

Autumn 1 Year 6							
English		Maths			Experiences		
<p>Class Reads Armistice Runner Boy in the Tower</p> <p>Writing Genres Letter - Introducing Me Short Burst Writing Fiction - focus Suspense and hidden dangers</p> <p>Spelling Year 5/6 Spelling list Challenging Words: Irregular patterns Segmenting words into phonemes and syllables</p>		<p>Non-Negotiables Maintain legibility in joined handwriting when writing at speed. Use verb tenses consistently Use a range of punctuation including inverted commas with dialogue accurately Spell correctly most words from the year 5 / year 6 spelling list.</p> <p>Key knowledge Number and Place Value Number - Addition, Subtraction, Multiplication and Division</p> <p>Understand numbers to 10,000, 100,000, 1,000,000 Compare and order numbers Round numbers to the nearest 10,100, 1000 Answer questions related to negative numbers To add or subtract numbers with more than four digits To use inverse operations effectively Understand and apply short and long multiplication Understand and apply short and long division To be able to find common factors Common multiples To identify prime numbers To find squared and cubed numbers To use the correct order of operations - BODMAS To complete mental calculations and estimations</p>			<p>Non - Negotiables Multiply and divide integers and decimals mentally by powers of 10 Use tables to work with decimals (to 1dp) • Use multiplication facts to derive squares of numbers to 12x12 Order mixed set of numbers (up to 3dp) Work out simple % and fractions of whole numbers Work out which fraction is larger/smaller by cancelling common factors Recall equivalences between fractions, decimals and percentages Use appropriate written methods Use pencil & paper methods & mental methods to add & subtract decimals Divide numbers and record the remainder as a decimal to 2dp Round answers to a given degree of accuracy</p>	<p>Bike Ability</p> <p>DAaRT</p>	
History - Maya		Science - Living things and their habitats		Computing - E-Safety (Kapow)			
Key Knowledge	Vocabulary	Key Knowledge	Vocabulary	Key Knowledge	Vocabulary		

<p>Can explain that the Maya ruins were discovered by European explorers Know that Maya society was organised in a pyramid system and can give some examples of social position within the structure Can describe some aspects of daily life Can give some reasons as to why the Maya conducted human sacrifice Know that the Maya developed a calendar based on astrological observation Can give plausible reasons for the decline of the Maya civilisation</p> <p>Skills Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggest causes and consequences of the main events and changes in history. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology. Record knowledge and understanding in a variety of ways, using dates and key terms appropriately Devise, ask and answer more complex questions about the past, considering key concepts in history Analyse a range of source material to promote evidence about the past</p>	<p>Mesoamerica Maya Yucatan Peninsula Temples pyramid astrology mathematics engineering cultivate slash and burn Gods Chaa afterlife sacrifice alter blood-letting sacrifice priest Xibalba maize god</p>	<p>Explore requirements for life and the differences between living and non-living things and understands the requirements for life depend on the organism. Knows an animal needs food, water, shelter, oxygen and space to survive. Also can make similarities and differences of that plant has similar requirements but makes its own food, takes in water through its roots and needs sunlight to survive. Understand the definition of living and non-living things so they are able to group organisms and objects. An animal is living because it can breathe, move, eat, grow, excrete and reproduce. A plant is living because its stem and other parts can move towards sunlight. It can make its own food, grow and reproduce. Can differentiate types of microorganism and how they 'live and reproduce'.</p>	<p>Carl Linnaeus Linnaean system flowering and non-flowering plants variation bacteria single-celled microbes microscopic virus fungi fungus mould antibiotic yeast ferment microscope decompose living non-living organism animal bird mammal fish reptile amphibian</p>	<p>To know that a digital footprint means the information that exists on the internet as a result of a person's online activity. To know what steps are required to capture bullying content as evidence. To understand that it is important to manage personal passwords effectively. To understand what it means to have a positive online reputation. To know some common online scams.</p> <p>Skills Learning about the positive and negative impacts of sharing online. Learning strategies to create a positive online reputation. Understanding the importance of secure passwords and how to create them. Learning strategies to capture evidence of online bullying in order to seek help. Recognising that updated software can help to prevent data corruption and hacking.</p>	<p>Anonymity Antivirus Block and report Consent Copy Digital footprint Digital personality Hacking Inappropriate Malware Online bullying Online reputation Password Paste Personal information Phishing Privacy settings Private Reliable source Report Reputation Respect Scammers Screengrab Secure Software updates URL Username</p>
<p>Music</p>	<p>DT</p>		<p>PSHE – Me and My Relationships and DAaRT programme</p>		

None this half term	None this half term	<p><u>Key Knowledge</u> Drug Abuse Resistance Education (DAaRT.) is an education program that seeks to prevent use of drugs and alcohol. It teaches children how to make successful life choices. Collaborative approach to tasks Understand negotiation and compromise Empathise with patterns of behaviour Recognise peer pressure and commitment To respect self and others</p> <p><u>Skills</u> To use key information to make positive life choices To understand the implications of making the wrong choices when in risky situations.</p> <p><u>Vocabulary</u> Drugs, smoking, alcohol, nicotine, caffeine, energy drinks, health, wellbeing, legal, illegal, age restrictions, habit, addiction, support</p>
RE - Unit 6.1	<p><u>Unit 6:1 Theme: Teachings, wisdom and authority. Enquiry Question: What can we learn by reflecting on words of wisdom from religions and world views? What do sacred texts and other sources say about God, the world and human life?</u></p> <p><u>Key Knowledge</u> Pupils will learn: To understand two carefully selected texts from the scriptures of each of the religions selected for study About two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values</p> <p><u>Skills</u> Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.</p> <p><u>Key concepts and words</u> Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, incarnation, Holy Spirit, sources of wisdom, Torah, Bible, Qur'an, Humanist, rationalist.</p>	
	<p><u>Photography</u> <u>Key Knowledge</u></p>	

Art – Digital Media Photography (Kapow)

- **Colour:** Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
- **Shape:** How an understanding of shape and space can support creating effective composition.
- **Line:** How line is used beyond drawing and can be applied to other art forms.
- **Pattern:** Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
- Artists can use symbols in their artwork to convey meaning.
- Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.
- Artists take risks to try out ideas; this can lead to new techniques being developed.

Skills

- To know how different materials can be used to produce photorealistic artwork.
- To know that macro photography is showing a subject as larger than it is in real life.
- How to create a photomontage.
- How to create artwork for a design brief
- How to use a camera or tablet for photography.
- How to identify the parts of a camera.
- How to take a macro photo, choosing an interesting composition.
- How to manipulate a photograph using photo editing tools.
- How to use drama and props to recreate imagery.
- How to take a portrait photograph.
- How to use a grid method to copy a photograph into a drawing.

Key Concepts and Words

editing, emulate, focus, frame, grid, image, layout, macro, monochromatic, monochrome photography, photomontage, photorealism, photorealistic, portrait, pose, prop, proportion recreate, replacement, saturation, software

MFL – This is Me

Key knowledge

I can recall phrases to talk about my feelings
I can understand and use adjectives to talk about my personality
I can recall how to describe hair and eye colour
I can read and understand a text about my appearance and personality
I can write a text about my appearance and personality
I can understand and sing along to the rocket song

Key Skills

To listen and repeat words and phrases
To participate in brief conversations about themselves and others
To write about themselves

PE - Swimming and Tag Rugby	<p><u>Tag Rugby</u></p> <p><u>Key Knowledge</u></p> <p>Apply a refined understanding of the skills required for both attacking and defending Switch fluidly between attack and defence as possession changes Create a range of attacking and defending tactics, applying these to their games</p> <p><u>Key Skills</u></p> <p>Effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform Constantly apply life skills such as integrity and self-discipline Understand and play by the rules and lead others by example Consolidate passing and moving Consolidate attacking and defending Create and apply attacking tactics Create and apply defensive tactics</p> <p><u>Key Vocabulary</u></p> <p>tactics, transition, off-side, formation, knock on, advantage</p>