

## Year 6 Autumn Term Overview

<b>Topic:</b>	<b>Autumn 1 and 2: <i>The Great War</i></b>	
<b>PSHE:</b>	<u>Keeping/Staying Safe</u> Water Safety  <u>Keeping/ Staying Healthy</u> Alcohol	<u>Relationships</u> Healthy relationships Conception Consent
<b>English:</b>	War Horse Remembrance Poetry/ War Poems	
<b>Maths:</b>	<u>Place Value</u> Can I read, write, order and compare numbers up to 10 000 000 and determine the value of each digit? Can I round any whole number to a required degree of accuracy? Can I use negative numbers in context, and calculate intervals across zero? Can I solve number and practical problems that involve all of the above?  <u>Addition, Subtraction, Multiplication &amp; Division</u> Can I multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication? Can I divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context? Can I divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context? Can I perform mental calculations, including with mixed operations and large numbers? Can I identify common factors, common multiples and prime numbers? Can I use my knowledge of the order of operations to carry out calculations involving the four operations? Can I solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why? Can I solve problems involving addition, subtraction, multiplication and division? Can I use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy?	<u>Fractions</u> Can I use common factors to simplify fractions? Can I use common multiples to express fractions in the same denomination? Can I compare and order fractions, including fractions greater than 1? Can I add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions? Can I multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]?  Can I divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$ ]? Can I associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$ ]?  <u>Geometry: Position and Direction</u> Can I describe positions on the full coordinate grid (all four quadrants)? Can I draw and translate simple shapes on the coordinate plane, and reflect them in the axes?
<b>Science:</b>	<u>Electricity</u> <ul style="list-style-type: none"> <li>- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>- use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<u>Light</u> <ul style="list-style-type: none"> <li>- recognise that light appears to travel in straight lines</li> <li>- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>
<b>History:</b>	<b>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</b> <ul style="list-style-type: none"> <li>- The key events that triggered the start of the First World War.</li> <li>- What life was like for men, women and animals that served on the battlefields during the First World War?</li> <li>- About key events during the first world war such as 'The Christmas Truce'.</li> <li>- How the war ended and the impact of the Treaty of Versailles.</li> <li>- The legacy of The Great War.</li> </ul>	
<b>Geography:</b>	The names of countries that formed part of the British Empire. The alliances and rivalries in WW1	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate rivers within cities and counties in the UK, countries in the continents around the world.</li> </ul>

<b>DT:</b>	<b>Electrical systems</b> Steady hand game	<b>Structures</b> Trenches
<b>Computing:</b>	<b><u>Computing systems and networks – Communication</u></b> <ul style="list-style-type: none"> <li>- To identify how to use a search engine</li> <li>- To describe how search engines select results</li> <li>- To explain how search results are ranked</li> <li>- To recognise why the order of results is important, and to whom</li> <li>- To recognise how we communicate using technology</li> <li>- To evaluate different methods of online communication</li> </ul>	<b><u>Creating media – Web page creation</u></b> <ul style="list-style-type: none"> <li>- To review an existing website and consider its structure</li> <li>- To plan the features of a web page</li> <li>- To consider the ownership and use of images (copyright)</li> <li>- To recognise the need to preview pages</li> <li>- To outline the need for a navigation path</li> <li>- To recognise the implications of linking to content owned by other people</li> </ul>
<b>Music:</b>	Charanga Unit: Happy  Singing (WW1+2 songs)	Charanga Unit: Classroom Jazz 2  Christmas Carols (2 shows)
<b>Art:</b>	Remembrance art	Art inspired by WW1 – Paul Nash
<b>PE:</b>	<b>Health and Fitness</b> <b>Games</b> – Football and Tag Rugby	<b>Dance/Gymnastics.</b> <b>Games</b> – Football/ Tag Rugby
<b>RSHE:</b>	<b><u>Similarities &amp; Differences</u></b>  Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'. <b>Video: Noah Boundaries</b>	<b><u>Family and committed relationships</u></b>  Starting a family Impact of having a family When is it right Video: Ask the expert: Starting a family
<b>RE:</b>	<b><u>EXPRESSING</u></b> Is it better to express beliefs in art or charity?	<b><u>BELIEVING</u></b> What do religions say to us when life gets hard?
<b>Spanish</b>	Phonetics Healthy living	At School