



# AUTUMN 1

## YEAR 6



### Blood, bones and body bits

<b>English</b>	We compose letters of application to jobs within the school (office assistants, school shop, etc). We then move on to a fiction unit of work where we write suspenseful stories, learning how authors use different techniques to build tension, develop characters and describe settings. We continue to develop our SPaG (spelling, punctuation and grammar) skills.
<b>Maths</b>	We begin the year by revising and extending our knowledge of place value and reading, writing and ordering numbers up to 10,000,000. We then practise the '4 operations'. We revise the method of long multiplication and short division, which then leads into long division. We then develop these skills through problem solving.
<b>Science</b>	In this science-based topic we learn about the systems of the human body. We revise children's knowledge of the skeletal, muscular and digestive systems from previous year groups, before looking in depth at the heart and the circulatory system.
<b>Computing</b>	We begin by discussing online safety issues, including cyberbullying. Our first unit is 'We Are App Designers' in which we plan the creation of an app and pitch a proposal to our classmates. We learn how GPS works and explore the capabilities of smartphones and tablets.
<b>History</b>	We complete a project on local history to help commemorate Wythall's role in WWI, WWII and the Falklands.
<b>Geography</b>	The children will learn 4 and 6-figure grid referencing to locate places of interest linked to our local history project.
<b>PE</b>	In games, we develop our skills in invasion games, especially hockey. In PE, we learn how to dance the Ka Mate Haka of the New Zealand rugby team and innovate our own dances based on the style of the original.
<b>Art &amp; Design</b>	We develop our drawing skills by observing and sketching human figures (still and moving). We then use rapid-fire photography to capture body movement (e.g. a cartwheel) and create art based on that movement. We explore a range of techniques (sketching, tracing, silhouetting) to produce this work. We also look at photographers and artists whose work has shown a particular focus on capturing movement.
<b>Design &amp; Technology</b>	Linked to the heart and keeping it healthy we design and make a meal which applies the principles of a healthy and varied diet.
<b>Music</b>	We explore the role of tempo, pitch, timbre and dynamics in creating a mood in music. We consider how certain music styles 'fit' different images and films. We study the music of Motown with a particular focus on Michael Jackson and The Jackson 5.
<b>RE</b>	We learn about Sikhism. We explore the basic principles of the faith and answers questions such as: 'What do Sikhs believe?', 'Where do Sikhs worship?', 'What are the important symbols in Sikhism?' and 'How was the faith founded?'
<b>PSHE</b>	Each week, our school assemblies have a weekly theme. This could be a specific value, such as fairness or cooperation, or it could be linked to current cultural festivals, such as Harvest or Eid. PSHE lessons will link to these themes and allow the children to explore them in greater depth.
<b>Spanish</b>	We revise and extend the areas of learning covered in previous years. This includes vocabulary for clothes, family members and expressing opinions. We will then learn some vocabulary for different occupations.