- Develop ideas using different or mixed media, using a sketchbook.
- Create shades and tints using black and white.
- Choose appropriate paint, paper and implements to adapt and extend their work.
- Carry out preliminary studies, test media and materials and mix appropriate colours.
- Work from a variety of sources, inc. those researched independently.
- Show an awareness of how paintings are created (composition).

PSHE

Being Me In My World

- Explain how my choices can have an impact on people in my immediate community and globally
 - Empathise with others in my community and globally and explain how this can influence the choices I make.
- ### Celebrating Difference
- Explain ways in which difference can be a source of conflict or a cause for celebration.
 - Show empathy with people for whom difference is a source of conflict
 - Show empathy with people for whom difference is a cause for celebration.

DT

Building toys using cams

- Use research into famous designers and inventors to inform the design of own innovative products
- Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Apply knowledge of materials and techniques to refine and rework a product to improve its functional properties and aesthetic qualities
- Use technical knowledge, accurate skills, to problem solve during the making process
- Use knowledge of famous designs to further explain the effectiveness of existing products and products they have made

Computing

Webpage Creation

- Using a wysiwyg (What You See Is What You Get) editor to create and link several pages. Links to external sites.
- Implications, ownership etc.
- Begin to use internet services within his/her own creations to share and transfer data to a third party.
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