

**Year Group: 6**



**Term: Autumn**

## School Theme

Humanities

## Essential Question

Does fortune favour  
the brave?

## Authentic Outcome

#iwill Social Justice  
Campaign

## Trips, Experiences & Making Community Links

- Victorian Christmas at Croxteth Hall
- LFC Community
- Social Action outcome – MPs/charities etc.

## Mini Outcomes

- Reflect on what bravery is and what it means to be brave – link to PGL, keep a ‘Bravery Record’.
- Hold a class debate using a real case study relating to inequality – invite experts?
- #iwill Social Action Project Campaign preparation.

## RE Curriculum Topics & Additional Links

- Topic 1 Loving – importance of loving and caring for one another and God has an unconditional never-ending love for everybody.

## Immersive Environment

- Hanging items from ceiling – chimney sweeps, flat caps one side and bowler hats, handkerchiefs the other side.
  - Chalkboard with “unfair” school rules.
  - Social Action Posters through the years.

## Technology

- Campaign video etc.
- Use Seesaw as a way of recording the journey.

# Outcomes for this Term/National Curriculum Links and Coverage

| Maths  | English  | REAL Project  | RE  | Other Subjects  |
|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>- round any whole number to a required degree of accuracy</li> <li>- solve problems involving addition and subtraction</li> <li>- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>- generate and describe linear number sequences</li> <li>- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> <li>- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>- multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>- 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</li> <li>- 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</li> <li>- use written division methods in cases where the answer has up to two decimal places</li> <li>- identify common factors, common multiples and prime numbers</li> <li>- perform mental calculations, including with mixed operations and large numbers</li> <li>- solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>- find pairs of numbers that satisfy an equation with two unknowns</li> <li>- use knowledge of the order of operations to carry out calculations involving the four operations</li> <li>- express missing number problems algebraically</li> <li>- solve problems involving addition, subtraction, multiplication and division</li> <li>- find pairs of numbers that satisfy an equation with two unknowns</li> <li>- use knowledge of the order of operations to carry out calculations involving the four operations</li> <li>- use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>- compare and order fractions, including fractions &gt; 1</li> <li>- associate a fraction with division and calculate decimal fraction equivalents[for example, 0.375] for a simple fraction [for example, ]</li> <li>- recall and use equivalences between simple fractions and decimals, including in different contexts</li> <li>- generate and describe linear number sequences (with fractions)</li> <li>- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> <li>- express missing number problems algebraically</li> <li>- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- learning a wider range of poetry by heart</li> <li>- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between statements of fact and opinion</li> <li>- retrieve, record and present information from non-fiction</li> <li>- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</li> <li>- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>- provide reasoned justifications for their views</li> </ul> <p><b>Writing (PC &amp; MD)</b></p> <ul style="list-style-type: none"> <li>- Persuasive Letter linked to Wonder</li> <li>- Narrative linked to Wonder</li> <li>- Reflection about the bravery of Rosa Parks</li> <li>- Biography about a significant Victorian character</li> <li>- Recount about Victorian Christmas</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- using passive verbs to affect the presentation of information in a sentence</li> <li>- using the perfect form of verbs to mark relationships of time and cause</li> <li>- using expanded noun phrases to convey complicated information concisely</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> <li>- punctuating bullet points consistently</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Spelling Rules: Words with the short vowel sound /i/ spelled y</li> <li>- Spelling Rules: Words with the long vowel sound /i/ spelled with a y.</li> <li>- Spelling Rules: Adding the prefix ‘-over’ to verbs.</li> <li>- Spelling Rules: Convert nouns or verbs into adjectives using suffix ‘-ful.’</li> <li>- Spelling Rules: Words which can be nouns and verbs.</li> <li>- Spelling Rules: Words with an /o/ sound spelled ‘ou’ or ‘ow.’</li> <li>- Spelling Rules: Words with a ‘soft c’ spelled /ce/.</li> <li>- Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite</li> </ul> | <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day</li> <li>- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>- Understand the methods of historical enquiry, including how it is used to make historical claims</li> <li>- Identify significant events, make connections, draw contrast and analyse trends</li> <li>- A detailed study of a particular famous person and their historical legacy from at least two different points of view.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</li> <li>- Know the meaning of the Tropics of Capricorn and Cancer.</li> <li>- Know Prime/Greenwich Meridian and time zones (including day and night).</li> <li>- Study environments and compare similarities and differences in a range of features stated above.</li> </ul> <p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Art</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul> | <p><b>Autumn TOPIC 1: DOMESTIC CHURCH– FAMILY: LOVING</b></p> <p><b>Learning Outcomes Know and understand:</b></p> <ul style="list-style-type: none"> <li>• The love and care of people – <b>Explore</b></li> <li>• God’s love is unconditional and never ending – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>Autumn TOPIC 2: BAPTISM/CONFIRMATION – BELONGING: VOCATION &amp; COMMITMENT</b></p> <p><b>Learning Outcomes Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Commitment in life – <b>Explore</b></li> <li>• The vocation to the priesthood and religious life – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>Autumn TOPIC 3: ADVENT/CHRISTMAS – LOVING: EXPECTATIONS</b></p> <p><b>Learning Outcomes Know and understand:</b></p> <ul style="list-style-type: none"> <li>• The meaning of expectation – <b>Explore</b></li> <li>• Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> | <p><b>Science</b></p> <p>Evolution &amp; Inheritance</p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p>Electricity</p> <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> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>- perform safe self-rescue in different water-based situations.</li> </ul> <p><b>PSHE – Jigsaw Scheme</b></p> <ul style="list-style-type: none"> <li>- Being Me in My World</li> <li>- Celebrating Differences</li> </ul> <p><b>PE – Invasion Games</b></p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <ul style="list-style-type: none"><li>- Spelling Rules: Words with the /f/ sound spelled ph.</li><li>- Spelling Rules: Words with origins in other countries</li><li>- Spelling Rules: Words with unstressed vowel sounds.</li><li>- Spelling Rules: Words with endings /shuhl/ after a vowel letter.</li><li>- Spelling Rules: Words with endings /shuhl/ after a consonant letter.</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>- write legibly, fluently and with increasing speed by:</li><li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>- choosing the writing implement that is best suited for a task</li></ul> |  |  |  |
|--|--|--|--|--|