



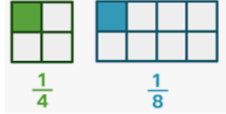



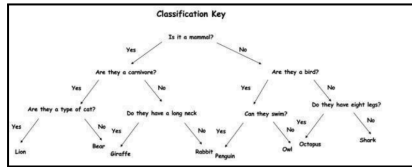


Reading	Writing	Mathematics
<p>Text: <i>The Little Match Girl Strikes Back</i>, Lauren Child</p> <p>Genre: Historical fiction, magical realism</p> <p>Topic: poverty, social injustice, human rights, solidarity</p> <p>Key vocabulary: empowerment, activism, protest, movement, inequality, hardship</p>  <p>Text: <i>Politics for Beginners</i>, Alex Frith, Rosie Hore and Louie Stowell</p> <p>Genre: politics, non-fiction</p> <p>Topic: politics, forms of government, ideologies, human rights</p> <p>Key vocabulary: democracy, capitalism, communism, dictatorship, voting, elections, society</p>  <p>Reading includes a focus on key reading comprehension skills: vocabulary, inference, predicting, explaining, retrieval and summarising.</p> <p>Children will learn strategies and recognise when to apply these to corresponding skills whilst also improving their reading fluency with exposure to an engaging, vocabulary-rich text.</p> <p><u>A reading teaching and learning cycle will include:</u></p> <ul style="list-style-type: none"> -the text as a whole (where context and understanding as whole is applied to achieve higher order thinking) -exploring and analysing extracts of a text (with a skill focus primarily being word meaning, retrieval and inference) -understanding the themes and conventions of a text and understanding its purpose -applying learnt strategies to multi-skills lessons 	<p>Thornhill</p> <p>Text type: Narrative</p> <p>Genre: Mystery</p> <p>Topic: Spooky</p> <p>Cross-curricular links: Drama</p> <p>Independent writing task: Children write a diary entry from the perspective of a character from the book. Text Structure, Sentence, Useful Vocabulary, Word Classes, Punctuation - click here</p>  <p>Greta</p> <p>Text type: Non fiction</p> <p>Genre: Persuasive speech</p> <p>Topic: Planet rescue</p> <p>Cross-curricular links: Science/Geography</p> <p>Independent writing task: Children write their own persuasive speech to convince our school that we need to be doing more to save our planet. Text Structure, Sentence, Useful Vocabulary, Word Classes, Punctuation - click here</p>  <p>Spelling focus - click here</p>	<p>Fractions and decimals Percentages</p>  <p>Key objectives In this unit pupils will be learning:</p> <ul style="list-style-type: none"> -Deepen understanding of equivalence -Order, simplify and compare fractions, including those greater than one -Recall equivalence between common fractions and decimals -Find decimal quotients using short division -Add and subtract fractions - Represent multiplication involving fractions -Multiply two proper fractions -Divide a fraction by an integer <p>Unit journey</p> <ul style="list-style-type: none">  Fractions <p>Key vocabulary</p> <ul style="list-style-type: none">  Fractions <p>Timetables This term Year 6 are learning squares.</p> <ul style="list-style-type: none">  Half termly times-tables focus

Science

Classification of Living Things (Organisms)



Building on studies of classification in KS1 and lower KS2, pupils will study classification in more detail. Previously, they studied vertebrate and invertebrate animals, as well as flowering and non-flowering plants. In this unit, children will revisit the botanist / zoologist Carl Linnaeus's work on classified plants and animals. Pupils will learn about the five kingdoms of living things, then look at the sub-divisions of phylum, class, order, family, genus, and species, e.g. classifying invertebrates into insects, arachnids, molluscs etc. They will discuss why particular living things are sorted into a group and not another. They will learn that all organisms have a scientific (Latin) name made of the genus and species e.g. Dog = *Canis Familiaris*, Human = *Homo Sapiens*... They will reflect deeply on the differences between living things, such as cnidarian and insects.

Children will learn that plant and animal cells are structured differently and that plant cells contain chlorophyll, which is vital for the process of photosynthesis. Children will be working scientifically to sort, classify and explain their understanding of how scientists group living things.

Key objectives

1. To know that there are five kingdoms of organisms (living things).
2. To know that plant and animal cells are different.
3. To know that taxonomy shows how organisms are related to each other
4. To know that vertebrates are classified into five groups
5. To understand that scientists divide invertebrates into groups

Key vocabulary

Vertebrate, invertebrate, arachnid, mollusc, insect, cnidarian, arthropod, annelid, fish, amphibians, reptiles, birds, mammals, cold-blooded, warm-blooded, offspring, classification, taxonomy, organism, species plants, animals, protist, fungi, bacteria, prokaryotes, unicellular, multicellular, plant, animal, cell membrane, cytoplasm nucleus vacuole, mitochondria, cell wall, chloroplast, chlorophyll, kingdom, phylum, class, order, family, genus

History

The Suffragette

This unit builds on from the World War I unit studied in Autumn A. Although chronologically the Suffragette movement began before World War I, World War I should be taught first so that children have the background knowledge regarding the role that women played in the war as well as the Representation of the Peoples Act that followed. The children have looked at the role of women across the curriculum, including how women were denied the right to vote in Athens, as they were not classed as citizens, and the role of women in Ancient Egypt. The children will learn about and compare the campaigns of the National Union of Women's Suffrage Societies-led by Millicent Fawcett-and the Women's Social and Political Union lead by Emmeline Pankhurst. The children have previously looked at political campaigns regarding the abolition of slavery. The children will also focus on the anti-suffrage movement-and the reasons why people were opposed to allowing women to vote, including Queen Victoria. During this unit, children will be encouraged to use a range of primary sources to learn more about the thoughts, beliefs and experiences of people at the time. Through this unit, children should be encouraged to analyse the similarities and differences between different perspectives at the time. Teachers should include local history here where appropriate.

Key objectives

1. Democracy in the 19th Century
2. The National Union of Women's Suffrage Societies
3. Emmeline Pankhurst and the WSPU
4. The Anti-Suffrage Campaign
5. World War I and the Representation of the People Act

Key vocabulary

Democracy Vote Wealthy Electorate Suffrage Politics Government Parliament



Geography

British Geographical issues

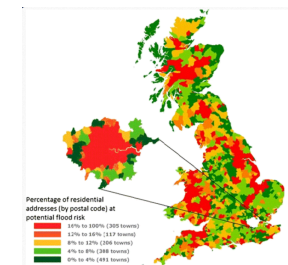
This unit brings together all of the previous knowledge of the UK that children have accumulated over their journey through the curriculum. This unit builds on knowledge of the regions of the UK, their geographical features and changes that may have taken place over time. If children have not secured knowledge of the UK, perhaps if they have recently arrived at the school, it will be necessary to explicitly teach the locational knowledge required as you explore each issue in this unit. During this unit children will explore the following geographical issues and their impact on Britain; air pollution, flooding, waste and litter. They will use geographical data, including an option to use geographical information systems (GIS) to study regions of the UK affected by these issues. Children will learn that government departments such as DEFRA (Department for Food and Rural Affairs) use data on these issues to make policy decisions that can impact upon people and the local environment. A lesson in this unit has been allocated for teachers to select a local issue for children to explore.

Key objectives

1. Air Pollution
2. Climate Change
3. Waste
4. Litter
5. Local context

Key vocabulary

Air pollution Climate change waste litter synthetic particles DEFRA WHO





Art & Design

Still Life and Form

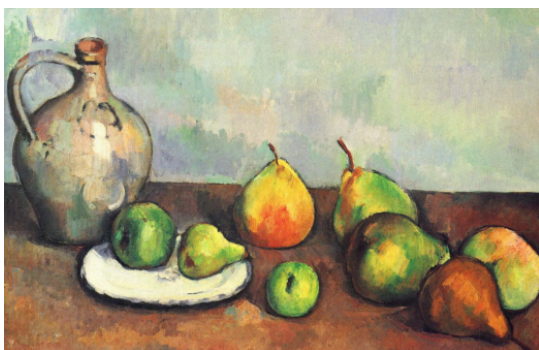
This unit uses still life to explore how artists use different techniques to show the form of an object. In the first lesson they explore what a still life is and how it is a genre in art which has existed for a long time, comparing a still life painted on the walls at Herculaneum from the time of the eruption of Mount Vesuvius in Italy in 79 C.E. with pop art by Andy Warhol from the 1960s. The children then spend three lessons looking at the still life work of Morandi, using his work to investigate the meaning of form, and how artists use different techniques to create the illusion of three dimensions in a two-dimensional drawing. They practise using different pencil techniques to show form and then draw their own still life from observation using cross hatching.

Key objectives

1. An introduction to still life
2. Creating form with tone
- 3./4 Drawing a still life using cross hatching
5. A study of Cezanne
6. Drawing a still life using colour

Key vocabulary

still life, tone, highlight, form, shade/shadow, mid-tone, cast shadow, cross hatching, tints/shades



Religious Education

Christianity

In this unit, children learn that Christians believe Jesus is the Son of God and that he is still present in the world today. They explore Bible stories that show his divine power and learn how Christians believe God is active through miracles, care, and prayer. Children also find out about Christmas celebrations around the world and how churches support believers and their communities.

Key Objectives

1. Explore the stories that suggest Jesus' divinity and teach Christian beliefs about him, including the belief that he is still present in the world today.
2. Learn how Christians believe God is active in human lives through miracles and by caring for people.
3. Find out how Christmas is celebrated around the world and what it teaches Christians about hope and peace.
4. Recognise how churches support Christians in their faith and serve the wider community.

Key Vocabulary

God, Jesus, Divinity, Miracle, Prayer, Faith, Christmas, Church



French

Ma Famille (my family)

Key objectives

1. identify family members
2. Recognise and spell with letters of the alphabet
3. List household items
4. Use basic prepositions 'sur' (on) and 'dans' (in) to describe position

Key vocabulary

Family members: ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (my parents)

Letters of the alphabet: a-z, plus some accented letters







Household objects: l'ordinateur (computer), le jeu vidéo (video game), la machine (machine), la table (table), la chaise (chair)

Sentences. e.g. Le jeu vidéo est sur la table

Prepositions: dans (in), sur (on)



PSHE	Physical Education	Music	Design Technology
<p>Media Literacy and Digital Resilience Key objectives</p> <ol style="list-style-type: none"> 1. Identify strategies for keeping personal information safe online; 2. Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; 3. Understand and describe the ease with which something posted online can spread. 4. Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; 5. Describe the language and techniques that make up a biased report; 6. Know the legal age (and reason behind these) for having a social media account; 7. Understand why people don't tell the truth and often post only the good bits about themselves, online; 8. Recognise that people's lives are much more balanced in real life, with positives and negatives. 9. Know that it is illegal to create and share sexual images of children under 18 years old; 10. Explore the risks of sharing photos and films of themselves with other people directly or online; 11. Know how to keep their information private online. 12. Recognise that photos can be changed to match society's view of perfect; <p>Key vocabulary</p> <p>Privacy settings, identity theft, secure, social media, parental consent, trolling, biased, unbiased, fact, opinion, stereotype, online safety, image, sharing,</p>	<p>Tennis This term the children will be working on improving their tennis skills such as forehand, backhand and court movement.</p> <p>Key objectives</p> <ul style="list-style-type: none"> - To develop placement using a forehand. - To develop placement using a backhand. - To develop consistency using a serve. <p>Key vocabulary</p> <ul style="list-style-type: none"> - Serve - Placement - Consistency - Opponent - Rules  <p>Netball This term the children will be working on improving their netball skills such as passing, shooting, movement and understanding of the rules.</p> <p>Key Objectives</p> <ul style="list-style-type: none"> - To move into and create space to support a teammate. - To develop accuracy when scoring under pressure. - To use defending skills to gain possession. <p>Key vocabulary Space Accuracy Pressure Possession</p> <p>Compete</p> 	<p>Classroom Jazz 2 Listen and Appraise the two tunes - : Bacharach Anorak and Meet The Blues. Musical Activities - learn about the interrelated dimensions of music through 1. Playing instruments 2. Improvising 3. Perform and Share. Lessons leading on from Classroom Jazz 1.</p> <p>Key objectives Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C</p> <p>Key vocabulary Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo</p> 	<p>Build - Water Walls Making a water wall for a younger pupil which moves water. Introduces the children to the product they will design and create: a waterwall for children in Reception. They start by investigating existing water walls. By this process of investigation they are undertaking the first stage of the design process: researching and investigating the product they will produce. In order to understand how to make water go up hill, they learn about two mechanisms that can achieve this—Archimedes' screw and the pulley.</p> <p>Key objectives</p> <ul style="list-style-type: none"> • Process of design • Mechanisms: pulleys, Archimedes' screw • Everyday examples and purpose of pulleys. Purpose of Archimedes' screw • Structures and materials to make products with pulleys in everyday examples—3d shapes, strong, stiff and stable. • Plastics pollution/recycling/reuse • Use of electricity and connection to global warming • Engineering systems to create environmentally friendly solutions—Nav Sawhney and the Washing Machine Project. • Appropriate use of materials <p>Key vocabulary •engineer •environment •manual •user •purpose/function •aesthetic •materials</p> 



Year 6 Autumn 2

2025

