

**Book Spine:** Kensuke's Kingdom – *Michael Morpurgo*, Shackleton's Journey – *William Grill*  
**Writing stimulus:** Street Child - *Berlie Doherty*  
**Recount:** Diary entry as Jim Jarvis from Street Child  
**Non-fiction:** Victorian Workhouse Survival Guide (non-chronological report)  
**Non-fiction:** Jim Jarvis biography  
**Narrative:** The Bear and the Hare  
**Grammar:** Semi- colons, dashes, colons, conjunctions, modal verbs, parenthesis

### Evolution

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth 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 how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.  
 Give reasons for classifying plants and animals based on specific characteristics.

### 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.

**RE:** Living by rules. Creating inclusion, identity and belonging. Being fair and just. Creating unity and harmony.

### PSHE: Being me in my world

Identifying goals/Global Citizenship/Universal Rights/Feeling welcome and valued/Choices, consequences and rewards/Democracy, having a voice Anti-social behaviour

### Celebrating Difference Perceptions of normality

Understanding disability/ Power struggles/ Understanding bullying/ Inclusion/exclusion

## English

## Science

## Mathematics

## PSHE RE

## Year 6 Autumn 2025-2026

Title: Victorian Britain/Australia



*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.

## Physical Education

### Hockey (Quicksticks):

Dribble the ball at various speeds- both in isolation and a game situation. Pass the ball over a variety of distances in attacking or defensive situations. Pass and move into a space with accuracy, control and speed. Begin to defend as an individual and communicate to defend as a team. Apply basic principles for attacking and defending.

### Fitness:

Balancing on various parts of body when moving - using core strength and keeping control when moving. Can compare their performances with previous ones and strive to achieve a personal best on each station.

### Multi Skills:

Balance equipment on various body parts whilst moving or co-ordinating another body actions accurately. Agility focus – can change direction at speed with balance and control whilst using various equipment Co-ordinate using both sides of the body with fluency to perform combination of movements or actions.

**Handball:** Ball Awareness. Dribbling the ball in various directions at speed. Perform a variety of passes within a game with precision and control. Use a variety of shooting techniques. Moving with the ball Apply basic principles for attacking. To apply defensive techniques e.g blocking.

## Computing

### Coding - Game Design:

Using Scratch 3 to effectively plan, design and build complex code that uses pseudocode, cloning and conditional operators (Boolean). Know how a game is made, identify its components and explain what makes a good game

### E-Safety - Project Evolve:

Health, Wellbeing and Lifestyles, Online Relationships and Online Reputation

## History

I know Queen Victoria ruled Britain from 1837 to 1901, although it was parliament that made the laws. During this time, the Industrial Revolution led to products being made in factories and caused many people to move from the countryside to cities for work. Poor children often had to do dangerous jobs like chimney sweeping and working in factories. Many families lived in overcrowded housing, such as the Back-to-Backs in Birmingham. Bournville village was built to provide better housing and improve living conditions. The British Empire included colonies like India, Ireland, Australia, and Canada, and goods like cotton were traded across the empire—often grown by enslaved people before slavery was abolished. Lord Shaftesbury helped bring in laws to protect children, including the Ten Hours Act in 1847. Dr Barnardo set up homes and schools for poor children. The Victorian era was also a time of major inventions, such as the steamship by Isambard Kingdom Brunel in 1837 and the telephone by Alexander Graham Bell in 1876.  
**Enquiry: Was the Victorian era a time of progress for everyone?**

## 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.

## Music

### Recorder Music World Course

Listen to themselves and others, and make improvements  
 Copy back and improvise simple phrases  
 Have a basic understanding of, and be able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics.

## Art & DT

**Art:** Investigate the Pre-Raphaelite movement; practise sketching different expressions; sketch and paint a scene from a traditional fairytale using Pre-Raphaelite techniques.  
**D&T:** Design and make a product incorporating textiles (a Victorian coin purse).