

Year 6 Autumn – How did WW2 influence Britain?

<p><b>English</b></p> <p>To plan 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. To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices. To evaluate and edit by assessing the effectiveness of their own and others' writing. To proof-read for spelling and punctuation errors. 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.</p>	<p><b>English Reading:</b> To continue reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To understand what they read by asking questions to improve their understanding. To identify how language, structure and presentation contribute to meaning.</p>	<p><b>Computing:</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and out.</p>
<p><b>Maths</b></p> <p>To read, write and order and compare numbers to at least 1 000 000 and determine the value of each digit. To add and subtract whole numbers with more than 4 digits, including using formal written methods. To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. To multiply numbers up to 4 digits by a one- or two-digit numbers using a formal written method, including long multiplication for two-digit numbers. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide numbers and those involving decimals by 10, 100 and 100.</p>	<p><b>MFL: French –</b> To give and respond to simple classroom instructions appropriately. To name parts of the body and identify colours. To ask and answer questions using appropriate vocabulary. To understand that un/une relate to masculine and feminine nouns.</p>	<p><b>PSHE:</b> Reflect on social, moral, cultural issues using imagination to understand people's experiences. Consider social and moral dilemmas. Recognise their worth as individuals. Talk and write about their opinions. Research and debate topical issues, problems and events.</p>
<p><b>Science: Living things and their habitats –</b> 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. To give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Design and technology:</b> To generate, develop, model and communicate their ideas through discussion, annotated sketches and explored diagrams. To apply their understanding of how to strengthen more complex structures.</p>	<p><b>P.E: Hockey –</b> To change direction of the ball using the correct part of the stick. To shield the puck from their opponent and maintain possession. To increase accuracy by keeping the puck in contact with the stick.</p>
<p><b>Humanities:</b> To locate world's countries, using maps to focus on Europe. To understand significant historical events, people and places.</p>		<p><b>RE: Buddhism:</b> To identify some religious practices and know that some are characteristic. To explore the key features of the Buddhist festival of light. To investigate how Buddhists live their faith. To develop an understanding of the symbolism involved in Buddhism.</p>
<p><b>Art and Design:</b> To improve their mastery of art and design techniques with a range of resources. To identify and discuss artists in history.</p>		