

First Half of Autumn 2025 Year 6

<p>Literacy (Writing)</p> <ul style="list-style-type: none"> Description of settings Story writing <p>Key Y6 skills: selecting language and grammatical structures to match the text type and show awareness of the reader; using verb tenses correctly; creating a clear character; describing a setting effectively; building cohesion between and within paragraphs; using a range of punctuation correctly; choosing parts of writing to edit.</p> <p>Key Texts: The Arrival Kensuke's Kingdom</p>	<p>Literacy (Reading)</p> <ul style="list-style-type: none"> Whole class reading <p>Key Y6 skills: reading age appropriate books, including whole novels, with confidence and fluency; using PPE to support inferences; expressive, figurative and descriptive language; recognising more formal language; identifying themes in a story and recognising thematic links with other texts (e.g. heroism, loss); distinguishing between fact and opinion; scanning and skimming to summarise information, using quotations for illustration.</p> <p>Key Texts: Fiction: Myths and Legends Non-fiction: Victorian non fiction</p>	<p>Maths- White Rose</p> <ul style="list-style-type: none"> Fractions: equivalence; simplify; mixed number/improper fractions; compare and order; add and subtract; multiply fractions by an integer; divide fractions by an integer; fractions of amounts Position and direction: 4 quadrants; translation; reflection All times tables up to 12 x12 and related division facts. 	<p>Science-Light</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines explain that objects are seen because they give out or reflect light into the eye explain how we see things use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Key upper KS2 skills: Planning scientific enquiries; measuring and recording accurate and precise results using a range of scientific equipment; recognising when to set up a fair test; using evidence to produce a conclusion, using scientific knowledge and language to explain results; suggesting improvements to an investigation.</p>
<p>History/Geography – Local Area</p> <ul style="list-style-type: none"> Church Penn House – link to Church and Queen Adelaide, Art – Gainsborough link Mosquito and war industry. 	<p>Computing-Teach Computing</p> <ul style="list-style-type: none"> E Safety <p>Communication and collaboration</p> <p>Exploring how data is transferred by working collaboratively online.</p>	<p>Art</p> <ul style="list-style-type: none"> Self portraits Golden rules of proportions 	<p>Music - Charanga Happy!</p> <p>French -Planets</p> <ul style="list-style-type: none"> Name and label a map of the Solar System in French. Apply the rules of adjectival agreement to describe the Solar System Use conjunctions and intensifiers to extend descriptions of the Solar System. Ask key questions in French in order to conduct an interview with an astronaut.

RE <ul style="list-style-type: none">• Creation and Science – Complimentary or Contradictory?	PSHE- Jigsaw Being me in my world Goals for the year Children’s universal rights Choices, consequences and rewards Group dynamics Democracy Role modelling	PE <ul style="list-style-type: none">• Rounders• Football	Enrichment Harvest service Penn House visit Year 6 leadership roles
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