



Year 6 - Autumn 2

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| | Week 1 INSET | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 Gaps |
| Themed Events | | | Anti-bullying Week | World Children's Day | | | | World Arabic Language Day |
| English Reading | The Village That Vanished | The Eye of the Wolf | The Eye of the Wolf | The Eye of the Wolf | The Eye of the Wolf | The Eye of the Wolf | The Eye of the Wolf | Assessment Week |
| English Writing | Explore letter writing / write letter as a slave to world leaders | Explore key themes and ideas in the text/Book talk activities | Explore descriptive language/Model setting description/Features of WMG setting description | Plan/write/improve & Publish setting description | Explore features of a flashback / Analyse key events in the story / WMG Flashback | Shared writing / Plan Flashback | Write/Improve and Publish flashback | Assessment Week |
| Writing outcomes | Letter writing | Setting Description | Setting Description | Setting Description | Flashback | Flashback | Flashback | Assessment Week |
| Deen | <p>Topic: Who is Allah and why did he create us?</p> <p>L.O: To reflect on the purpose of the life and our existence</p> | <p>Topic: What is Tawhid</p> <p>L.O: To explore the significance of Tawhid in relation to our faith</p> | <p>Topic: The statement and Conditions of Tawhid</p> <p>L.O: To explore the 7 conditions of 'Laa illaha Allah'</p> | <p>Topic: Shirk</p> <p>L.O: To explore the concept of Shirk</p> | <p>Topic: Shirk</p> <p>L.O: To be able to differentiate between minor shirk and major shirk</p> | <p>Topic: Virtues of the Qur'an</p> <p>L.O: To identify the etiquettes to be observed towards the Qur'an</p> | <p>Topic: Assessment Week</p> | Consolidation GAPS |
| RE | <p>How can religion & non-religious world promote peace?</p> <p>Guest visitor – workshop</p> | <p>How can religion & non-religious world promote peace?</p> <p>LO: To recognise the role of religious communities in combatting injustice and in promoting justice.</p> | <p>Why is the Torah so important within Judaism?</p> <p>LO: To account for the special place of the Torah within Judaism.</p> | <p>Why is the Torah so important within Judaism?</p> <p>LO: To know what the Torah contains, what its main messages are and why these are important.</p> | <p>Why is the Torah so important within Judaism?</p> <p>LO: To understand that there is different understandings of how the Torah was written</p> | <p>Why is the Torah so important within Judaism?</p> <p>Visit to Synagogue</p> | <p>Why is the Torah so important within Judaism?</p> <p>LO: To recognise how the Torah is treasured by Judaism and status of Torah for Jewish people</p> | |

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| PSHE | <p>Topic: Am I Normal</p> <p>LO: I understand there are different perceptions about what normal means.</p> <p>I can empathise with people who are living with disabilities</p> | <p>Topic: Understanding Disability</p> <p>LO: I understand how having a disability could affect someone's life.</p> <p>I am aware of my attitude towards people with disabilities</p> | <p>Topic: Power Struggles</p> <p>LO: I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know how it can feel to be excluded or treated badly by being different in some way</p> | <p>Topic: Why Bully</p> <p>LO: I know some of the reasons why people use bullying behaviours.</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one</p> | <p>Topic: Celebrating Difference</p> <p>LO: I can give examples of people with disabilities who lead amazing lives.</p> <p>I appreciate people for who they are</p> | <p>Topic: Celebrating Difference</p> <p>LO: I can explain ways in which difference can be a source of conflict and a cause for celebration.</p> <p>I can show empathy with people in either situation</p> | Consolidation GAPS | Consolidation GAPS |
| Maths | <p>Number: Fractions A Equivalent fractions and simplifying To place equivalent fractions on a number line To order and compare (denominators) To order and compare (numerators)</p> | <p>Number: Fractions A To add and subtract simple fractions To add and subtract any two fractions To add mixed numbers To subtract mixed numbers</p> | <p>Number: Fractions A To solve multistep problems End of Block assessment</p> <p>Number: Fractions B</p> | <p>Number: Fractions B To multiply fractions by integers To multiply a fractions by fractions To divide fractions by integers To divide a fractions by fractions</p> | <p>Number: Fractions B To solve mixed questions involving fractions To calculate the fraction of an amount To find the whole – fraction of an amount End of Unit Assessment</p> | <p>Measurement: Converting units To review metric measures To convert metric measures To calculate metric measures To convert miles and km</p> | <p>Measurement: Converting units To review imperial measures End of Block assessments SATs assessments</p> | Review Consolidation GAPS |
| Science | <p>Living things and their habitats</p> <p>L.O: How is the classification of animals helpful?</p> | <p>Living things and their habitats</p> <p>L.O: How is the classification of animals helpful?</p> | <p>Living things and their habitats</p> <p>L.O: What are the similarities between animals in the local area?</p> | <p>Living things and their habitats</p> <p>L.O: What are the similarities between animals in the local area?</p> | <p>Living things and their habitats</p> <p>L.O: How can plants be classified?</p> | <p>Living things and their habitats</p> <p>L.O: What is the link between plant groups and the environment they grow in?</p> | <p>Living things and their habitats</p> <p>L.O: Do microorganisms matter?</p> | Assessment |

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| Computing | iSafe L.O: To customise privacy settings for the online services | iNetwork L.O: To understand that a computer network is a group of computers that are connected | iNetwork L.O: To understand that the internet is many networks that are connected to each other | iNetwork L.O: To know that computers connected to the Internet have their own address | iNetwork L.O: To know that internet search engines maintain, and rank, a list (or index) of other websites available on the world wide web | iNetwork L.O: To recognise and use basic HTML syntax | | |
| History | What was the impact of world war 2 on Britain? LO: Why did Britain go to war in 1939? | What was the impact of world war 2 on Britain? LO: Who won the battle of Britain? | What was the impact of world war 2 on Britain? LO: What do sources tell us about the blitz? | What was the impact of world war 2 on Britain? LO: What was evacuation like for children? (part 1) | What was the impact of world war 2 on Britain? LO: What was evacuation like for children? (part 1) | What was the impact of world war 2 on Britain? LO: What impact did WW2 have on women's lives? | What was the impact of world war 2 on Britain? LO: Why did people travel to Britain during and after WW2? | Consolidation GAPS |
| Art/DT | Textiles: Waistcoats To look at different waistcoats To design a waistcoat | Textiles: Waistcoats To mark and cut fabric according to a design | Textiles: Waistcoats To assemble a waistcoat | Textiles: Waistcoats To assemble a waistcoat | Textiles: Waistcoats To decorate your waistcoat | Textiles: Waistcoats To decorate your waistcoat | Textiles: Waistcoats To evaluate your design | Consolidation GAPS |
| Music | Black History and anti-bullying Musical Focus Song cycle | Black History and anti-bullying Musical Focus Song cycle | Black History and anti-bullying Musical Focus Beat and Step movement | Black History and anti-bullying Musical Focus Beat and Step movement | Black History and anti-bullying Musical Focus Body percussions | Black History and anti-bullying Musical Focus Body percussions | Black History and anti-bullying Musical Focus Mini Performances | Black History and anti-bullying Musical Focus Mini Performances |
| PE | Topic: Tag Rugby L.O: To understand the basic rules of tag rugby | Topic: Tag Rugby L.O: To work as a team, using ball-handling skills. | Topic: Tag Rugby L.O: To pass and carry a ball using balance and co-ordination. | Topic: Tag Rugby L.O: To use skills learned to play a game of tag rugby | Topic: Tag Rugby L.O: To apply rules and skills learned to a game. | Topic: Tag Rugby L.O: To play in a mini tag rugby competition. | Topic: Assessment Week | Consolidation GAPS |
| Arabic | The continents Learn the different continents Verbal sentences <u>and</u> Nominal sentences | Talking about other countries Vocabulary related to countries, capital cities, and climate Verbal sentences <u>and</u> Nominal sentences | Landscape features Landscape features e.g. mountains, forests, lakes etc Verbal sentences <u>and</u> Nominal sentences | Where would you like to go? Phrases and vocabulary related to travelling Verbal sentences <u>and</u> Nominal sentences | In the city Talk about city and its parts Verbal sentences <u>and</u> Nominal sentences | On the beach Talk about beach features and activities Verbal sentences <u>and</u> Nominal sentences | Revision and assessment Verbal sentences <u>and</u> Nominal sentences | Consolidation GAPS |
| Quran | Memorisation An-Naziyat 16-18 Revision Al-Bayinnah to Shams Reading An-Naba | Memorisation An-Naziyat 18-20 Revision Al-Bayinnah to Shams Reading An-Naba | Memorisation An-Naziat 18-20 Revision Al-Bayinnah to Shams Reading An-Naba | Memorisation An-Naziyat 20-24 Revision Al-Bayinnah to Shams Reading An-Naba | Memorisation An-Naziyat 24-26 Revision Al-Bayinnah to Shams Reading An-Naba | Memorisation An-Naziyat 26-30 Revision Al-Bayinnah to Shams Reading An-Naba | Revision and Assessment | |

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| | 31-33 H/A Surah Al-Kahf Individual targets to be completed | 33 - 36 H/A Surah Al-Kahf Individual targets to be completed | 36-38 H/A Surah Al-Kahf Individual targets to be completed | 38-40 H/A Surah Al-Kahf Individual targets to be completed | 40-42 H/A Surah Al-Kahf Individual targets to be completed | 40-26 H/A Surah Al-Kahf Individual targets to be completed | | |
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