

**Year 6 Autumn Term Provision**  
**We aim to begin teaching in this term...**

Local links:	<ul style="list-style-type: none"> <li>• Look at influence on governance and culture in the local area</li> </ul>
Book options:	<ul style="list-style-type: none"> <li>• Horrible Histories- Groovy Greeks</li> <li>• Theseus and the Minotaur</li> <li>• Myths and Legends (English Links)</li> </ul>
Values and Virtues (Golden Thread): British Values	<ul style="list-style-type: none"> <li>• Eloquent and truthful</li> <li>• Learned and wise</li> </ul>
Catholic Social Teaching:	<ul style="list-style-type: none"> <li>• Family and Community Week – Mary’s Birthday</li> <li>• Stewardship of God’s Creation – Creation, New Beginnings, Harvest Festival, St Francis of Assisi</li> <li>• Dignity of the Human Person – Christmas Shoe Box Appeal, Migrants and Refugees, Advent</li> </ul>
Subj	Learning Aims

**The Story of the People of God**

- know that the Bible is a library of books that can be placed into different categories
- be able to identify some styles of literature found in the Bible
- know some stories of significant people from the Old Testament and will be able to discuss the relationship these people had with God
- know and be able to reflect on the Commandments

V+V: We can look at the stories of the people of God and use it to become wiser and speak the truth

**CELEBRATING THE LIFE OF MARY AND THE SAINTS**

- Know about Church's feasts in honour of the Blessed Virgin Mary and understand why such importance is attached to them
- Know Mary and the saints enjoy the life of heaven and some of the Church's prayers to honour them

V+V: children can become eloquent and truthful by learning to vocalise and explain the importance of Mary and the Saints to the Church

BV: consistently showing respect and tolerance of other people's views, faith, and relationship with Christ

**Prayers in the Lives of Followers of Christ**

- know a range of traditional prayers used by the Church and be able to discuss the meaning of the words contained in them
- be able to write their own Psalm prayer
- be able to identify important actions and gestures associated with prayer
- know that the Mass is the central prayer of the Catholic faith
- know about some customs of prayer in other world religions Advent
- know that there are two parts to the

V+V: pupils will learn to explain their relationship with God through prayer.

**Season of Advent**

- understand some reasons why it is important for Christians to prepare for Christ to come again
- be able to write a modern parable and parts of a hymn about the coming of Christ into the world

V+V: we can let this period of preparation allow us to reflect upon how to make better choices

BV: individual liberty to have their own views on prayer and mutual respect and tolerance for each other's views

**Reading**

- Read a wide range of appropriate texts for enjoyment, insight and research
- Show understanding of a range of texts, select essential points, and use inference and deduction as appropriate Identify key features, themes and characters and select sentences, phrases and relevant information to support their views
- Able to retrieve and collate information from a range of sources

**Writing**

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus.
- Plan writing by identifying the audience for and purpose of the writing
- Plan writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Plan their writing by beginning to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.
- Draft and write by beginning to select appropriate vocabulary and grammatical structures that reflect what the writing requires, understanding how such choices can change and enhance meaning.
- Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
- Draft and write by precisising longer passages
- Draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- Evaluate and edit by assessing the effectiveness of their own and others' writing.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (e.g. using contracted forms in dialogues in narrative).
- Proof-read for spelling and punctuation errors.

**Grammar, Punctuation and Spelling**

- demonstrate appropriate use of standard English vocabulary and grammar

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|  | <ul style="list-style-type: none"><li>• how written standard English varies in formality</li><li>• understand word classes</li><li>• know the features of different types of sentence</li><li>• be able to proof read work for errors</li><li>• use age-appropriate spelling strategies</li><li>• use common prefixes and suffixes</li><li>• use punctuation marks accurately – including question marks, exclamation marks, commas, inverted commas, apostrophes • use appropriate spelling terminology</li></ul> |
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**Number: Place Value**

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve number and practical problems that involve all of the above.

**Number- addition subtraction, multiplication + division**

- Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a 2-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.
- Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

**Fractions**

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions  $> 1$
- Generate and describe linear number sequences (with fractions)
- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example  $14 \times 12 = 18$  ]
- Divide proper fractions by whole numbers [for example  $13 \div 2 = 16$  ]
- Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction [for example 38]
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

**Geometry- Position and Direction**

- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

<b>Science</b>	<p><b>Working Scientifically (taught throughout)</b></p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written</li> <li>• forms such as displays and other presentations</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Electricity</b></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 use recognised symbols when representing a simple circuit in a diagram.</li> </ul>
<b>P.E.</b>	<p><b>Net and Wall Games</b>  Play competitive games such as badminton and tennis  Develop flexibility, strength, technique, control and balance</p> <ul style="list-style-type: none"> <li>• Develop overall badminton skills: serve and smash</li> <li>• Develop overall tennis skills: fore/backhand, service and lob</li> <li>• Play Competitive in games</li> </ul> <p><b>Athletics</b>  use running, jumping, throwing and catching in isolation and in combination  develop flexibility, strength, technique, control and balance through athletics</p> <ul style="list-style-type: none"> <li>• Train the body to run for a longer duration</li> <li>• Sustain pace over longer distances</li> </ul> <p>Choose appropriate techniques for specific events</p>

Computing	<ul style="list-style-type: none"><li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li><li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li><li>• Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li><li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li><li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li><li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul>
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P.S.H.E.

- To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (H1). To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (H2).
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.
- To understand change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- To understand the importance of, and how to maintain, personal hygiene (H6). To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (H7).
- To learn about the process of growing from young to old and how people's needs change.
- About growing and changing and new opportunities and responsibilities that increasing independence may bring (H9). To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (H10). To understand that household products, including medicines, can be harmful if not used properly (H11).
- To understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
- To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13). To understand about the ways that pupils can help the people who look after them to more easily protect them (H14).
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy.
- To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
- To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.
- To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).
- To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25).
- To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.
- The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc).



# French

## Listening & Comprehension

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

## Speaking

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences

## Reading & Comprehension

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

## Writing

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Progression of skills

- Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered
- Learn to recall previously learnt and recycle/incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics responding with opinions and justifications where appropriate
- Be able to table unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4'. Including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries
- Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives

	<ul style="list-style-type: none"> <li>Consolidate our understanding of gender and nouns, use of the negative adjectival agreement and possessive adjectives. Become familiar with a wider range of connectives/Conjunctions and more confident with full verb conjugation – both regular and irregular</li> </ul>			
Topic Groovy Greeks				
Values and Virtues (Golden Thread): British Values	<ul style="list-style-type: none"> <li>Eloquent and truthful</li> <li>Learned and wise</li> </ul>			
Planning resources:	<ul style="list-style-type: none"> <li>TES planning unit</li> <li>Murder Mystery Resources</li> <li>BBC Bitesize collection on how Greeks changed the world</li> </ul>			
History	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	“WOW” Experience Ideas
	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>V+V: how did the Greeks live by actions as well as words? How did people stand up for what is right?</p> <p>V+V: pupils can become eloquent and truthful by thinking carefully about historical interpretations, forming opinions and careful consideration of the world around them</p> <p>BV: links to democracy, rule of law and individual liberty</p>	<p>To understand what a City State is and compare</p> <p>To know about Ancient Greek Armies</p> <p>To know about an Ancient Greek battle</p> <p>To know about everyday life in Ancient Greece:</p> <p>To explain the similarities and differences between the Ancient and Modern Olympic Games</p> <p>To use the Greek alphabet</p> <p>To explore an Ancient Greek home</p> <p>To know about Ancient Greek religious beliefs</p>	<p>Artefacts</p> <p>Influence</p> <p>Democracy</p> <p>City-state</p> <p>Primary and secondary sources</p> <p>Interpretation</p> <p>Philosophy</p> <p>Olympics</p> <p>Marathon</p> <p>Myths</p> <p>Epics</p> <p>Civilisation</p>	<ul style="list-style-type: none"> <li>Weather measuring and recording</li> <li>Greek murder mystery investigation</li> <li>Carousel of Greek influence investigation</li> <li>Creation of Greek pottery</li> </ul>

Geography	<p>National Curriculum Outcome</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on, concentrating on</li> <li>their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use,</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>V+V: we can wise by considering what affects God's creation</p>	<p>Small Steps to learning (assessment criteria)</p> <p><b>LO: use atlas skills to locate Greece on a map</b></p> <p><b>Understand country and continent, name border countries, capital city and an idea of context of modern day Greece</b></p> <p><b>LO: compare the climate of England to Greece</b></p> <p>Data collection, research and weather measurements</p> <p><b>LO: study land use and settlement types on Greek islands</b></p>	<p>Key vocab includes:</p> <p>Climate Mm Settlement Atlas Cities Capital</p>	
Art	<p>National Curriculum Outcome</p>	<p>Small Steps to learning (assessment criteria)</p>	<p>Key vocab includes:</p>	

	<p>to improve their mastery of art and design techniques, including painting with a range of materials</p> <p>to improve their mastery of art and design techniques, including sculpture with a range of materials</p> <p>learn/ research about great artists in history</p> <p>BV: mutual respect shown in artistic choices and cooperation</p>	<p>To investigate artefacts and art from antiquity</p> <p>To design a vase in the style of the Ancient Greeks</p> <p>To create a vase in the Ancient Greek style</p> <p>To identify and describe key features of Ancient Greek Architecture</p> <p>To draw from observation (Greek Temple)</p>	<p>Sketching, collage, weaving, shades, tone, effect, texture, materials, design,</p>	
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> <li>• KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks 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> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>LO: design a vase in the style of the Ancient Greeks</b>  <b>Study designs of Ancient Greek vases.</b>  Talk about their use, their significance and where they have been discovered.  Design a vase depicting the story of the Battle of Troy</p> <p><b>LO: create an Ancient Greek vase using papier-mache</b>  Focus on design, geometric shapes, colours</p> <p><b>LO: evaluate my creation</b></p>	<ul style="list-style-type: none"> <li>• Design, evaluate, sculpture, manipulate, medium,</li> </ul>	
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	<ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p>BV: individual liberty to choose own design</p>			
	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	
Music	<p>‘Minute of Listening’</p> <p>Improvise and compose music for a range of purposes using inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions drawn from great composers and musicians.</p>	<p><b>LO: explore rhythm and tempo</b> Headless Horseman by Stephen Montague</p> <p><b>LO: use music to create an image</b> Pierre Scaheffer – Steam train recordings</p> <p><b>LO: compose music which represents our school</b> The Straloch Rock – use everyday objects and sounds from around the school to compose a piece.</p> <p><b>LO: use loud and soft sounds to represent different moods</b> Birdwoman by Poppy Ackroyd</p> <p><b>LO: explore echoes and changes in tempo</b> Speaking in Tongues III – Sheila Chandra</p>	<p>High</p> <p>Low</p> <p>Loud</p> <p>Soft</p> <p>Tempo</p> <p>Rhythm</p> <p>Beat</p> <p>Tabla</p> <p>Syncopation</p>	