



# Year 6: Autumn Term

## Our Learning Journey



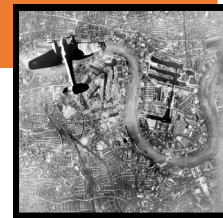
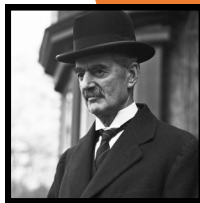
Join Year 6 as we embark upon our final year at Abbey Primary School. It promises to be one of the best yet! This is the year that we have trained for since our very first day at Abbey and, in return for our dedication to being excellent role models, both in our learning and our actions, for the younger members of the school, we can look forward to a year full of extra-special perks and privileges!

The autumn term gets off to a **historical** start as we learn all about the most destructive conflict in human history: World War Two. We will deepen our knowledge and understanding of the war effort of the British people, as well as explore how 61 of the world's countries were involved, either as Allied powers, Axis powers or neutral parties.



The war continued over the course of six grueling years (1939–1945), but where did it all begin? What was the catalyst? We will explore the Treaty of Versailles, introduced in 1919, and examine how Hitler rose through the ranks to become Chancellor of Germany. We will explore the key events that took place in the days leading up to the outbreak of war, beginning with the invasion of Poland and Prime Minister Neville Chamberlain's declaration of war on Sunday 3rd September 1939.

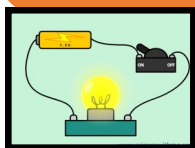
Through this exploration, we will begin to understand the origins of this worldwide conflict and the devastating events that followed. The 'Battle of Britain' and the 'Blitz' will be two key events that we explore in more detail, including why they were significant turning points in Britain's fight for victory.



**Maths** will focus on developing our skills in place value, and the four operations: addition, subtraction, multiplication and division. After mastering these, we will move on to fractions and converting units of measure.

For Indoor **PE**, the entire term will be dedicated to dance, where we will create and sequence our own motifs to music from the WW2 era. In Outdoor PE, we will concentrate on 'Striking and Fielding' skills, before sharpening our teamwork skills in a sending and receiving unit of work where we will play handball and tag rugby.

The term will then take a **geographical** twist as we learn about 'Earthshot Prizes' and 'COP30'. Sticking with the theme of sustainability, the children will find out what is being done to preserve the planet and improve the environment on a local, national and global scale. Is it enough or should further action be taken?



The key geographical question, '*Is change always positive in our world?*' will be at the forefront as Year Six move on to explore how climate change has affected the weather in different locations, making comparisons between Mansfield and London. Pattern spotting, analysing trends in data, and presenting their findings in tables and graphs will be skills at the heart of the children's learning, as the impact of climate change on human and physical processes is uncovered. We will explore climate zones and biomes around the world, considering how and why they have changed as a result of human impact and the associated climate change.

As part of our **PSHE** programme, we will explore what it means to 'Be Me in My World' and 'Celebrate Difference'. We will reflect on our goals and aspirations for the year, our rights and responsibilities and the importance of feeling welcome, valued and included. We will also explore democracy and having a voice, group dynamics, choices and consequences, and what it means to be a positive role model. Through discussions about disability, bullying, inclusion and exclusion, we will develop our understanding of difference and conflict, while building empathy and respect for others.

Reading, as always, will be at the very heart of our learning.

We will begin by reading our class text, *Friend or Foe* by Michael Morpurgo, which will transport us into the lives of two young boys evacuated to the Devon countryside during World War Two. Through the novel, we will explore experiences of rationing, evacuation, train journeys to the countryside, gas masks, blackouts and air raid sirens. This immersive insight into the lives of children during WW2 will inspire us to write diary entries from the perspective of a young evacuee.

After plotting the events of WW2 on a timeline, **Art** will take centre stage. We will explore how colour can be used to reflect mood and emotion, and create our own art work based on that of WW2 artist, Eric Ravilious. In **RE**, (very fittingly!) the focus will be on communities: *What constitutes a harmonious and peaceful community—both religious and non-religious? And what are the commitments and benefits of being part of a community?*



During our **Design and Technology** week, we will explore cams, before designing our own moving toy for another child.

This term, we are excited to introduce **Spanish** to Year 6! Children will begin by learning how to introduce themselves, say how they are feeling and discover more about Spanish-speaking countries and cultures. They will then learn the names of familiar animals and begin to use these words to build simple Spanish sentences. By the end of the term, children will have developed a foundation of everyday Spanish vocabulary and begun to use this to communicate simple ideas.

And finally, in **Science**, we will learn about 'Electricity'. We will create our own circuits and conduct investigations into how changing electrical components affects bulb brightness and buzzer volume. In the second part of the term, we will study evolution and inheritance. Children will explore how living things have changed and adapted over time, how fossils provide evidence of evolution and how characteristics are inherited from parents. We will also learn about Charles Darwin and his theory of evolution, using examples from animals and plants to understand how adaptations help living things survive in their environments.