Autumn Term

Term: Autumn Term

Autumn 1.1 Autumn 1.2

*See subject progression sheets for skills

*Pathways to Write

Classes: Laurel & Sycamore

Year Group: 6

Teachers: Mrs Hanslip & Mrs Benson

Visits and Theme Days: Local walk – Library and The Holocaust Museum

Science – Kapow

Living Things: Classifying Big and Small

Classifying living things by exploring how vertebrates, invertebrates, plants and micro-organisms are grouped according to shared characteristics.

Knowledge and Understanding:

- Define an organism and identify the seven life processes.
- Explain how Carl Linnaeus classified living things.
- Identify the five vertebrate groups and their characteristics.
- Compare similarities and differences between vertebrates.
- Identify invertebrate groups and their characteristics.
- Compare similarities and differences between invertebrates.
- Identify plant groups and their characteristics.
- Define micro-organisms and give examples.

History – Kapow

What can the census tell us about local areas?

Examining how census records can help historians understand the past by making inferences about people's lives in different time periods.

Knowledge and Understanding

- Identify the information recorded in a census.
- Use census records to investigate people's lives in the past.
- Explore Victorian working conditions and children's experiences.
- Identify changes over time using census records.
- Describe changes shown in the 1921 census.
- Understand how census records provide evidence about the past.
- Historical Enquiry Skills
- Ask historical questions about Victorian life.
- Use primary and secondary sources to check historical evidence.

Geography – Kapow

Why does population change?

Examining global population patterns by investigating why some places are more densely populated than others.

Knowledge and Understanding

- Identify densely and sparsely populated areas.
- Describe global population growth over time.
- Explain factors influencing where people live.
- Define birth and death rates and factors affecting them.
- Explain migration, including push and pull factors.
- Understand reasons for forced migration.
- Explain the causes and impacts of climate change.
- Suggest ways to reduce climate change.
- Geographical Skills and Fieldwork
- Calculate distances using map scales.
- Follow routes using OS maps.
- Collect data using different fieldwork methods, including Likert scales.

PSHE – Kapow

My healthy self: How do my choices today shape my future health?

Developing knowledge of how making informed choices now can support future wellbeing by exploring the effects of mindset, behaviour, dental hygiene and care for others and self.

Knowledge and Understanding

- Explain how good oral hygiene protects teeth.
- Interpret food labels and make healthier food choices.
- Understand how past experiences influence emotions.
- Identify strategies to manage strong emotions.
- Explain the difference between growth and fixed mindsets.
- Develop positive responses to challenges and setbacks.
- Understand how bullying affects self-esteem and how to support others.

Connecting with others: What does it mean to stand up for myself and others?

Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online.

Knowledge and Understanding

- Explain how personal values influence behaviour and choices.
- Set personal development goals and identify steps to achieve them.
- Recognise disrespectful behaviour and suggest respectful alternatives.
- Demonstrate respectful behaviour in person and online.
- Understand personal boundaries and how they can change.

• Use classification keys to identify and group organisms. • Create simple classification keys based on observable characteristics.	• Compare sources to develop historical understanding. • Plan a local history enquiry using census records.	• Gather information through public surveys. • Create digital maps to compare data from different locations. • Suggest improvements to the local environment.	• Explain how crossing boundaries can affect trust and relationships. • Use appropriate language to communicate boundaries and consent. • Recognise stereotypes, discrimination and bullying. • Identify safe ways to respond to bullying, including online. • Identify trusted adults and explain how to seek support.

Art and Design - Kapow

Drawing: Make my Voice Heard

Exploring how drawing can be used to express ideas and messages, inspired by a range of street art examples and environmental themes.

Knowledge and Understanding

- Identify key features of street art and murals.
- Explore the purpose and impact of street art.
- Understand perspective, scale and proportion in artwork.

Artistic Skills and Techniques

- Use shading techniques to create texture, tone and depth.
- Apply one-point perspective in drawings.
- Enlarge drawings accurately using a grid.
- Apply scale, proportion and perspective accurately.
- Select appropriate materials and justify artistic choices.

Use space effectively to create impactful graffiti designs.

DT – Kapow

Structures: Playground

Exploring playground design by creating a model that includes five pieces of apparatus made from three different structures.

Technical – Playgrounds

- To know that structures can be strengthened by manipulating materials and shapes.

Designing

- Design five pieces of playground apparatus to meet the design criteria.
- Use peer feedback to improve designs.

Making

- Construct three playground structures using suitable materials.
- Refine structures and add cladding to improve their appearance.
- Secure apparatus safely to a base.
- Create landscape features to enhance the playground.

Evaluating

- Evaluate the quality and effectiveness of the finished playground against the design criteria.

Computing (Purple Mash)

Touch Typing (Information Technology)

- To use a secure knowledge of the keyboard, including the position of letters, numbers and pieces of punctuation to type out various paragraphs of text.

Blogging (Information Technology)

To explore blogs and their features, including how they can be used to engage an audience effectively. Children will plan and create their own blog post as well as commenting on other's blog posts.

- To understand blogs and their features.
- To plan the theme, content and structure for a blog post.
- To write and style a blog post.
- To review and comment on blog posts with an understanding of online safety.

E-Safety – Common Sense Education

Common Sense E-Safety – Finding my Media Balance

- Reflect on how balanced they are in their daily lives.
- Consider what "media balance" means and how it applies to them.
- Create a personalised plan for healthy and balanced media use.

Common Sense E-Safety – Is it Cyberbullying?

- Recognise similarities and differences between in-person bullying, cyberbullying and being mean.
- Empathise with the targets of cyberbullying.
- Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.

MFL – Grammarsaurus

Talking About Myself

RE – Doncaster Syllabus

Set PE – Get 4 PE

Tag Rugby / Invasion

Music – Charanga

Happy - Charanga

• Recap vocabulary and language skills from Years 3, 4 and 5. **Telling the Time** • Read, say, write and understand the time in French. • Ask and answer questions about the time. • Use vocabulary for morning, afternoon and evening. • Develop accurate pronunciation through speaking activities. **Daily Routine** • Read, say and understand daily routine sentences. • Use reflexive verbs to describe daily activities. • Sequence daily routines using time expressions and connectives. • Practise French vocabulary through interactive activities. **Christmas** • Explore French Christmas vocabulary and traditions.	**How might pilgrimage transform people's lives?** • Describe and explain some amazing, puzzling or mysterious experiences associated with places of pilgrimage. • Suggest reasons why special places and journeys make people ask big questions about life. • Express ideas about new insights pilgrims might gain from their journey **Christmas Unit – Slaughter of the Innocence**	• Use movements in isolation and combination • Play competitive games modified where appropriate for tag-rugby, and apply basic principles suitable for attacking and defending • Compare their performances to achieve personal best and demonstrate improvement **Dance** • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Compare their performances to achieve personal best and demonstrate improvement **Netball / Net Wall** • Use movements in isolation and combination • Play competitive games, modified where possible for netball and apply basic principles suitable for attacking and defending • Compare their performances to achieve personal best and demonstrate improvement **Gymnastics** • Develop flexibility, strength, technique, control and balance • Compare their performances to achieve personal best and demonstrate improvement	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. **Christmas Performance** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.