

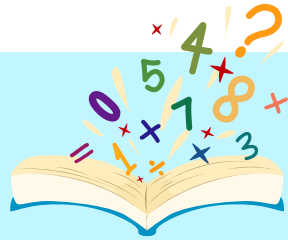
YEAR 6 AUTUMN 1 TOPIC LIST

Class Teacher – Mrs Khanam

Teaching Assistant – Mrs Badenjki



MATHS



Place Value and Four Operations:

Number and Place Value: We will focus on reading, comparing, and ordering larger numbers, including decimals and negative numbers. There will also be a focus on representing numbers in different formats and a revision of rounding.

Addition and Subtraction: Mental and written methods will be consolidated with more of an emphasis on solving multi-step word problems and providing reasoned explanations.

Multiplication and Division: We will revise short division and multiplication in the context of word problems before moving on to long division and multiplication methods – including writing remainders as fractions.

Factors and Multiples: We will find common factors and multiples of numbers and revise square and prime numbers.

SCIENCE



Electricity: In this unit, children will learn to represent circuits using symbols in a diagram. They will learn about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Children will get the opportunity to develop their understanding of what electricity is and how to measure it. They will conduct their own investigation; planning, recording and conclusion skills will be revised in depth.

THEME – Ancient World: How has it influenced the modern era?

ENGLISH

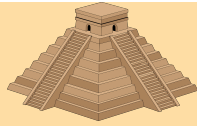
Fictional Narrative: The Rain Player: Tying in perfectly with our History Maya topic, the children will learn about the Maya and its long-lasting impact on the world through an illustrated storybook. The sequence of learning begins with a ball arriving in the classroom with a warning asking children if they dare to play the most dangerous game of all time! Children go on to use the information they have learned to write a variety of pieces to reflect the Mayan era and its mysteries such as instructions, missing scenes, diary entries and an explanation report about The Maya.

Grammar-

We will study **passive and active voice** by looking at subject and object placement in sentences. We will progress onto using advanced punctuation such as **colon, semi colons and hyphens** and there will be revision of **punctuation for direct and indirect speech**.

HISTORY

The Ancient World



In this History unit, we will learn about the Mayan civilisation and compare that to British History. They will learn about who the ancient Maya people were and where and when they lived. They will research their ancient beliefs, rituals, and number systems and analyse historical pictures of Artefacts discovered. Finally, they will find out why most of this world 'disappeared' and the significance of their discoveries on our society today.

ARTS



Activism: Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals. The children will have the opportunity to make posters or zines, using collage, print and drawing. Ultimately, we ask the question, how can we, through art, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?

QURAN



- 1- **Recitation:** Surah Al-Kahf and Surah An Naba
- 2- **Tajweed:** The Noon Sakinah & The Tanween.

ISLAMIC STUDIES



1. Niyah: Why We Do What We Do
2. Ghushl and its Conditions
3. Conditions of Wiping over Khuffs
4. Prayer of the late-comer & Sujud al-Sahw
5. Developing Khushoo' in Salah
6. The Virtue of Congregational Prayer
7. Where Should Muslims Pray? Fard, Jama'ah and Nawafil

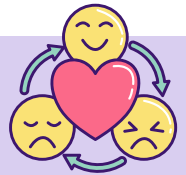
COMPUTING



Computing systems and networks – The history of computers.

- Codes and decoding messages.
- Password security
- Historical figures and their contribution towards computer science.
- Develop an idea for a computer of the future and create a simple design.
- Produce a simple audio advert with simple edits, which demonstrate an understanding of how to use the software.

PSHE & RE

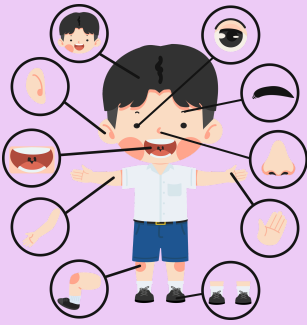


Respecting Rights (Wider World): This unit helps children to understand that no one can take away their rights. It also aims to help the children explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions which respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.

RS: Race and Diversity (Black History Month): The children will think of the 'golden rule' found represented in all major faiths; they will then explore how their sense of right and wrong can change with circumstances. We will study stories from different faiths and understand how the concept of faith and behaviour is inextricably linked.

URDU

Topic: Parts of The Body



Comprehension activities related to the topic.

Read, translate and write words, sentences

Use of grammar

Giving a simple description of a person

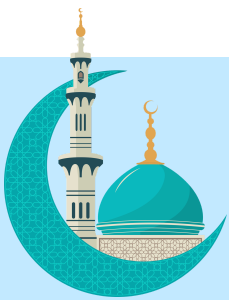
Making statements about parts of the body

Allah created us in different sizes and colours

Prophet Adam (AS)

Masculine/feminine

Counting numbers + individual target



ARABIC



This half term, Year 6 will be continuing to build on their conversational skills. They will learn to ask and answer the questions 'How many?' and 'What's the weather like?' They will continue to build on everyday vocabulary and learn to use 'that' for objects that are far away. They will continue to build on reading, writing and listening skills using the new vocabulary and skills being learned.

In Extra Arabic which takes place on a Tuesday, pupils will have the chance to explore Arabic on a deeper level and link it to Islamic and Qur'anic learning. This half term, Year 6 will revise the stories of the early Prophets and continue with the story of Prophet Ibrahim AS.

Any homework set will be posted on Class Dojo and may often be set on an interactive online portal.

PE

Gymnastics- How can we sequence a range of movement to create a performance? To combine a selection of movements to create a gymnastic sequence. Apply these in a range of activities

