

## English

During the Autumn term, year 6 will embark on a journey with the brave hero Beowulf, as he battles fearsome monsters and tries to save a kingdom.

- Capital letters
- Full stops
- Question mark
- Exclamation marks
- I can use legible, joined handwriting
- I can use some genre specific features: Non-Narrative
- I can use most genre specific features: Non-Narrative
- I can describe setting and characters
- I can use impressive vocabulary and select it carefully for purpose
- I can use short sentences for impact
- I can use adverbials in my writing
- I can use noun phrases for precision
- I can manipulate grammar & vocab to achieve the correct level of formality
- I can use devices to structure writing in non-narrative (headings, subheadings and bullet points)
- I can write verbs using the correct tense
- I can alter the structure of my sentences & write in a formal style
- *I can use adverb, pronouns, prepositional and noun phrases for precision*
- I can write for a range of audiences & purposes drawing independently on what I've read as models for writing (e.g. literary language, characterisation, structure)
- I can use a full range of punctuation correctly
- I can use coordinating and subordinating conjunctions
- I can explain and discuss what I have read
- I can make inferences about a character's feelings, thoughts and motives
- I can identify and discuss themes (heroism/fate)
- I can identify the features of a persuasive text
- I can use emotive language to develop my sentences
- I can note and develop initial ideas, drawing on reading and research

## French

This term in French we will look at 'En class', a series of lessons which develop the children's understanding of classroom routines; school uniform and vocabulary, and family descriptions.

- To understand different classroom routines
- To understand a short story or factual text and note the main points
- To contribute to a group presentation and perform to an audience
- To recognise patterns from the foreign language
- To listen for clues to meaning e.g tone of voice, key words
- To construct a short paragraph by adapting a model
- To follow a story as it is read aloud demonstrating an understanding of the main points

## Music

Following Music Express, the children will get into groove by exploring rhythm and melody in singing, movement and dance. The children will learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.

## MEDIUM TERM PLAN

### Autumn 1 - Year 6

### Vicious Vikings



## History

In history during the Autumn term, year 6 will learn about the Vikings, where they came from why they invaded parts of Britain.

### Knowledge

- I know that Britain was invaded on more than one occasion
- I know that the Anglo-Saxons and Vikings were often in conflict
- I know how to use a timeline to show when the Vikings raids started
- I know why the Vikings often overpowered the Anglo-Saxons
- I show on a map where the Vikings came from and where they invaded our country

### Skills

- I know about the main events from a period of history
- I know how to place features of historical events and people from past societies and periods in a chronological framework
- I know about the main events from a period of history, explaining the order of events and what happened
- I know that many of the early civilizations gave much to the world

## Science

### Knowledge

This term in science we will revisit knowledge & skills learnt in year 4 and develop our understanding of circuits & electricity!

- I know how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
- I compare and give reasons for why components work and do not work in a circuit
- I draw circuit diagrams using correct symbols

### Skills

- I know how to relate the outcome from an enquiry to scientific knowledge to state whether evidence supports or refutes an argument or theory
- I read, spell and pronounce scientific vocabulary accurately
- I know how to control variables in an enquiry
- I know how to explain the conclusion from an enquiry
- I know how to plan different types of scientific enquiry
- I know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- I use the outcome of test results to make predictions and set up a further comparative and fair test

## PSHE

This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.

## R.E

- What makes a place special?
- How do mosque buildings express Islamic beliefs and values?
- How do Christians use art in worship and in remembering Jesus?
- Can a Christian place of worship be a building for the 'glory of God'?
- How and why do Muslim charities try and change the world?
- How and why do Christian Aid charities try to change the world?
- What matters more to Christians and Muslims: art and architecture or generosity and charity?

## Maths

- Read, write and compare 6-digit numbers and know what each digit represents
- Read, write and compare 1-, 2- and 3-place decimal numbers
- Multiply and divide 10, 100 and 1000
- Round decimals to nearest tenth and whole number and place on a number line
- Convert decimals (up to 3 places) to fractions and vice-versa
- Use column addition to add 5-digit numbers
- Express missing number problems algebraically
- Find pairs of numbers that satisfy equations involving two unknowns
- Find missing lengths and angles
- Use knowledge of the order of operations to carry out calculations
- Convert between grams and kilograms, millilitres and litres, millimetres and centimetres, centimetres and metres, metres and kilometres, and miles and kilometres
- Revise reading the 24hr clock and convert 12-hr to 24hr
- Use mental addition, column subtraction and Counting up to solve subtractions of amounts
- Use mathematical reasoning to investigate problems
- Use mental multiplication strategies to multiply by numbers such as 4, 8, 5, 25, 19, 29 and 99
- Use short multiplication to multiply 4-digit numbers by 1-digit numbers
- Use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers

## P.E

This year in P.E Year 6 will learn a broad range of skills, enjoy communicating, collaborating and competing with each other, and learn how to evaluate and recognise their own success. This term in P.E we will be learning to develop our cognitive skills which can be used in a competitive environment - Coordination (Ball Skills) and Agility (Reaction/Response).

## Computing

In this unit, pupils participate in some hands-on unplugged activities which help them to develop an understanding of some important algorithms. They also investigate these when implemented as Scratch programs.