

## Year 6 – Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p style="text-align: center;"><b>Historical Stories</b></p> <p><b>War Horse</b> by Michael Morpurgo - Read the first half of this book to and with children, who read some parts for themselves and answer questions. They write chapter summaries and then recount an event from a different point of view.</p> <p><b>Grammar focus:</b> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p style="text-align: center;"><b>Historical Stories</b></p> <p>Continuing War Horse, discuss impact of multi- and single clause sentences. Using PowerPoint, rehearse co-ordination and subordination and the use/effect of extended sentences. Write a predictive account.</p> <p><b>Grammar focus:</b> using commas to clarify meaning or avoid ambiguity</p>	<p style="text-align: center;"><b>Recounts</b></p> <p>Children read a personal recount of “a day in the life of...” from children around the world. They analyse these recounts and then read a sustained recount: The Day of Ahmed’s Secret.</p> <p><b>Grammar focus:</b> using the perfect form of verbs to mark relationships of time and cause.</p>	<p style="text-align: center;"><b>Recounts</b></p> <p>Using The Day of Ahmed’s Secret, children revise tenses: past, present and future, incl. use of modal verbs. They read extracts and descriptions and find examples of progressive tenses and perfect verb forms to identify.</p> <p><b>Grammar focus:</b> using commas to clarify meaning</p>	<p style="text-align: center;"><b>Narrative Poems</b></p> <p>Use the narrative poem The Highwayman to identify features that poets use for effect. Study the use of historical language, adverbials and relative clauses to add details. Children learn part of the poem by heart, compare it to other poems and write a new ending.</p> <p><b>Grammar focus:</b> using the perfect form of verbs to mark relationships of time and cause</p>	<p style="text-align: center;"><b>Narrative Poems</b></p> <p>Use the narrative poem The Highwayman to identify features that poets use for effect. Study the use of historical language, adverbials and relative clauses to add details. Children learn part of the poem by heart, compare it to other poems and write a new ending.</p> <p><b>Grammar focus:</b> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>
<b>Maths</b>	<p style="text-align: center;"><b>Place Value</b></p> <p>children recap their Year 5 learning by exploring numbers up to 1,000,000 Understanding that place value columns follow consistent patterns –</p>	<p style="text-align: center;"><b>Place value</b></p> <p>Children compare numbers with the same number of digits, and with different numbers of digits, using their knowledge of place value</p>	<p style="text-align: center;"><b>Addition, Subtraction, Multiplication and Division</b></p> <p>Children use the formal column method for numbers with the same and different numbers of</p>	<p style="text-align: center;"><b>Addition, Subtraction, Multiplication and Division</b></p> <p>Children encountered square and cube numbers in Year 5, and this small step revisits</p>	<p style="text-align: center;"><b>Addition, Subtraction, Multiplication and Division</b></p> <p>Children divide 3-digit numbers without remainders, using an expanded method that</p>	<p style="text-align: center;"><b>Addition, Subtraction, Multiplication and Division</b></p> <p>This step reminds children of the importance of mental strategies and estimation. Children should be aware</p>

	<p>ones, tens, hundreds, then (one) thousands, ten thousands, hundred thousands, before reaching millions. Children also revise partitioning, exploring both standard and non-standard ways of composing numbers.</p>	<p>columns. They present numbers in a variety of forms and use these different representations to aid their understanding when comparing and ordering</p>	<p>digits. They also practise mental strategies with both large and small numbers, using their understanding of place value. Children solve multi-step problems, choosing which operations and methods to use based on the context of the problem and the types of numbers involved.</p>	<p>that learning and the notation for squared (2) and cubed (3). Children explore the factors of square and cube numbers, noticing that square numbers always have an odd number of factors, but cube numbers can have an odd or even number of factors.</p>	<p>shows the multiples, before progressing to a more formal long division method. They divide 4-digit numbers, still without remainders, using their knowledge of multiplying by 10 and 100</p>	<p>that estimating the answer of a calculation serves as a sense-check on whether their answer is correct, and this can be done either before or after a calculation. The numbers they choose when performing estimates should be simple enough for this to be done mentally</p>
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## Blood Heart

We will explore the fascinating world of the circulatory system, understanding how blood flows through our bodies in vibrant shades of red. Students will learn about the essential role of the heart, veins, arteries, and chambers in moving oxygen and nutrients throughout the body. By studying the structure and function of the circulatory system, they will gain a deeper appreciation for how the body works to keep us alive and healthy.

A hands-on investigation will take us up close to the heart itself. Students will have the opportunity to dissect an animal heart, examining its intricate structure, including valves and chambers, to understand how blood circulates. Inspired by William Harvey's groundbreaking discoveries in anatomy, they will explore how valves function and why their role is crucial in maintaining an efficient circulatory system. This practical experience will deepen their understanding of the heart's mechanics and its importance to overall health.

## Guided Reading

### Shackleton's Journey



Students will explore the story's themes of exploration, resilience, and survival by analysing Shackleton's leadership and the crew's determination throughout the expedition. They will examine the contrast between the vast, unforgiving Antarctic landscape and the close-knit teamwork of the explorers, discussing how nature's power shapes their journey. Through visual literacy, historical inquiry, and creative storytelling, students will engage with William Grill's detailed illustrations, infer the challenges faced by the crew, and deepen their understanding by recounting key events, making personal connections to perseverance, and expressing ideas through drawing or descriptive writing. The sequence encourages reflection on how courage, teamwork, and problem-solving help us overcome adversity.

<b>Topic</b>	<b>Our Changing World</b>	
	<p>We will explore key geographical skills and knowledge, revising the features of Earth, including time zones, lines of latitude and longitude, and how they help pinpoint locations on a map. Students will learn to use different mapping tools, such as scales, grid references, contour lines, and map symbols, to develop their understanding of spatial awareness and navigation. By mastering these skills, they will become more confident in interpreting and creating maps.</p>	<p>A significant part of this project will focus on climate change and its global impact. Students will explore how human activities influence the environment and the importance of sustainable practices in reducing harm to the planet. They will also examine the concept of global trade, investigating how goods are transported around the world and the economic, social, and environmental effects of trade on different countries.</p>
<b>Art &amp; DT</b>	<b>Trailblazers, Barrier Breakers</b>	
	<p>Students will learn about significant Black artists, studying their lives, artistic styles, and the historical and cultural contexts of their work. Through discussion and analysis, they will explore how these artists have influenced the world of art and expressed their experiences through creative mediums. Throughout the project, students will engage in research and discussions to understand the historical and cultural contexts in which these trailblazers operated.</p>	<p>They will analyse the challenges faced and the strategies employed to overcome them, fostering a deeper appreciation for the complexities of societal progress. As part of their exploration, students will also analyse key artworks, identifying techniques, themes, and artistic choices. This will help them understand how art has been used as a powerful tool to express ideas, challenge injustices, and inspire change.</p>
<b>PSHE</b>	<b>How can we keep healthy as we grow?</b>	
	<p>We will explore the connection between mental and physical health, understanding how both aspects contribute to overall well-being. Students will learn how maintaining a healthy body supports a healthy mind and vice versa. They will also discuss the importance of recognizing early signs of physical and mental health concerns and seeking support when needed. By understanding that mental health challenges can be managed with the right strategies and support, students will develop confidence in talking about their well-being and seeking help when necessary.</p>	<p>Positive relationships and community involvement play a key role in maintaining good mental health. We will explore how friendships, participation in clubs, and engagement with community groups can provide emotional support and a sense of belonging. Students will reflect on the influence of peers and family on their health choices and learn how to navigate these influences in a way that supports their well-being.</p>
<b>PE</b>	<b>Athletics</b>	

Students will practise and refine their basic running, jumping, and throwing skills, improving their coordination, control, and reaction times. They will explore different sprint starts, learning how to develop the most effective technique for sprinting. Through structured activities, students will enhance their running technique, focusing on maintaining speed, form, and stamina to sustain a run.

Students will demonstrate power and control in jumping activities, such as the standing vertical jump, and learn how to measure their progress. They will follow step-by-step instructions to practise and improve their throwing techniques with accuracy. Throughout the unit, students will compete against themselves and others, setting personal goals and demonstrating improvements to achieve their personal best.