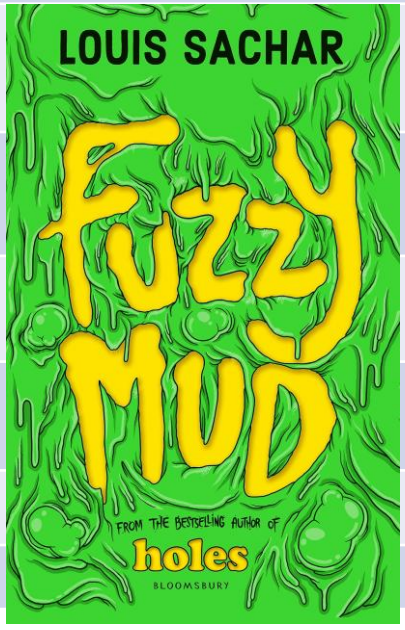
Year 6 – Autumn 2

English	Maths	DT
I can write for a range of purposes.	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination	I can create a steady hand game.
I can use fronted adverbials to build cohesion.	Compare and order fractions	**PE**
I can vary my sentence structures for effect.	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Personal – Coordination - ball skills. Agility - reaction and response. Social – Counterbalance and dynamic balance
I can use CUPS and ARMS to edit my work.	Multiply simple pairs of proper fractions, writing the answer in its simplest form	**PSHE**
I can continue to develop and build my understanding of the grammar related to Year 6.	Divide proper fractions by whole numbers	**CD** (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique
	Multi-step problems using fraction knowledge.	**RE**
	Multiply and divide any fraction by an integer.	Ask and explore moral questions: What is a good life?, Is pleasure the same as happiness?
	Find fractions of an amount.	**Computing**
	Metric measures and how to convert them.	3D Modelling – Using Tinkercad to design a range of products.
	Miles and kilometres	**Music**
	Imperial measures.	Dynamics, pitch and texture

Year 6 – Autumn 2

Science

Main scientific skill taught in this topic.

Making predictions, observing and measuring, recording data, interpreting and communicating results, and evaluating tests.

Objectives

Pupils should be taught to:
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Our scientific questions are:

Can you make a shadow a different shape/ size?

What objects produce a coloured shadow?

Geography

To understand the change and distribution of the global population.

To define birth and death rates and describe why they change.

To recognise the push and pull factors influencing migration.

To begin to understand the impact climate change can have on global population.

To collect data showing how the population impacts the amount of traffic and litter in an area.

To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.

