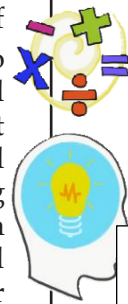


# Year 6 Termly Overview

*As mathematicians* we will consolidate our learning of numbers to 1 million and begin to explore numbers to 10 million. To do this we will compare and order numbers, round numbers and embed our understanding that place value columns following consistent patterns is key. We will study partitioning, explore both standard and non-standard ways of composing numbers. Next, we will be extending our knowledge of the four operations (+-X÷) using formal written methods and mental strategies for small and large numbers. In the final part of the term, we will work with fractions; we will compare and order fractions, count forwards, back and find equivalent fractions before we begin to multiply and divide fractions. We will solve multi-step problems involving all of the above, choosing which operation and method is most efficient based on the context of the problem and numbers involved.



## As digital citizens



As digital citizens we will learn about the World Wide Web as a communication tool. We will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

*As writers* we will use our new historical knowledge to recount and inform using both diary entries and speeches to make our writing come alive. Our writing will be linked to the fictional text: **Rose Blanche**, a story set during WW2, which is told through the eyes of a young German girl. In our second writing focus, we will be writing flashback narratives and newspaper reports linking to the book: **A Story Like the Wind**. This story deals with the effects of conflict on the lives of ordinary people and explores the motivation for refugees to travel great distances, often putting their lives in danger.

*As readers* we will read for a range of purposes, making comparisons within and across both fiction and non-fiction books linked to WW2. We will explore the meaning of words in context and identify how language, structure and presentation contribute to meaning. We will make predictions about what might happen from details stated and implied.

*As speakers and listeners* we will be given opportunities through drama to explore setting, an understanding of characters and the development of vocabulary.



# Year 6 Termly Overview



*As historians* we will study World War 2. We will begin by looking at the events that led to the outbreak of war and significant figures at this time: Neville Chamberlain and Winston Churchill. Furthermore, we will look at key events such as the Battle of Britain, the heroic rescue at Dunkirk, the Blitz and the D-Day landings. We will consider how the lives of ordinary people such as women and children were affected by war and finally, we will focus on the events leading up to, and involved in the end of World War 2.

*As linguists* we will apply previous knowledge of numbers, definite and indefinite articles, the alphabet, and family members to develop our speaking and listening abilities, with an emphasis on pronunciation and speaking in complete sentences so that we become more confident linguists.



*As good citizens* we will be considering how we can control our emotions even when they are difficult; we will work to understand the changes and stresses of modern life and how we can be brave and build up our skills of resilience. We will then move to our second value of respect. We will consider a variety of different scenarios where we can consider what respect means and how we can show respect. Areas that we will review will include: diversity, consent, boundaries, bullying, disagreements, differences, friendships.



*As scientists* we will study Light and Electricity. We will recognise that light appears to travel in straight lines and understand how this helps us to see things from light sources. We will study reflection and shadows making our own torches and periscopes. We will create our own circuits for torches studying the brightness of the lamp using differing circuits. We will compare and give reasons for variations and understand the use of each component. We will recognise symbols when representing a simple circuit in a diagram

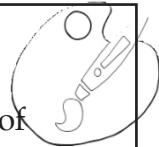


## Allergy Aware



*As artists* we will begin by focusing on our sketching skills and developing the correct proportions for a variety of sketch types. We will then create a colour palette with water colours considering the natural world to enhance the mood of a piece.

*As designers* we will be designing and creating objects with textiles. We will be combining fabrics of different shapes, practising and employing a variety of stitches and seams.



*As Sportspeople* we will be developing our swimming at the leisure centre and on invasion ball games such as rounders and cricket.



*As theologians and philosophers* we will be considering the best way for a Muslim to show commitment to God? Consider whether religious people lead better lives and if religious beliefs influence people to behave well towards others? We will then move on to Christianity and identify how significant is it that Mary was Jesus' mother? Before considering whether sacred texts have to be 'true' to help people understand their religion?

