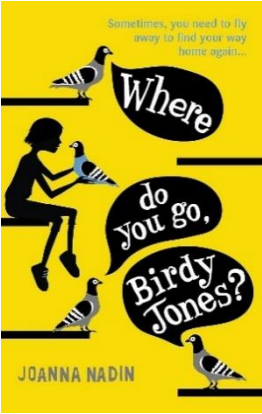


Year 6 – Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Stories that Raise issues: Outsiders</p> <p>Based on three amazing books, Friend and Foe (Morpurgo), The Island (Greder) and Eric (Tan), this plan asks children to imagine what it is like to be an outsider. They empathise with the plight of the person who does not ‘fit in’.</p> <p>Grammar focus: Develop understanding of the concepts by learning the grammar in Appendix 2: linking across paragraphs using a broad range of cohesive devices; the use of adverbials and ellipsis.</p>	<p>Stories that Raise issues: Outsiders</p> <p>Stimulating creative writing and encouraging children to improve the cohesion of their work through different grammatical techniques.</p> <p>Grammar focus: Use modal verbs and adverbs to indicate degrees of possibility. Punctuate bullet points to list information</p>	<p>Blogs and reports</p> <p>Looking at various texts from websites, children revisit the features of informal and formal writing.</p> <p>Grammar focus: Develop understanding by: recognising vocabulary and structures appropriate for formal speech/writing, including devices to build cohesion within a paragraph.</p>	<p>Blogs and reports</p> <p>They compose About Me profiles and pen blog posts before writing extended reports on a topic of their choice, as if for an information website.</p> <p>Grammar focus: Use passive verbs to affect the presentation of information in a sentence. Use relative clauses.</p>	<p>Poems: Diverse voices</p> <p>This engaging poetry block blends reading, performance, and creative writing, building students’ skills in poetic techniques, modal verbs, and punctuation.</p> <p>Grammar focus: Use modal verbs to indicate degrees of possibility. Grammar:</p>	<p>Poems: Diverse voices</p> <p>Emphasizing diversity and self-expression, it encourages students to write authentically, share their voices, and engage in meaningful discussions.</p> <p>Grammar focus: Use and understand grammatical terminology in discussing their reading</p>

Maths	Fractions A	Fractions A	Fractions B	Fractions B	Converting units	Converting units
	<p>In this small step, children build on prior knowledge of equivalent fractions to recognise when fractions are, and are not, in their simplest form. Children use their understanding of common factors to simplify fractions. They learn that when the numerator and denominator have no common factors greater than 1, the fraction is in its simplest form. The step begins with fractions with one common factor (greater than 1) and moves on to fractions with several common factors. Children are encouraged to look for the greatest possible number to divide by, but also understand that simplification can be performed in more than one step. Pictorial representations and fraction walls can be used to support understanding.</p>	<p>In this small step, children apply the skills they have learnt in previous steps to solving problems in real-life contexts. The problems may involve more than one calculation and children need to choose the operations and consider what order to perform them in; this will need careful modelling. Encourage children to think about the most appropriate method to perform any of the calculations.</p> <p>Sharing methods could help children gain a flexible approach to solving the problems. Children also need to ensure that they write fractions in their simplest form and convert between improper fractions and mixed numbers where appropriate.</p>	<p>Building on their learning in Year 5, this small step provides practice in multiplying fractions and mixed numbers by integers. A variety of representations can show that multiplying fractions by integers is the same as repeated addition of a fraction. As when adding and subtracting fractions, the denominator does not change.</p> <p>Children recognise that they need to multiply the numerator by the integer. When multiplying mixed numbers, children can either partition them into wholes and parts, multiplying each of them by the integer, or convert the mixed number to an improper fraction and then multiply the numerator by the integer.</p>	<p>In this small step, children find the whole amount given a fraction of it. Using a bar model to represent the parts and the whole is a useful support to children when working through this step. When finding the whole from a unit fraction, a pictorial representation helps children to understand why they simply need to multiply the given amount by the denominator.</p> <p>They then find a unit fraction from a given non-unit fraction and use this to find the whole. Draw attention to the fact that, when calculating the whole, their answer will be greater than the number in the question. This will help children to sense check their answer. Fluency with times-tables facts is very helpful here; some children may need</p>	<p>Building on their experiences from earlier years, children recognise, read and write all metric measures for length, mass and capacity. This is the first time they will be introduced to tonnes as a measure for mass. Highlight the difference between capacity (the amount an object can contain) and volume (the amount actually in an object).</p> <p>Children consider the most appropriate unit of measure and develop their estimation skills in context. Although metric units of measurement are used throughout, children may mention imperial units of measurement. The relationship between metric and imperial units will be explored later in the block. Refer to the mass of an object, rather than its weight.</p>	<p>In this small step, children continue to explore imperial measures and the relationships between imperial and metric measures. Children need to know and use the following facts: • 1 inch \approx 2.5 cm • 1 foot = 12 inches • 1 stone = 14 pounds • 1 gallon = 8 pints • 1 pound = 16 ounces They use these facts to perform related conversions, both within imperial measures and between imperial and metric measures. Attention should be drawn to the fact that the conversion between inches and cm is approximate while the others are exact.</p>

				a times-table square as support.		
Science	Circulatory system, Blood heart, How does blood flow? What's in the blood?, What can your heart rate tell you?					
	<p>Beyond anatomy, we will consider the significance of blood donation and the impact of lifestyle choices on heart health. Students will explore why people give blood, the benefits of cardiovascular exercise, and how a balanced diet contributes to a strong and healthy heart. They will learn how positive lifestyle choices can reduce the risk of heart disease and other circulatory issues, empowering them to take responsibility for their own well-being.</p>	<p>To apply their learning, students will kickstart a health campaign to spread awareness of the dangers of smoking and its harmful effects on the heart and lungs. They will research and present information on how smoking damages the cardiovascular system, using creative methods to educate and inspire others to make healthier choices. Through this project, they will develop not only scientific knowledge but also advocacy skills, promoting positive health messages within their community.</p>				
Guided Reading	Where Do You Go Birdy Jones?					
	<div style="text-align: center;">  </div> <p>The book supports the study of plot, character development and emotional response to strong themes such as identity and growth in narrative fiction. Teachers are advised to read the book before using it with their children in order to plan a series of PSHE sessions that complement the sequence and are tailored to support the needs of the class. There are many opportunities to teach grammar in context and for children to gain understanding of the impact of precise language choices on meaning. The book allows for many opportunities to explore a range of figurative language as well as regional dialect and colloquialisms. Teachers can support children to consider author intent and the impact on the reader using a range of teaching approaches, enabling understanding of narrative structure and metalanguage through reader response and later in their own writing conferences.</p>					

Topic	Our Changing World	
	<p>Students will develop their data analysis skills by conducting fieldwork to explore local road safety. They will collect, record, and interpret data to identify potential hazards and suggest improvements for safer travel in their community. This hands-on experience will help them understand the importance of geography in real-world problem-solving and urban planning.</p>	<p>The study of human settlements will form another key aspect of this project. Students will investigate settlement patterns, learning how and why communities develop in specific locations. They will conduct an enquiry into their local area, describing and comparing settlement features, and considering factors such as land use, transport links, and access to resources. This will help them understand how geography shapes the way people live and interact with their environment.</p>
Art & DT	Trailblazers, Barrier Breakers	
	<p>To express their understanding and reflections, students will create their own artwork inspired by the artists they study, experimenting with different styles and materials to develop their own creative responses. As we delve into the work of influential Black artists, students will be challenged to gather a selection of images showcasing their chosen artist's work. Using these as inspiration, they will explore different techniques and approaches, using sketchbooks to plan and refine their ideas. They will discuss their concepts with peers or teachers before transferring their designs onto a larger scale, working with a range of materials such as pencil, charcoal, paint, and clay. This hands-on process will encourage creativity and critical thinking as they explore the power of visual storytelling.</p>	<p>The culmination of the project will be a class gallery exhibition, where students' artworks will be displayed. This showcase will not only celebrate their artistic endeavours but also serve as a platform for dialogue on the power of art in addressing social issues and commemorating those who have paved the way for future generations. By reflecting on their learning from both this project, students will consider the role of art in raising awareness and inspiring action. Through this experience, they will gain a greater appreciation for art as a medium of expression and change.</p>
PSHE	How can we keep healthy as we grow?	
	<p>Making informed choices is essential for a healthy, balanced lifestyle. Students will learn how to plan nutritious meals, stay physically active, and maintain good dental health and hygiene. They will also explore how to stay safe in the sun, balance online and offline activities, and understand the importance of sleep. Discussions will focus on how habits can be healthy or unhealthy, strategies to build positive habits, and ways to change harmful ones.</p>	<p>We will also discuss the effects of legal and illegal drugs on health and how to manage situations involving them. Students will learn that health problems, including mental health issues, can worsen if not addressed early. They will be encouraged to speak to a trusted adult about any concerns and understand that mental health difficulties can often be managed with the right strategies and support. Additionally, students will be made aware that FGM is illegal, goes against human rights, and that they should seek immediate help if they are worried for themselves or someone else.</p>
PE	Tag Rugby	

As we explore the key skills in tag rugby, we will develop our ability to hold and grip the rugby ball correctly, ensuring better control during play. We will practice passing the ball with increasing accuracy, both while stationary and moving at a walking pace, and work on successfully catching passes from teammates. Understanding that passes must be made backward, we will focus on positioning ourselves effectively to receive the ball.

We will also develop movement skills by using the sidestep to evade defenders at a walking or jogging pace. Through drills and gameplay, we will learn and demonstrate tagging rules, occasionally using space effectively to sidestep opponents or make strategic passes. Additionally, we will explore interception techniques, practicing how to anticipate and disrupt passes during drills.

As part of our tactical awareness, we will discuss and execute decisions that help our team maintain or regain possession of the ball. We will refine both attacking and defending skills to contribute to team success while applying our knowledge of tag rugby rules in a game setting. Finally, we will analyse the skills demonstrated by others, offering constructive feedback and suggestions for improvement.