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| **Year 6 Autumn Term Overview** | | |
|  | **Autumn 1** | **Autumn 2** |
| **Focus Christian Value** | **Hope** (cycle 1)  **Courage** (cycle 2) | **Responsibility** (cycle 1)  **Peace** (cycle 2) |
| **English writing** | **Informal letter writing –** linked with Lockdown.  **Shackleton’s journey/ the Ice Trap –**sentence stacking lessons linking building up to writing a story ending.  **Biographies -**  Structure of biographies/auto-biographies  Biography of David Attenborough linked with Climate Change.  **Persuasive advert –** linked with placard protest on Climate change.  **Non – chronological report –** on Climate Change in the form of a double page spread. | **Journalistic Writing linked to Maryport Topic – ‘Broadside Launch Report’**  **Historical Narrative – ‘Street Child’ by Berlie Doherty**  Diary Entries  Argument  Letters of advice  Role play  Hot-seating  Story Ending |
| **English reading** | **Whole class reading on the themes-**   * Resilience, spooky openings, Pompeii, animals including humans, magic children’s classics   **Whole class story – Holes** | **Whole class reading on the themes-**   * Picture books, hijab – Ibithaj Muhammed, industrial revolution, autism, Liverpool, Katherine Rundell, poetry   **Whole class story – Street Child** |
| **Maths** | Four operations of calculations.  Place value of numbers to ten million.  Long division and long multiplication.  Factors, multiples and primes.  BODMAS | Fractions – equivalent, simplifying, mixed and improper, comparing and ordering, add and subtract, multiply and divide, fractions of amounts.  Translation and reflection in four quadrants. |
| **RE** | **Understanding Christianity – Gospel Unit 5B – What would Jesus Do?**  To know that the Gospel is part of the Bible – New Testament  To know that Jesus used parables to teach people how to live their lives  To understand how Jesus’ teachings influences the lives of Christians & others  To understand messages from the Gospel  To understand the purpose of prayer | **Buddhism - The Sangha**  Introduction to Buddhism  What is the Sangha  Importance of the Sangha to Buddhists  What is important to help us live our lives  Symbols used in Buddhist worship |
| **Science** | **Living things**  Classification  To use keys  Carl Linnaeus  Micro-organisms  Investigation  **Scientist:** Carl Linnaeus | Electricity – STEM workshop  Conventional Symbols  **Scientist:** Charles Augustin-Coulomb |
| **History** |  | **Local History Study**  **Ellenfoot to Maryport**  Development of Maryport including Senhouse Family Chronology  Development of the railway  George Stephenson  Harbour development  Broadside Launch |
| **Geography** | **How is climate change affecting the world?**  to understand the effects of droughts  to understand the effects of higher temperatures  to understand the effects of extreme weather  to understand the effects of changing weather patterns in Greenland  to understand what is causing global warming  to explore renewable energy sources |  |
| **Art** | **Art and design skills**   * impressionism * zentangle patterns * zentangle printing   **Artist:** Edward Hopper, Renoir, Degas, Cézanne, Monet(Impressionism) |  |
| **DT** |  | **Electrical systems – a steady hand game.**  -homopolar motors  - game plans  -using nets to build a base  - assemble and test the product. |
| **Computing** | **Bletchy Park**   * password protection * brute force hacking * computing heroes * editing radio play * sound effects and music * first computers research * future computers designs | |
| **Music** | Spirituals and rhythmic patterns  Djembes | Christmas music and songs |
| **PE** | **Invasion Games**  Netball/Football/Hockey  To further develop knowledge of attacking and defending.  To know how to intercept a pass.  To know how to invade as a team.  To communicate effectively with team mates.  To develop sportsmanship | **Sportshall Athletics**  Developing skills  Building up stamina  **Gymnastics** |
| **MFL**  **Spanish** | **Core vocabulary** | **At school** |
| **PSHE** | **Relationships –SCARF Resources** | **Valuing Difference – SCARF & Stonewall Resources** |
| **Enrichment opportunities** | Climate change protest | Maryport Harbour Visit  Beamish visit |