

Book Spine: Kensuke's Kingdom – *Jenni Spangler*  
 Texts: Shackleton's Journey – *William Grill*; The Secret Sky Garden – *Linda Sarah and Fiona Lumbers*  
 Writing stimulus: Street Child - *Berlie Doherty*  
 Diary entry – as Jim Jarvis from Street Child  
 Non-chronological report – Victorian  
 Workhouse Survival Guide  
 Biography – Jim Jarvis  
 Narrative – The Bear and the Hare

**Grammar:**  
 Semi- colons, dashes, colons, conjunctions, modal verbs, parenthesis.

**Evolution**  
 Recognise that fossils provide information about living things from millions of years ago.  
 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  
 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

**Living Things and Classification:**  
 Describe and give reasons how living things can be classified.  
 Classifying animals and plants, adaptation, life processes, food chains, life cycles, parts of the plant and the body.

**Number:**  
 Place value, Rounding and Problem Solving up to 1 million including decimals.  
**Addition, Subtraction, Multiplication and Division:**  
 Short division with remainders and multiplication, problems, estimation.  
**Fractions:**  
 Simplify, equivalent, add and subtract.  
**Fractions, decimals and percentages:**  
 Knowing equivalents and finding a fraction and percentage of a number.

**Algebra:**  
 Simple formulae, missing numbers algebraically, two unknowns.  
 Knowing the order of operations.

**English**

**Science**

**Mathematics**

**RE:** Living by rules. Being courageous and confident. Creating unity and harmony.  
**PSHE: Being me in my world**  
 Identifying goals/Global Citizenship/Universal Rights/Feeling welcome and valued/Choices, consequences and rewards  
**Celebrating Difference** Know that people can hold power over others and this can play a part in bullying.

**PSHE  
RE**

**Year 6 Autumn 2023-2024**  
 Title: Victorian Britain




*Achieving  
Excellence  
Inspiring  
Dreams*

**MFL**

Talking/writing about your daily routine using reflexive and regular (-er) verbs (present tense) and third person singular. Saying what you will do using the simple future tense. Using expressions of time.

**Music**

Classroom Jazz  
 Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)  
 Instrument: Glockenspiels.

**Physical Education**

**Computing**

**Computing:**  
 Game Design Using Scratch 3 to effectively plan, design and build complex code that uses pseudocode, cloning and conditional operators (Boolean).  
**Online safety: Project**  
**Evolve:** Health Wellbeing and Lifestyles. Online Relationships.  
**UNICEF 8/16**

**History**

To know where the Victorian era sits in relation to other studies; to know who Victoria was and dates of reign.  
 To know the main countries in the British Empire; to know goods and slaves were traded within the Empire.  
 To know artefacts can be use to draw conclusions about Victorian life.  
 To know that the industrial revolution meant people moved to other cities and lived in poor conditions.  
 To know poor children worked in the Victorian era; to use sources to draw conclusions about child labour; to know key events that led to change.  
 To know Barnardo's contribution to the welfare of children.  
 To know the Victorian era was a time of important inventions.

**Geography**

Introduction to Australia– understand the place, shape and scale of the country.  
 Use 6 figure grid references and 8 points of a compass to locate physical features in Sydney and any famous landmarks  
 Life in Sydney – consider transport, hobbies and leisure, tourism – Would you emigrate? Why do people move in/out?  
 Uluru – Look at movement of aborigine settlements and their lifestyles - language and culture.  
 Ayers Rock Conflict - to climb the rock or not? Give consideration to environmental impact and tourism.

**Art & DT**

Investigate the Pre-Raphaelite movement; practise sketching different expressions; sketch and paint a scene from a traditional fairytale using Pre-Raphaelite techniques.  
 D.T: Designing and making a Victorian coin purse.