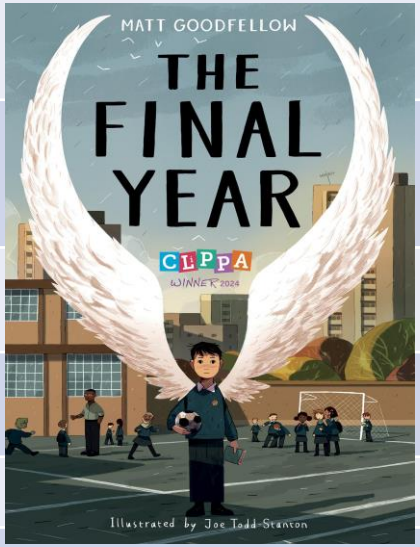
Year 6 – Autumn 1

English	Maths	Art
Read a wide range of books.	Roman numerals to 1,000.	To create a collage inspired by the Nigerian artist Solomon Chidinma
I can use figurative devices to show emotion	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	PE
I can vary sentence types for effect	Round any whole number to a required degree of accuracy	To develop and apply their ball skills and reaction and response through focused skill development sessions.
I can use adverbials to show shifts in time or place	Use negative numbers in context, and calculate intervals across zero	PSHE
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Solve number and practical problems that involve all of the above	To identify goals for this year, understand fears and worries about the future and know how to express them
	Becoming more fluent in all four operations.	RE
	Multiplying 4d numbers by 2d numbers using long multiplication	Ask and explore moral questions: What is a good life?, Is pleasure the same as happiness?
	Dividing using short division.	Computing
	Dividing using long division.	Explain that computer systems communicate with other devices.
		Music
		Dynamics, pitch and texture

Year 6 – Autumn 1

Science	History
Main scientific skill taught in this topic.	Identify the type of information the census gives about people.
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Use the census to make inferences about people from the past.
Objectives	Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.
Pupils should be taught to: • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.	Identify and describe the changes between periods of time using the census.
Our scientific questions are:	Use other primary and secondary sources to verify the data in a census.
How you can change the brightness of a bulb? What happens if I add too many components to a circuit? Does increasing the voltage across a circuit increases or decreases the loudness of a buzzer in the circuit?	Use a range of sources, including the census, to build an understanding of a period.
	Describe the changes in the 1921 census.
	Plan a local history enquiry using the census.