

WARMSWORTH PRIMARY SCHOOL
YEAR 6 KNOWLEDGE ORGANISER

AUTUMN TERM 1

Key dates for your diaries:

Diary dates (Parents/Carers are invited to join us for the dates which are underlined):

School Closed – Training Day – Tuesday 1st September 2026

Parent Session (Maths) – Thursday 10th September 2026, 9:00am – 10:00am

Author Visit – Luke Temple – Monday 21st / Tuesday 22nd September 2026

Flu Immunisations (All Year Groups) – Wednesday 7th October 2026

Wear Yellow for Young Minds – Friday 9th October 2026

Parent Enterprise (Fitness Boot Camp) – Wednesday 14th October 2026, 9:00am – 10:00am

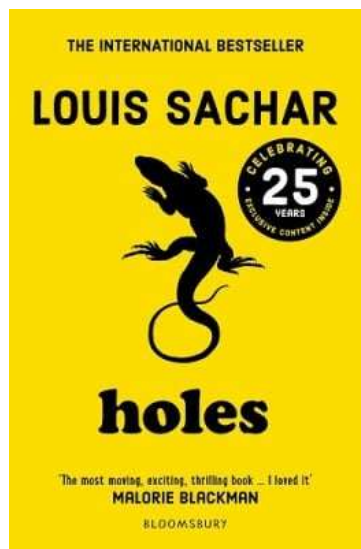
National Child Measurement Program – Tuesday 20th October, 10:00am – 12:00pm

PGL Residential – Wednesday 21st – Friday 23rd October 2026

Half Term Holiday 24th October – 1st November

School Closed – Training Day – Monday 2nd November 2026

We will be reading:



Louis Sachar's *Holes* was once rated the sixth-best book for children to read. Set in North America, it links well to our geography learning and the theme for this half term. Here is a blurb:

Stanley Yelnats is under a curse. A curse that began with his no-good-dirty-rotten-pig-stealing great-great-grandfather and has since followed generations of Yelnats. Now Stanley has been unjustly sent to a boys' detention centre, Camp Green Lake, where the boys build character by spending all day, every day, digging holes exactly five feet wide and five feet deep. There is no lake at Camp Green Lake. But there are an awful lot of holes.

It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the warden is looking for something. But what could be buried under a dried-up lake? Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment -- and redemption.

A Writer's Knowledge Organiser:

We will begin the year by writing a letter from the point-of-view of Stanley Yelnats (the main character of *Holes*) as he writes to his mother from Camp Green Lake. In this unit, we will focus predominantly on three key features: **main clauses**; **coordinating conjunctions**; **list sentences**.

He dug a hole, **and** he sweated. He wished he could go home, go to sleep and get some rest.

Then, keeping with the theme of *Holes*, we will write a short non-chronological report about the most dangerous reptile that can be found at Camp Green Lake: the yellow-spotted lizard. We will research its characteristics and then write our first non-fiction piece this year.



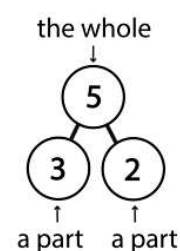
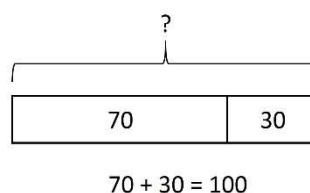
A Mathematician's Knowledge Organiser:

Millions	Hundreds of Thousands	Tens of Thousands	Thousands	Hundreds	Tens	Ones
7	8	3	5	6	2	9

We will begin with a focus on place value of numbers up to 10,000,000. This can be shown in many different ways, but we regularly refer back to the place value chart. Pupils will spend some time understanding the composition of numbers up to 10,000,000 (ten million).

Then, we will use this place value knowledge to focus on addition and subtraction. This will include different ways to express these calculations, such as column methods, part-whole models and bar models.

$$\begin{array}{r} 8,428,701 \\ + 786,512 \\ \hline \end{array}$$



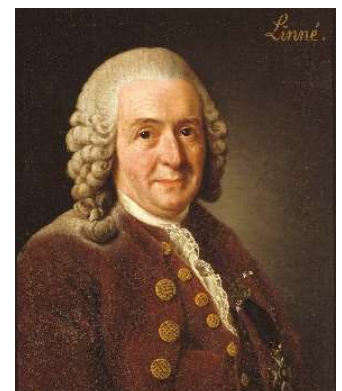
A Scientist's Knowledge Organiser:

Living Things and their Habitats

In this unit, we will study how living things can be classified in a system devised by biologist Carl Linnaeus.

We will work towards these two learning objectives:

- To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
- To give reasons for classifying plants and animals based on specific characteristics.



A Geographer's Knowledge Organiser:

In geography, we will keep to the theme of North America. We will begin by looking at the countries that make up the continent, before focusing our learning on the state of Texas, where the book *Holes* is set.

To help with the learning of Geography at home, you can:

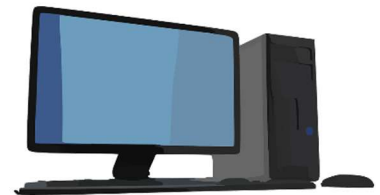
- Learn about the countries in North America;
- Learn about the seas either side of the continent;
- Identify some different climates across North America;
- Learn about some of the main man-made features across North America;
- Learn about some of the main natural features across North America;
- Begin to think about time zones and why we have them.



A Computer Scientist's Knowledge Organiser:

In computing, we will be considering: *How do I use a computer as a designer?*

In this unit, pupils discover and learn how to use the software within a computer, combined with online programs, to create a piece of computer-made media to suit a particular audience and purpose. While we will be encountering the new learning about different types of graphics, this unit ultimately combines the learning from previous computer design units in Y1-5 so that pupils develop a greater understanding of creating media through a computer.



By October half term, pupils will:

- Select a typeface and font suitable for a given purpose and audience;
- Explain the difference between raster and vector graphics;
- Use a variety of tools on Microsoft Publisher with purpose and intent;
- Create a piece of computer-made media to suit an audience and purpose.

Want to help at home? Consider looking at the definitions of some of these words and thinking about how they apply to books, magazines, comics...anything that was produced on a computer:

Purpose. Audience. Logo. Media. Algorithms. Typeface. Font. Graphics. Pixel/s. Raster.

A Physically Active Person's Knowledge Organiser:

Football: Over the next few weeks, students will engage in a variety of football-related activities to develop essential skills such as dribbling, passing, shooting, and defending. The lessons will be structured to include fun drills, small-sided games, and team challenges designed to promote coordination, communication, and sportsmanship. Our aim is to help each child build confidence in their abilities while enjoying the game.

Fitness Testing: Alongside football, we will be conducting a series of age-appropriate fitness tests to assess students' endurance, strength, flexibility, and agility. These tests will include activities like shuttle runs, sit-ups, push-ups, and stretching exercises. The results will be used to set personal fitness goals and track progress over the coming weeks. We hope that all pupils will participate fully: this is an excellent opportunity to learn about maintaining a healthy and active lifestyle.

An Artist's Knowledge Organiser:

In art, we will be exploring the creative world of clay sculpting. Over the next few weeks, we will be focusing on key sculpting techniques, including moulding, joining, and creating textures.



Inspired by our class text, *Holes* by Louis Sachar, we will be designing and crafting our own clay sculptures of a lizard. We will learn how to mould the clay into different shapes, join pieces securely, and add texture to bring these scaly creations to life!

A Musician's Knowledge Organiser:

In our upcoming music lessons, we will focus on exploring rhythmic patterns to help pupils build a strong sense of pulse and rhythm. Over the next few weeks, children will engage in activities that teach them to recognise, clap, and play different rhythmic patterns using a variety of percussion instruments.

As they develop their understanding of rhythm, we will use this knowledge to create our own short musical compositions. This creative process will encourage them to experiment with different beats, patterns, and tempos, helping to foster musical creativity and teamwork.

Want to help at home? Try clapping and tapping simple rhythms at home (theme tunes; popular music) to reinforce what we have learnt in school. We look forward to hearing these unique compositions!

A Religious Education Knowledge Organiser:

In the next half term, our RE lessons will guide pupils in exploring how Sikhs express their beliefs. This learning will invite pupils to reflect on how Sikhs symbolise their faith through actions and rituals. The content of the unit supports pupils to understand and evaluate values and how they inform the religious practice, commitment and service in of Sikhs. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives.

Personal Learning:

- What does diverse/diversity mean?
- What do tolerance, discrimination and prejudice mean?
- What types of things are discriminated against in society?
- What is a stereotype/social stereotypes?
- Why is it important not to use stereotypes?
- How might I choose to live differently to social stereotypes?
- What should I do if I feel like I want to live my life differently to that that is expected of me?
- Why does diversity matter?
- Why should we embrace diversity?

- What are positive and negative emotions?
- Why might I feel ... (sad, happy etc)?
- How do I feel when I feel (sad, happy etc)?
- What is my mental health?
- What might affect my mental health positively?
- What might affect my mental health negatively?
- How can I achieve a positive metal health?
- Why is it important to look after my mental health?
- Who can I go to for help if I don't feel emotionally well?