My Autumn Term Learning – Year 6

As **Historians,** the children will be learning all about the Industrial Revolution.
They will be exploring, discussing and learning about the following questions:



-What were the key features of Victorian society?
-What were living and working conditions like during the Industrial Revolution?
- How successful were political acts at making Victorian Britain fairer?
-What was it like for children working during the Industrial Revolution?
-How did the Industrial Revolution change Feltham?

Links to the national curriculum:

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

At the end of the unit, the children will write a piece of writing based on the question:

What advantages and disadvantages did the Industrial Revolution have for working-class people?

This will give the children an opportunity to explain what they have understood about the topic over the half term.

As Geographers, the children will be learning all about Local Fieldwork.
They will be exploring, discussing and learning about the following questions:

- Why do geographers do fieldwork?
- What tools do geographers use?
- How do geographers collect and present data?
- Designing tools for fieldwork
- Conducting fieldwork

Links to the national curriculum:

- To use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- To use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

At the end of the unit, the children will write a piece of writing based on the question:

What does your fieldwork show?

This will give the children an opportunity to explain what they have understood about the topic over the half term.

Within **Design Technology** and **Art**, they will begin with Drawing and expressing ideas and follow with a Young Enterprise project, where they will design and sell Christmas Decorations. In addition, they will design and build a stand, where their decorations will be presented.

Links to the national curriculum:

- To investigate and analyse a range of existing products (Christmas decorations and display stands).
- To use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose (Christmas decorations to hang on a tree or indoors).
- To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- To select from and use a wider range of materials and components, including construction materials and textiles – accurately applying a range of finishing techniques including those from art and design.
- To evaluate ideas and products against own design criteria and consider the views of others to improve work – communicate ideas through discussion, annotated sketches.
- To apply understanding of how to strengthen, stiffen and reinforce more complex structures – suggest alternative methods of making decorations if the first attempts fail.
- To know how much products cost to make, how sustainable and innovative they are, and the impact products have on their intended purpose.
- To understand how key events and individuals in design and technology have helped shape the world.

As **Computer users**, they will be learning:

- A digital footprint means the information that exists on the internet as a result of a person's online activity.
- What steps are required to capture bullying content as evidence.
- It is important to manage personal passwords effectively.
- What it means to have a positive online reputation.

Some common online scams.

- The importance of having a secure password and what brute force hacking is. The first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. About some of the historical figures that contributed to technological advances in computing. What techniques are required to create a presentation using appropriate software.
- Sound clips can be recorded using sound recording software. Sound clips can be edited and trimmed.

During **RSHE**, they will be learning:

- To be able to understand that everyone can expect a level of respect in a relationship but that this can be lost.
- To be able understand the term grief and describe some of the associated emotions.
- To be able to understand a range of stereotypes and understand how they influence our ideas and opinions.
- To be able to describe the importance of relaxation and describe the impact on our mental health.
- To be able to understand that technology can have an impact on our mental and physical health.
- To be able to understand that habits can be good or bad for health.

As **Active Pupils,** they will be taking part in swimming, football, netball, and gymnastics lessons over the course of the two terms. During these lessons, the children will be developing the following skills:

- To be able to work collaboratively with a partner and in small groups to perform.
- To be able to compare performance with previous ones and demonstrate improvement to achieve personal best
- To be able to develop flexibility, balance, strength and control.
- To be able to play competitive games and develop fluency in skills and techniques.
- To work in collaboration to play in different formations.
- To be able to compare team performance against others.

During **Religious Education,** they will be learning about Christianity.
Over a course of lessons, they will be exploring a range of lessons linked to the following questions:

How is God Three – and yet One?
and
What do Christians believe about the Messiah – and why is it good news?

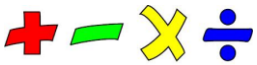
During **French**, they will be learning the different parts of the body.

As **Musicians,** they will be learning:

- To know the features of soul music.
- To know that today, music and songs are often created and composed using a DAW (Digital Audio Workstation).
- To recognise live and digital sounds.
- Developing Ensemble Skills
- To know that gradual changes from soft to loud (crescendo) or from loud to soft (decrescendo) can help make music more exciting.
- To play a melody on a tuned percussion instrument, melodic instrument and/or keyboard.
- To read notation within the range of one octave.



My Autumn Term Learning – Year 6



In **maths** they will be learning about place value, the four operations and fractions:

- To read, write, order and compare numbers up to 10 000 000, determining the value of each digit
- To use negative numbers in a context
- To solve problems and use formal written methods of the four operations
- To perform mental calculations including with mixed operations and large numbers
- To identify common factors, multiples and prime numbers
- To use BODMAS
- To interpret remainders as fractions or decimals
- To simplify fractions
- To compare and order fractions
- To add and subtract fractions with different denominators
- To multiply simple pairs of proper fractions, writing the answer in its simplest form
- To divide fractions by whole numbers
- To recognise equivalence between fractions, decimals and percentages



In **English**, we are, following the theme of "**Journeys and Migration**" before half term, where we will be reading books and producing writing such as letters, diary entries and a playscript based on the books **'The Arrival by Shaun and Windrush Child by Benjamin Zephaniah** where we will recreate a narrative about a journey to another country.
After half term, the theme changes to **Evolution & Inheritance** where we will read and produce writing based on the books **Can We Save the Tiger? By Martin Jenkins and The Last Bear by Hannah Gold.**

Writing

- To plan, draft, write and edit work that is written for a variety of purposes and audiences
- To describe setting, characters and atmosphere, integrating dialogue to advance the action within stories
- To use a wide range of devices to build cohesion within and across paragraphs
- To use organisational and presentational devices to structure text and guide the reader
- To assess the effectiveness of their own and others writing
- To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Reading

- To maintain a positive attitude to reading
- To understand what they have read through discussion
- To read a wide range of books, making comparisons within and across texts
- To develop comprehension skills
- To make predictions, summarise and infer about characters and the plot

Spelling and Grammar

- To use dictionaries and thesauruses to support spelling and vocabulary
- To use further prefixes and suffixes and understand when and how to use them
- To continue to learn the grammar terms from the National Curriculum Appendices and apply them within their writing.



In **science,** in the first half term, they will be learning about light. After half term, they will be learning classifying animals:

- Compare sources of light and explain how the eye is protected from light.
- Describe how light travels and how we see luminous and non-luminous objects.
- Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow.
- Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that was cast.
- Recall what happens to light when it reaches a smooth mirror surface.
- Identify the incoming and reflected rays and describe the relationship between their angles.
- Use mirrors to make a working periscope and explain how a periscope works using ray diagrams.
- Recall a range of uses of mirrors and reflection, describe how a mirror reflects light in different situations and explain how light is reflected using knowledge of light and reflection.
- Define the term 'organism' and name the seven life processes of all living things.
- Describe the work of Carl Linnaeus.
- Define the term 'vertebrate' and name the vertebrate groups.
- Describe the characteristics of fish, amphibians, reptiles, birds and mammals.
- Compare the characteristics of the vertebrate groups.
- Define the term 'invertebrate'.
- Describe the characteristics of worms, snails, spiders and insects.
- Compare the characteristics of the invertebrate groups.
- Name the plant groups.
- Describe the characteristics of flowering plants, ferns, mosses and conifers.
- Define the term 'micro-organism' and name some examples.

When working scientifically the children will be making observations, drawing diagrams, posing questions, identifying and classifying.