

Year 6

Autumn term

2022-2023



Dear parents,

The autumn term is a very busy and in depth. This year, it has been made very specific to ensure that all objectives are covered. The Year 6 team have put together this pack that contains information about this term and it will provide you with details on what the children will be covering in the following subjects:

- English
- Maths
- Science
- World Studies

We hope that this will provide you with an accurate picture on what your children will be studying in the first term of this academic year.

Thank you

The Year 6 team

- Mrs Soha - Head of Year 6
- Mrs Samah
- Mrs Ghazal
- Mrs Hanan
- Ms Rana

English in Year 6

Six components make up our English RWI work scheme. Each unit will last six weeks and will include fiction and nonfiction. By the end of the first term, the students will have completed two units and learned various reading and writing abilities.

Unit 1

- **Legends-Fiction: Robin Hood and the Golden Arrow**

The legend of Robin Hood and the Golden Arrow was chosen due of the continuing attraction of its core character and the plot's intrigue. Geraldine Mc Caughrean's playfully satirical retelling blends rich images and forceful words to create a comical but heart-breaking tale. The students will investigate the motivations behind characters' choices, utilise drama to explore parodies, and complete a series of short writing assignments, culminating in a retelling of the storey from Sir Guy of Gisborne's perspective.

- **Journalistic writing -Non-fiction:** The linked nonfiction work examines balance and bias in journalistic writing, as well as formal and informal writing. The exercises lead up to the kids creating and delivering their own television news report.

Unit 2

- **Poetry –the power of imagery**

The unit explores power of imagery using 'Rabbit in Mixer Survives' by Roger McGough as its focus. 'Pikes' by Ted Hughes, 'The Sea' by James Reeve and 'Fog' by Carl Sandburg provides ample material for exploring metaphor and simile. By the end of this Unit children will be able to create their own extended metaphors and have a firm grasp of how a poet creates layered images.

- **Arguments-non fiction**

In the non-fiction of the Unit children will examine the audience and purpose of argument texts and how pejorative and emotive language is used. They read the discursive text that explores whether or not animals should rule the planet. The children will practise creating balanced arguments as well as exploring how to organise a persuasive paragraph.

Year 6 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Statutory requirements

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
 - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - provide reasoned justifications for their views.

Writing – transcription

Statutory requirements

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing – handwriting and presentation

Statutory requirements

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary

Statutory requirements

- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Writing – vocabulary, grammar and punctuation

Statutory requirements

- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently

Year 6 Word List

according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

Maths in the Autumn Term

The children will expand on their knowledge from the previous year in maths throughout the Autumn Term. It is at this time that students are introduced to more complex components of maths, which build on what they have already learned. The following topics will be covered during the Autumn Term:

- Number and Place Value
- Mental Multiplication and Division
- Decimals, percentages and their equivalence to fractions
- Fractions, Ratio and Proportion
- Mental Addition and Subtraction
- Written Addition and Subtraction
- Problem solving, Reasoning and Algebra
- Measurement
- Geometry Properties of Shapes
- Written Multiplication and Division

At this stage, the children should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers, arithmetic, and problems demanding efficient written and mental methods of calculation.

The pupils will be exposed to the language of algebra as a technique of solving a range of problems using this basis in arithmetic. Number knowledge should be reinforced and extended through teaching, geometry, and measurements. Children will also learn how to classify shapes with progressively more complicated geometric qualities, as well as the terminology required to explain them.



Maths Autumn Term Plan 2021

Wk	Weekly Summary	Strands	Objectives
1	Read, write and compare 6-digit numbers and know what each digit represents; read, write and compare 1-, 2- and 3-place decimal numbers; multiply and divide by 10, 100 and 1000; round decimals to nearest tenth and whole number and place on a number line; convert decimals (up to 3 places) to fractions and vice-versa.	Number and place value (NPV)	<p>NPV.63 Understand place value in 6-digit numbers by creating 6-digit numbers, placing them on a number line and solving place value additions and subtractions</p> <p>NPV.64 Order and compare 6-digit numbers and say a number between</p> <p>NPV.62 Understand the effect of multiplying or dividing a given number by 10, 100 or 1000; answers < 100000 and with not more than 2 decimal places</p>
		Mental multiplication and division (MMD)	MMD.71 Use mental strategies to multiply by 4, 8, 5, 25, 19, 29 and 99
		Decimals, percentages and their equivalence to fractions (DPE)	<p>DPE.75 Identify the value of each digit in numbers given to 3 decimal places</p> <p>DPE.76 Multiply and divide by 10, 100 and 1000 giving answers up to 3 decimal places</p> <p>DPE.70 Read, write and order 3-place decimals using a number line</p> <p>DPE.77 Round decimals to nearest tenth and nearest whole number</p> <p>DPE.78 Write the decimal equivalent of any fraction where 10, 100 or 1000 is the denominator</p> <p>DPE.79 Convert decimals (up to 3 decimal places) to fractions and vice-versa using 1000ths and 100ths, e.g. $0.382 = 382/1000$</p>
		Fractions, ratio and proportion (FRP)	FRP.74 Write equivalents of 1-, 2-, and 3-place decimals as fractions over 10, 100 or 1000 as appropriate
2	Use mental addition strategies to solve additions including decimal numbers; use column addition to add 5-digit numbers, decimal numbers and amounts of money; solve problems involving number up to 3 decimal places, choose an appropriate method to solve decimal addition.	Mental addition and subtraction (MAS)	<p>MAS.59 Add and subtract larger numbers using place value and number facts</p> <p>MAS.75 Solve additions using appropriate mental strategies</p> <p>MAS.76 Add decimal numbers using mental strategies</p> <p>MAS.80 Add mixed decimal numbers using appropriate mental strategies</p>
		Number and place value (NPV)	NPV.61 Round 5-digit numbers up or down to the nearest 10, 100, 1000 or 10000
		Written addition and subtraction (WAS)	<p>WAS.71 Add 5-digit numbers using column addition</p> <p>WAS.73 Add decimal numbers using column addition</p>
		Decimals, percentages and their equivalence to fractions (DPE)	DPE.77 Round decimals to nearest tenth and nearest whole number
		Problem solving, reasoning and	PRA.74 Solve problems involving numbers with up to 3 decimal places

		algebra (PRA)	
3	Express missing number problems algebraically and find pairs of numbers that satisfy equations involving two unknowns; find missing lengths and angles; understand how brackets can be used in calculation problems; use knowledge of the order of operations to carry out calculations involving the four operations, solve addition and subtraction multi-step problems using knowledge of the order of operations.	Problem solving, reasoning and algebra (PRA)	<p>PRA.78 Use mathematical reasoning to investigate and solve problems and puzzles, justify their reasoning</p> <p>PRA.85 Express and solve missing number problems algebraically</p> <p>PRA.76 Find pairs of numbers that satisfy an equation with two unknowns</p> <p>PRA.89 Enumerate possibilities of combinations of two variables</p> <p>PRA.79 Solve equations with two unknowns using trial and error methods</p> <p>PRA.75 Solve problems involving addition, subtraction, multiplication and division</p> <p>PRA.77 Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>PRA.82 Use order of operations and brackets for calculations involving the four operations</p>
		Mental addition and subtraction (MAS)	MAS.84 Perform mental additions and subtractions with mixed operations and large numbers
4	Convert between grams and kilograms, millilitres and litres, millimetres and centimetres, centimetres and metres, metres and kilometres, and miles and kilometres; revise reading the 24-hour clock and convert 12-hour times to 24-hour; read and write Roman numerals; find time intervals using the 24-hour clock.	Measurement (MEA)	<p>MEA.75 Use, read, write and convert between standard units, converting measurements of length, mass and volume from a smaller to a larger unit of measure and vice versa, using up to 3 decimal places</p> <p>MEA.76 Solve problems involving the calculation and conversion of units of measure, decimals up to 3 decimal places where appropriate</p> <p>MEA.79 Convert between miles and kilometres</p> <p>MEA.77 Read and tell the time using analogue, digital and 24-hour clocks, converting times between the three</p>
		Problem solving, reasoning and algebra (PRA)	<p>PRA.74 Solve problems involving numbers with up to 3 decimal places</p> <p>PRA.77 Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>PRA.78 Use mathematical reasoning to investigate and solve problems and puzzles, justify their reasoning</p>
		Number and place value (NPV)	NPV.71 Read years using Roman numerals
5	Use mental addition, column subtraction and Counting up to solve subtractions of amounts of money and word problems; use mathematical reasoning to investigate.	Mental addition and subtraction (MAS)	<p>MAS.59 Add and subtract larger numbers using place value and number facts</p> <p>MAS.75 Solve additions using appropriate mental strategies</p> <p>MAS.78 Solve subtractions using appropriate mental strategies</p> <p>MAS.79 Subtract decimal numbers using appropriate mental strategies</p>

			MAS.82 Subtract mixed decimal numbers using appropriate mental strategies
		Written addition and subtraction (WAS)	WAS.69 Use column subtraction to subtract 5-digit from 5-digit numbers, where there are not more than three 0s in the larger number WAS.76 Subtract 5- and 6-digit numbers using column subtraction
		Number and place value (NPV)	NPV.81 Round any whole number to a required degree of accuracy
		Problem solving, reasoning and algebra (PRA)	PRA.74 Solve problems involving numbers with up to 3 decimal places PRA.75 Solve problems involving addition, subtraction, multiplication and division
6	Use mental multiplication strategies to multiply by numbers such as 4, 8, 5, 25, 19, 29 and 99; revise using short multiplication to multiply 4-digit numbers by 1-digit numbers and use this to multiply amounts of money; solve word problems involving multiplication including two-step problems and finding change; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers.	Mental multiplication and division (MMD)	MMD.71 Use mental strategies to multiply by 4, 8, 5, 25, 19, 29 and 99 MMD.75 Use mental strategies to divide by 2, 4, 8, 5, 20 and 25
		Written multiplication and division (WMD)	WMD.64 Use short multiplication to multiply 4-digit numbers by 1-digit numbers WMD.76 Use short multiplication to multiply money, e.g. £46.29 by 1-digit numbers WMD.77 Use long multiplication to multiply 3- and 4-digit numbers by teen numbers
		Mental addition and subtraction (MAS)	MAS.84 Perform mental additions and subtractions with mixed operations and large numbers
		Problem solving, reasoning and algebra (PRA)	PRA.75 Solve problems involving addition, subtraction, multiplication and division
		Number and place value (NPV)	NPV.88 Solve number and practical problems that involve square and cube numbers, numbers up to 10 000 000 and rounding any whole number to a required degree of accuracy

Wk	Weekly Summary	Strands	Objectives
7	Understand negative numbers; calculate small differences between negative numbers and negative and positive numbers; add and subtract negative numbers; compare fractions with unlike, but related, denominators; correctly use the terms fraction, denominator and numerator; understand what improper fractions and mixed numbers are and add fractions with the same denominator, writing the answer as a mixed number	Number and place value (NPV)	NPV.72 Read, write and order negative numbers NPV.73 Use negative numbers in context, and calculate intervals across zero
		Problem solving, reasoning and algebra (PRA)	PRA.75 Solve problems involving addition, subtraction, multiplication and division
		Fractions, ratio and proportion (FRP)	FRP.75 Compare and order fractions, including fractions >1 FRP.44 Add and subtract fractions with the same denominator FRP.64 Convert mixed numbers to improper fractions and vice versa FRP.70 Use equivalence to compare, add or subtract unrelated fractions, writing fractions >1 as a mixed number

8	Calculate the perimeter, area and volume of shapes, and know their units of measurement; understand that shapes can have the same perimeters but different areas and vice versa; calculate the area of a triangle using the formula $A = \frac{1}{2} b \times h$; find the area of parallelograms using the formula $A = b \times h$; name and describe properties of 3D shapes; systematically find and compare nets for different 3D shapes.	Measurement (MEA)	<p>MEA.80 Calculate perimeter of rectangles, triangles, parallelograms and other polygons</p> <p>MEA.81 Calculate area of rectangles and parallelograms including use of formulae</p> <p>MEA.85 Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>MEA.86 Recognise when it is possible to use formulae for area and volume of shapes</p> <p>MEA.84 Calculate volume of cuboids and cubes using cm³ and m³</p> <p>MEA.83 Calculate area of a triangle using the formula $\frac{1}{2} b \times h$</p>
		Geometry: properties of shapes (GPS)	GPS.75 Recognise, describe, draw and build simple 3D shapes, including making nets
9	Use mental strategies to divide by 2, 4, 8, 5, 20 and 25; find non-unit fractions of amounts; use short division to divide 3- and 4-digit numbers by 1-digit numbers, including those which leave a remainder; express a remainder as a fraction, simplifying where possible.	Mental multiplication and division (MMD)	MMD.75 Use mental strategies to divide by 2, 4, 8, 5, 20 and 25
		Fractions, ratio and proportion (FRP)	FRP.77 Find non-unit fractions of amounts
		Written multiplication and division (WMD)	WMD.78 Use short division to divide 3- and 4-digit numbers by 1-digit numbers, remainders as fractions
		Problem solving, reasoning and algebra (PRA)	PRA.78 Use mathematical reasoning to investigate and solve problems and puzzles, justify their reasoning
10	Add and subtract unit fractions with different denominators including mixed numbers; use mental strategies to find simple percentages of amounts, including money	Fractions, ratio and proportion (FRP)	<p>FRP.78 Add unit fractions with different denominators</p> <p>FRP.79 Use equivalence to add mixed numbers with different denominators</p> <p>FRP.80 Use equivalence to subtract fractions and mixed numbers with different denominators</p>
		Problem solving, reasoning and algebra (PRA)	<p>PRA.70 Identify patterns, devise and test rules and use them to make predictions</p> <p>PRA.80 Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p>
		Decimals, percentages and their equivalence to fractions (DPE)	<p>DPE.80 Find simple percentages of amounts</p> <p>DPE.81 Find simple percentages of amounts of money</p>

11	Multiply fractions less than 1 by whole numbers, converting improper fractions to whole numbers; use commutativity to efficiently multiply fractions by whole numbers; divide unit and non-unit fractions by whole numbers; solve word problems involving fractions.	Fractions, ratio and proportion (FRP)	<p>FRP.81 Multiply fractions less than 1 by whole numbers, converting improper fractions to whole numbers</p> <p>FRP.82 Multiply fractions by whole numbers, converting improper fractions to whole numbers</p> <p>FRP.83 Divide proper fractions by whole numbers</p>
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Year 6 programme of study

Number – number and place value

Statutory requirements

Pupils should be taught to:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

Number – addition, subtraction, multiplication and division

Statutory requirements

Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number – fractions (including decimals and percentages)

Statutory requirements

Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and proportion

Statutory requirements

Pupils should be taught to:

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Measurement

Statutory requirements

Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

Algebra

Statutory requirements

Pupils should be taught to:

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

Statistics

Statutory requirements

Pupils should be taught to:

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Geometry – position and direction

Statutory requirements

Pupils should be taught to:

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Pupils should be competent in written procedures for all four operations, including long multiplication and division, as well as working with fractions, decimals, and percentages by the end of the sixth grade.

Mathematical terminology should be read, spelled, and pronounced correctly by children.

Science in the Autumn term

Science in the autumn is developing and building upon the children's pre-existing knowledge about Animals and other living things, they will be working through two different units and will be learning skills on how to classify animals and other organisms. The two units are as follows:

- Classification of living things– Children have already learned that there are two main kingdoms and that the animal kingdom can be subdivided into vertebrates and invertebrates and what this means. There are five kingdoms of living thing which will be explored during this unit. They'll be looking at kingdoms like fungus and bacteria that they haven't yet uncovered.
- Our Bodies – Internal body functions such as the circulatory system, sections of the digestive system, and how they carry fluids around the body are covered in this topic. The impact of a person's lifestyle on their body, particularly on humans, is also taken into account. Scientists are always discovering what is beneficial and unhealthy for us, and their theories evolve as more research is conducted.

The science programme of study included in this booklet lays out exactly what abilities the children will need to master within the two units listed above.

Year 6 programme of study

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Evolution and inheritance

Statutory requirements

Pupils should be taught to:

- 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.

World Studies

World studies this term, we will be divided into a history topic and a geography topic.

The history topic will be about the Vikings:

- Who the Vikings were
- Recall how, why and where they travelled
- Describe how the Vikings were ruled
- Recall what life was like in a Viking village
- Describe the achievements that the Vikings are known for

The geography topic will focus on Rivers:

- Where does water come from?
- Where rivers begin
- Down to the coast
- The River Nile
- The River Amazon
- The Murray River