

## Year 6 Autumn term planner 2019 - 2020

<p><b>English</b></p> <p><b>Horror Stories</b> Children look at a range of horror stories and identify the features which they will use to plan and create their own horror story at the end of the unit. Children can create an effective atmosphere in story using a range of vocabulary. Children will also be concentrating on editing and improving their work.</p> <p><b>Non-chronological reports</b> Children look at different examples of non-fiction texts and identify the features which they will use to produce their own report. Children will also be concentrating on editing and improving their work.</p>	<p><b>Maths</b></p> <p>NUMBER SENSE <b>Number and place value</b> •read, write, order and compare numbers up to 10 000 000 and determine the value of each digit •round any whole number to a required degree of accuracy •solve number and practical problems that involve all of the above <b>Fractions (including decimals and percentages)</b> •identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places <b>Measurement</b> •use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places •convert between miles and kilometres. ADDITIVE REASONING <b>Addition, subtraction, multiplication and division</b> -perform mental calculations, including with mixed operations and large numbers -use their knowledge of the order of operations to carry out calculations involving the four operations -solve addition and subtraction multi-step problems in contexts, -use estimation to check answers to calculations <b>Fractions</b> solve problems which require answers to be rounded to specified degrees of accuracy <b>Algebra</b> -use simple formulae generate and describe linear number sequences express missing number problems algebraically -find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables <b>Measurement</b> solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate</p>	<p><b>Computing</b></p> <p>Scratch</p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</li> <li>• solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<p><b>Science</b></p> <p>Animals including humans</p> <ul style="list-style-type: none"> <li>-To identify and name the main parts of the human circulatory system y recalling prior knowledge of systems in the human body</li> <li>-To describe the functions of the heart, blood vessels and blood</li> <li>-To describe the ways in which nutrients and water are transported</li> <li>-To recognise the impact of diet and exercise on the way their bodies function y describing the effects of a healthy lifestyle.</li> <li>-To plan different types of scientific enquiries to answer questions,</li> <li>-To recognise the impact of drugs on the way their bodies function in the context of drugs and alcohol.</li> <li>-To identify scientific evidence that has been used to support or refute ideas or arguments in the context of hanging attitudes to smoking.</li> </ul>	<p><b>History</b></p> <p><b>World War II</b></p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.</li> <li>• Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II.</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.</li> <li>• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II.</li> </ul>
<p><b>Grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>- use hyphens correctly.</li> <li>- use thesaurus correctly.</li> <li>- Use a range of sentence starters.</li> <li>- use paragraphs and ellipsis correctly.</li> </ul>		<p><b>PSHE</b></p> <p><b>Rights and responsibilities: Freedom!</b> This unit explores our right to freedom, and how this right comes with responsibilities towards others. It also tells the story of Toussaint L'Ouverture's fight for freedom from slavery for the people of Haiti. It asks children consider if they have ever had their freedom taken away, even for a short time, and how this felt.</p> <p><b>Democracy</b></p> <p><b>Our interconnected world</b> This lesson explores how events in one part of the world can have a global impact, taking the examples of the war in Syria, the Ebola crisis and fluctuating oil prices.</p>	<p><b>Art</b></p> <p><b>Study of Street art – Banksy</b></p> <ul style="list-style-type: none"> <li>- explore what street art is</li> <li>- create a front cover in the style of street art</li> <li>- Provide opinion of different street art</li> <li>- recall facts learnt about an artist</li> <li>- give opinion on the work of Banksy</li> <li>- take a clear photograph</li> <li>- position to the camera to take an effective photograph</li> <li>- create a street art image in the style of Banksy</li> <li>- create a street art image in the style of Banksy</li> </ul>	<p><b>RE – What do religions say to us when life gets hard?</b></p> <ul style="list-style-type: none"> <li>- Consider questions such as 'What happens when we die?'</li> <li>- ask some questions of my own about life after death and suggest two different answers to the questions</li> <li>- Describe the impact that the belief that we have a soul might have on the way someone might live their life</li> <li>- Describe the Hindu belief in reincarnation and Karma</li> <li>- Look for similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation</li> </ul> <p><b>PE</b></p> <p><b>GYMNASTICS – working together-matching, mirroring and contrasting</b></p> <ul style="list-style-type: none"> <li>- Understand and use a variety of spatial relationships when working with a partner e.g. follow-my-leader, side by side, face to face, back to back and meeting and parting.</li> <li>- Create a sequence linking 4 balances with travelling, jumping and turning movements.</li> <li>- I can create a sequence which will show planned variation of speed, level and direction</li> <li>- Identify and show matching and mirroring balances with a partner showing different shapes and levels.</li> <li>- Adapt and transfer skills, principles and sequences from floor to apparatus at every stage</li> </ul>

