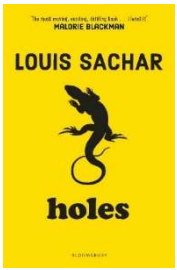
WARMSWORTH PRIMARY SCHOOL
YEAR 6 KNOWLEDGE ORGANISER AUTUMN TERM 2

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

School Closed – Training Day – Monday 2 nd November 2026
Mayan Day – Tuesday 3rd November 2026
Parent Session – Mayan Day – Tuesday 3rd November 2026, 2:20pm – 3:30pm
Flu Immunisation Catch-Up Session – Thursday 5th November 2026
Anti-Bullying Week – Monday 9th – Friday 13th November 2026
Parent Progress Meetings – Monday 9th / Tuesday 10th November 2026
Individual School Photographs – Thursday 12th November 2026
Children in Need – Friday 13th November 2026
Christmas Jumper Day and Christmas Lunch – Thursday 10th December 2026
Class Christmas Party – Thursday 17th December 2026

We will be reading the following texts:



After working our way through the first half of Holes (by Louis Sachar), we continue to the end as we approach Christmas. What will happen to Stanley? Will the curse be lifted? Is he going to escape Camp Green Lake? What *are* they looking for?

A Writer's Knowledge Organiser:

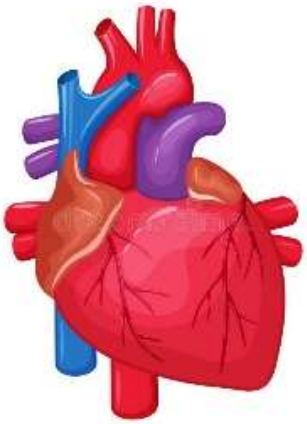
To write a narrative
We begin Autumn 2 by taking an extract of our reading book—Holes—and expanding it into a short, action-packed narrative in which we focus on using speech to advance the action and different sentence types for effect.

To write a non-chronological report about the heart
After that, we will be writing a non-chronological report about the heart. This will be linked to our science learning and we will focus on how we can write formally and for a specific purpose.

Across both these pieces of writing, we will develop our use of:

- Non-finite clauses
- Subordinating conjunctions
- Relative clauses
- Prepositional phrases
- Expanded noun phrases
- Modal verbs
- Passive voice
- Commas for a list
- Headings
- Questions
- Colons





A Mathematician's Knowledge Organiser:

After a focus on the four operations, we turn our attention to fractions:

- *Equivalent fractions;*
- *Counting up and down in fractions;*
- *Comparing and ordering fractions;*
- *Adding and subtracting fractions;*
- *Adding and subtracting mixed numbers;*
- *Multiplying fractions by whole numbers;*
- *Dividing fractions.*

After that, we embark on some learning about length, mass and capacity:

- *Metric measures;*
- *Converting measures;*
- *Recognising the relationship between miles and kilometers.*

A Linguist's Knowledge Organiser:

In French, we will be learning how to ask questions about the items we might buy in the shops. e.g. **Combien ça coûte? (How much does it cost?)**

A Scientist's Knowledge Organiser: <u>The heart.</u>

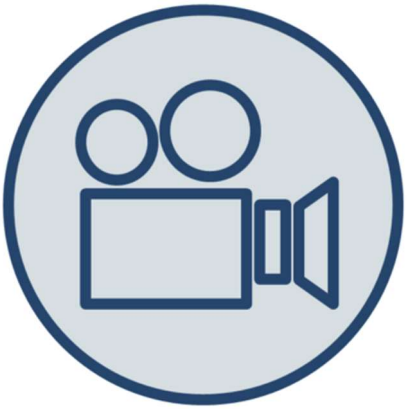
In science, we will be learning about the heart and our circulatory system.

- *We will identify the main parts of our circulatory system and then use a graph to record and observe our own pulse rates.*
- *We will also focus on how to keep out circulatory system healthy and recognise the impact of diet, exercise, drugs and lifestyle on the way that our bodies function.*
- *This learning will also help us identify how animals (including humans) transport nutrients and water throughout their bodies so they can be used.*

A Computing Specialist's Knowledge Organiser:

In computing, we will be asking ourselves: what makes an excellent film?

- *We will appraise and critique existing films made on a computer by looking at: camera angles, content and storytelling and camera work.*
- *We will then practise using cameras and tripods before trialling different camera angles ourselves.*
- *As the unit goes on, we will plan a film and create a storyboard before assigning roles, filming and editing.*



A Designer's Knowledge Organiser:

- *In design and technology, we will learn about food production: the ingredients, their harvest, how food is made and the criteria of recipes.*
- *We will analyse a range of different products before designing our very own food product. Will it meet the aesthetic qualities it needs?*

A Historian's Knowledge Organiser: Ancient Maya .

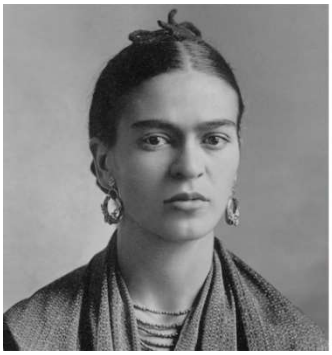
In history, we look back almost 2,000 years to the rise of the Ancient Mayan civilization. We will use artefacts and a variety of sources to answer these key questions:

- Where in history do the Ancient Mayans fit? - we will place the Ancient Mayans on a timeline of civilisations and empires we have already studied.
- What were the key events of the Ancient Mayan period? - we will identify some of the major milestones of events that took place during the civilization.
- How did the top of Mayan society live? - it's time to be a rich, noble, powerful person in Ancient Maya to learn how they lived.
- How did the working people live? - and now we're the poorer, every-day working people and we shall learn about their lives.
- Where did the Mayans go? - we will look at the factors that contributed to the civilisation's downfall.
- What legacy was left behind? - we will study what the Ancient Mayans did fos us and how their impact is still felt - even today.

An Artist's Knowledge Organiser: Frida Kahlo

Friday Kahlo is a famous Mexican artist.

- We will learn about what inspires her to produce her paintings: her medical difficulties, her view of herself and the love she felt.
- We will then consider our own self-portraits and use the grid method to create a sketch of ourselves. Using the skills we build up, we shall create a self-portrait in the style of Frida Kahlo.





A Musician's Knowledge Organiser: Minimalism in Music

- In this unit, we will explore a unique style of music that focuses on simplicity, repetition, and gradual changes. Minimalist music often uses a few basic ideas, such as short patterns of notes or rhythms, repeated many times, creating a calm and mesmerising effect.
- Throughout the unit, we will listen to works by famous minimalist composers and identify the key features of this genre, like repetitive rhythms and slow transformations in sound. We will also experiment with creating their own minimalist pieces using instruments and digital tools, building patterns and layering sounds in creative ways.
- This unit not only encourages pupils to appreciate a different style of music but also helps develop their listening and composition skills. By the end, pupils will have a deeper understanding of how music can be powerful, even when it's made with simple elements.

An Athlete's Knowledge Organiser:

- In our indoor sessions for PE, we will be completing some indoor athletics.
- This will include practising the skills needed for an effective vertical jump, javelin throw and seated ball throw.
- Furthermore, we will practise sprinting as well as hurdles in which we will focus on controlling our speed and extending our legs as we jump.

A Knowledge Organiser for Religious Education:

- Pupils will explore the idea of "covenant" through key Bible narratives and consider what these stories reveal about promises, faithfulness and relationships between God and people.
- They will learn how covenant stories such as Noah, Abraham and Moses have shaped Jewish and Christian beliefs, and how these ideas are still remembered in worship, prayer and celebration today.
- Pupils will also reflect on the meaning of covenant for people today, thinking about how trust, loyalty and commitment play a part in their own relationships and communities.
- By examining how these Bible narratives have influenced wider beliefs and values, pupils will deepen their understanding of how religious stories can carry moral and spiritual significance and communicate important truths.
- This unit helps children to see how ancient teachings continue to inspire individuals and groups in the modern world.

A Citizen's Knowledge Organiser for Personal Education:



Respectful relationships and caring friendships
Respect, Responsibility, and Staying Safe

Respectful communication.

- How can I be assertive without being aggressive?
- What's the difference between being kind and neglecting my own needs?
- How can I manage conflict online and in person respectfully?

My rights, boundaries, and responsibilities.

- What is coercion and how might someone try to coerce me?
- What is harassment or trolling, and what can I do if it happens to me or a friend?
- What is privacy online and when is it safe to share personal information?

Seeking help and support.

- What can I do if I feel unsafe, worried, or uncomfortable?
- Who can I talk to if I'm unsure who to trust?
- How can I support others who are experiencing bullying, harm, or loneliness?
- What helps me build confidence, self-esteem, and a strong sense of identity?