

## Year 6 Autumn 2

In **English**, the children will study a selection of texts linked to immigrants and refugees. Their work will initially focus on the text-less book 'The Arrival' by Shaun Tan. The children will produce journal entries and narrative pieces linked to the text. In our writing, we will continue to focus on using a variety of Key Stage 2 punctuation accurately, a range of subordinating conjunctions and paragraphs to structure writing. Other texts linked to our theme: The Boy at the Back of the Class by Onjali Q Rauf and Boy 87 by Ele Fountain.

In **Geography**, the children will investigate why certain parts of the world are more populated than others and explore birth and death rates. They will discuss social, economic and environmental push and pull factors. They will learn about the population in Britain and its impacts on different parts of society.

In **P.E.** during PPA the children will be exploring different **dance** styles and working collaboratively to include complex compositional ideas. They will be implementing a range of strategies to attack and defend in the game of **Football**. The children will suggest, plan and lead simple drills.

Other subjects:

In our Christmas **Design Technology** project, the children will use a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches. The children will design, assemble and decorate a Christmas decoration. In **MFL** we will compare the French and English alphabet and be able to spell our name and say what nationality we are.

In **Science**, the children will be studying 'Living things and their habitats'. They will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. They will describe the life process of reproduction in some plants and animals. They will carry out scientific enquiries linked to previous learning in Science.

### Changes



#### Overview of learning

This unit will make links between Geography and English, how population changes can be linked with the lives of immigrants and refugees and reasons for their movement.

In **Music**, the children will take part in activities based around the song 'Happy' by Pharrell Williams. This unit involves an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

In **Maths**, we will continue to implement the White Rose Hub Maths scheme (alongside other resources) which encourages confidence and competence in Maths. through reasoning and problem solving. The children will be focusing on Fractions – comparing and ordering, adding and subtracting. They will then move onto multiplying and dividing and finding fractions of amounts.

In **PSHE**, our second topic is 'Valuing Difference'. The children will reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. They will explain the difference between being a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. They will also look at challenging gender stereotypes.

In **RE**, the children will learn about how Jewish people remember Kings and Prophets in their daily life and worship. They will learn about the Jewish covenant with God and how Jewish people live and celebrate their faith today. They will look at and investigate Jewish festivals and how religious artefacts and texts can be a source for learning and for beliefs.

In **Computing** the children's learning will bring together elements of all the four programming constructs: sequence, repetition, selection and variables. The children will have the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit.