In English the children will:

- Listen to and evaluate a range of different contributions and viewpoints.
- Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.
- Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.
- Select appropriate grammar and vocabulary to change and enhance meaning.
- Use a range of organisational devices effectively, adapting their text to suit the audience and purpose.
- Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm, building on their own and others' ideas and challenging views constructively.
- Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.
- Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.
- Use dictionaries effectively to find spellings and word meanings, and use thesauri to choose appropriate synonyms.
- Make detailed notes on an appropriate planning format, drawing upon reading and research where necessary.
- Link ideas within and across paragraphs using a wider range of cohesive devices.
- Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.
- Proof-read to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.
- Choose the appropriate verb form for different contexts, including passive verbs.
- Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).
- We will be reading 'Goodnight Mr Tom' by Michelle Magorian

In RE the children will:

Buddhism

- Describe what a Buddhist might learn from the religious story of Siddhartha
- Reflect on and evaluate their achievements and strengths in all areas of their lives, recognising their own worth
- Make links between the beliefs and teachings of different religious groups and show how they are connected to believers' lives
- Make links between the teachings of Buddhism and Christianity and show how they guide the way Buddhists and Christians live their lives.
- Explain how Buddhist teaching is similar to that of other religious groups and how it influences how people of faith try to live their life.
- Suggest reasons for Buddhist beliefs about enlightenment and how religious sources shape these beliefs

- **In the "Britain At War" project,** Come and join the fight, enlist as a soldier, join the cause to help save our Country!

  Our project this term teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.

  We will also focus on how we remember those who fought in the wars and the significance of these ceremonies and visual representations

Britain At War
Year 6
Autumn

How can you help?

- Please read and discuss your child's reading book with them. Aim to do this at least three times per week and encourage your child to answer questions, retrieve evidence and make inferences about the story they have read.
- Please support them in completing their homework and handing it on time, every Wednesday when we will review it in class
- Encourage them to undertake TTRockstars (30 mins per week) as frequently as possible; small chunks daily are more effective
- Encourage them to check Google Classroom and ensure they have completed all the homework tasks set.
- Please sign by their daily recorded reading tasks as well as the current week in their planners.
- Ensure they are wearing the correct uniform
- Encourage them to speak with us before the deadline day if they do not understand their homework and need help.
- Tell us if there is anything worrying or upsetting your child.

In History the children will:

- Describe the causes and consequences of a significant event in history.
- Use abstract terms to express historical ideas and information.
- Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
- Describe some of the significant achievements of mankind and explain why they are important.
- Articulate and present a clear, chronological world history narrative within and across historical periods studied.
- Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
- Articulate the significance of a historical person, event, discovery or invention in British history.
- Identify different types of bias in historical sources and explain the impact of that bias.
- Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
- Describe and explain the significance of a leader or monarch.
- Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

In Science the children will:

Light Theory

- ***This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They will explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.***
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Recognise that light appears to travel in straight lines.
- Explain the dangers of using lasers and ways to use them safely.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- 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.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Describe, using diagrams, how light behaves when reflected off a mirror (plane, convex or concave) and when passing through a lens (concave or convex).
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Take accurate, precise and repeated measurements in standard units, using a range of chosen equipment.
- Independently decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

In Spanish the children will:

- Develop their writing skills in Spanish
- Write longer sentences about different topics: emotions, parts of our house, furniture and school life.
- Be able to say/write numbers up to 100
- Describe people using more adjectives and writing more complex sentences.
- Learn popular songs to support learning vocabulary
- Use more verbs within their work

In Art and Design the children will:

Tints, Tones and Shades

- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Use colour palettes and characteristics of an artistic movement or artist in artwork.
- Evaluate and analyse creative works using the language of art, craft and design.

In Music the children will:

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

In Maths the children will:

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Solve number and practical problems that involve all of the above.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree 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.
- Perform mental calculations, including with mixed operations and large 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.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, 3/8).
- 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.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, $\frac{1}{4} \times \frac{1}{2} = 1/8$).
- Divide proper fractions by whole numbers (for example, $1/3 \div 2 = 1/6$).
- Solve problems which require answers to be rounded to specified degrees of accuracy.

In PE the children will:

- Review, analyse and evaluate their own and others' strengths and weaknesses and read and react to different game situations as they develop
- Have a clear idea of how to develop their own and others' work. Recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents
- Understand ways (criteria) to judge performance and identify specific parts to continue to work upon.
- Use my awareness of space and others to make good decisions
- Effectively disguise what they are about to do next. Use variety and creativity to engage an audience
- Respond imaginatively to different situations, adapting and adjusting their skills, movements or tactics so they are different from or in contrast to others
- Link actions and develop sequences of movements that express their own ideas. Change tactics, rules or tasks to make activities more fun or challenging

In Science the children will:

Evolution and inheritance

- ***This project teaches children about how living things on Earth have changed over time, and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring, and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to evolution.***
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

In PSHE/RSE the children will learn:

- About the link between values and behaviour and how to be a positive role model
- How to discuss issues respectfully
- How to listen to and respect other points of view
- How to constructively challenge points of view they disagree with
- To compare the features of a healthy and unhealthy friendship
- What it means to be attracted to someone and different kinds of loving relationships
- What people who love each other can be of any gender, ethnicity or faith
- About the qualities of healthy relationships that help individuals flourish
- About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. Strategies to respond to pressure from friends, including online
- How to assess the risk of different online 'challenges' and 'dares'
- How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- What prejudice means
- To differentiate between prejudice and discrimination
- How to recognise acts of discrimination
- Strategies to safely respond to and challenge discrimination
- How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- How stereotypes are perpetuated and how to challenge this

In Geography the children will:

Our Changing World

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

In DT the children will:

Make do and mend

- Analyse how an invention or product has significantly changed or improved people's lives.
- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- Choose the best materials for a task, showing an understanding of their working characteristics.
- Pin and tack fabrics in preparation for sewing and more complex pattern work.
- Investigate and analyse a range of existing products.
- Create a detailed comparative report about two or more products or inventions.

In Art and Design the children will:

Distortion and Abstraction

- Learn about great artists, architects and designers in history.
- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
- Use colour palettes and characteristics of an artistic movement or artist in artwork.
- Use line, tone or shape to draw observational detail or perspective.
- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
- Create innovative art that has personal, historic or conceptual meaning.
- Evaluate and analyse creative works using the language of art, craft and design.
- Adapt and refine artwork in light of constructive feedback and reflection.

In Computing the children will:

- Learning about the history of computers and how they have evolved over time.
- Use the understanding of historic computers to design a computer of the future.
- Use logical thinking to explore software independently, iterating ideas and testing continuously.
- Use search and word processing skills to create a presentation.
- Understand how search engines work.
- Know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2.