

# YEAR GROUP OVERVIEW

## Year 6 – Autumn 1

### English - Reading

In reading lessons, pupils continue to develop their fluency knowledge and skills through a wide range of genres, including fiction, non-fiction and poetry.

Pupils also develop core reading skills through the range of texts they read:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Summary
- Authorial intent

This half term's texts are War Horse by Michael Morpurgo and In Flander's Fields

### English - Writing

Pupils write texts using this half term's texts as a stimulus through our NELT Key Stage 2 Teaching and Learning Cycle. They will learn key grammar and punctuation knowledge within writing lessons which they will use within their writing.

Narrative: Write a setting and character description based on the image Tommy (Art Work by Richard Harpum).

Letter: Write a formal letter of persuasion from Albert based upon the text War Horse.

Discussion: Plan and write a discussion based upon the question 'Should animals have been used in WW1?'

Poetry: Complete a war poem in the style of Flander's Fields - Rondeau

### Maths

The NELT chosen scheme of learning in Year 6 is White Rose Maths. This half term, pupils learn:

Number and Place Value (to 10,000,000): This unit covers reading and writing any number up to 10,000,000 before looking at comparing and ordering numbers up to 10,000,000. It then moves on to rounding any integer and understanding the place value of negative numbers.

Calculations (Addition, Subtraction, Multiplication and Division): This unit covers the four rules of number. It starts off by recapping written methods of addition and subtraction before moving onto multiplying and dividing. It also covers factors, multiples, squares and primes as well as looking at rules of divisibility.

## **Science**

**Animals including Humans:** This unit builds on learning from previous years. It will begin by looking at the circulatory system. We make model blood to solidify knowledge about the circulatory system and how the blood delivers nutrients throughout the body. Children will look for patterns in the amount of energy nutrients give before they have the opportunity to carry out a comparative and fair test enquiry looking at their heart rates.

## **History**

**Britain at War - WW1:** This project teaches children about the causes, events and consequences of the First World. Children will learn that the war started after Archduke Franz Ferdinand of Austria was assassinated by a Serbian nationalist. As a result of this assassination, Austria-Hungary declared war on Serbia. The European countries were dragged into the war by their allies. In addition it looks at key events and incidents such as PALs Battalion, life in the trenches, key battles and how the war came to an end.

## **Art & Design**

**Flanders's Fields:** This project involves the children in creating artwork relating to Flanders Field whilst taking inspiration from the artist, Georgia O'Keefe. Children will learn how to add depth and texture into artwork through experimentation of different materials.

## **Computing**

**Computing systems and networks - Communication and collaboration:**  
In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.

Alongside our Teach Computing scheme of learning, through project Evolve, pupils learn about the importance of Self-Image and Identity.

## **Modern Foreign Language (MFL)**

During this half term the children will revisit some of the core language they have learned in the first two stages of language learning and build on that to include extended feelings phrases. They will also learn to speak about another person in the third person. In addition, the children will learn nouns for school subjects and to give opinions of school including a reason to extend.

Through songs, games, native speaker clips and independent tasks, they will explore the following content, topics and language:

### **1a – Talking about us**

- Expressing their feelings using extended phrases and new adjectives
- Revisiting personal information from the previous two stages of language learning
- Learning to speak in the third person singular, about another person (e.g. he is called...)

### **1b – School subjects**

- Learning nouns for school subjects
- Giving extended opinions including conjunction 'because' to give a reason for liking/disliking a subject
- Opportunity to check for learning with Puzzle It Out assessment

## **PSHE**

The chosen scheme for PSHE is Melva. Melva is a mental health education programme taught through storytelling. Melva is a creative programme created to improve children and young people's understanding of mental health and wellbeing. The programme centres around the character of Melva Mapletree who struggles with anxiety (or 'worrits' as she calls them) These 'worrits' are stopping her from doing new things or even wanting to leave the cottage. This programme uses child-friendly language and engaging storytelling to support young people to learn through fictional characters and apply this to their own life, helping them to self-reflect and develop empathy.

## **Religious Education (R.E.)**

Judaism: What is the best way for a Jew to show commitment to God?

This enquiry builds on prior learning about living a good life. In this unit, the children look at the Bar and Bat Mitzvah ceremonies reflecting on how these ceremonies mark becoming an adult for Jewish people.

## **Physical Education (P.E.)**

Tag Rugby: Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Football: Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation

and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.