

YEAR 6 AUTUMN 1

SCIENCE

Living Things and Their Habitats



- Is the classification of animals helpful?
- Are there any similarities between animals in the local area?
- How can plants be classified?
- Is there a link between plant groups and the environment they grow in?
- Do microorganisms matter?

PE

Tag Rugby - Analyse performance and use information to improve each week
Basketball - Use tactics and team strategy to outwit opponent. Use information to improve performance.
Dance - Master and explore all dance actions and skills. Perform short sequences in small and large group
Sportshall Athletics -Following national competition format for Sportshall focus on balance, jumping, running, target activities

MATHS

-Place value to 1,000,000.

-addition, subtraction, multiplication and division to 1,000,000.

-Fractions

-Converting units



ART

2D Drawing to 3D Making

Key concepts:

- That drawing and making have a close relationship
- That drawing can be used to transform a 2D surface which can be manipulated to make a 3D object
- That we can use methods like the grid method and looking at negative space to help us draw.

RE

Creation/Fall



- Outline the importance of Creation
- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find faith and science go together

ENGLISH

-Place Value of Punctuation and Grammar unit (what makes a sentence?).

BOOKS

- Letters from the Lighthouse
- War Horse
- Street Child
- Poems from WW2



TOPIC

WWII

- What is modern day Germany like and how was it ruled before the start of WW2?
- How did Hitler come to power?
- How did WW2 begin?
- How did Britain react to the outbreak of WW2?
- How did the lives of civilians change?
- How did Britain's front line cope?
- How did it affect the south east?

PSHE

Being Me in My World



- Identify goals for the year ahead
- Know that there are universal rights for children but for many they are not met.
- Understand how my actions impact globally.
- Make choices about my own behaviour
- Understand how an individual's behaviour can impact a group.
- Understand how democracy and having a voice benefits the school community