

# Year 6 Topic Web

## Autumn 2, 2025



Our value this term is: **Generosity**

**English:** Our quality text this term is **Holes by Louis Sachar**.

- During our fictional writing, we will create a Rags to Riches story. We will use a variety of purposeful noun phrases, indicate parenthesis and include dialogue which portrays characters to write dramatic stories.
- Later in the term, our non-fiction writing will be a persuasive letter to encourage Stanley's family to adopt Hector. Here we will develop our use of emotive language, modal verbs and facts and statistics to strengthen our arguments.
- One of our main spelling foci will be to understand how different suffixes can change word classes and consider the rules for how the spelling of the root word changes accordingly.
- In guided reading, we will include identify evidence from within a text to answer inference questions regarding different characters.

**Maths:** We start this term by revisiting and exploring **fractions and decimals**. This will include:

- Simplifying fractions before comparing and ordering them.
- Adding, subtracting, multiplying and dividing fractions.
- Writing fractions as decimals.
- Multiplying and dividing decimals with and without renaming.

Later in the term, we will learn more about **measurement and units of measure**. This will include:

- Converting units of length (millimetres and centimetres, metres and centimetres, kilometres and metres).
- Converting units of mass.
- Exploring the relationship between miles and kilometres.
- Converting units of time.

**Outdoor PE: What is the importance of fair play and honesty whilst self-managing games?**

We will develop our understanding of the attacking and defending principles of invasion games while abiding by key rules and evaluating our performance. We will:

- Understand, choose and apply a range of tactics and strategies for defence and attack.
- Develop shooting techniques and making decisions about when to pass, dribble or shoot.
- Move towards and create space to support a team mate.

**Indoor PE: Can I refine my movements in order to perform a series of gymnastic manoeuvres?**

Also this term, we will be working alone and with others to combine and perform gymnastic actions, shapes and balances more fluently and effectively by:

- Developing gymnastic sequences by understanding, choosing and applying a range of compositional principles.
- Carrying out warm up and cool down routines before and after exercise.

**RE: What matters more to Christians and Sikhs: Art and architecture or generosity and charity?**

We will continue to reflect upon the religions of Sikhi and Christianity by considering differences regarding how beliefs are expressed.

During our learning we will:

- Discuss Sikh ideas about the importance of being generous and charitable, ranking ideas in order of importance.
- Think about how Christian beliefs and actions might suggest that God is concerned with justice.
- Suggest reasons why some people might be critical of religious art and architecture, and why some would defend it as important.
- Weigh up which has the greatest impact – art or charity?



### **PSHE: What makes us unique?**

This unit of work will enable us to consider scenarios from different perspectives and appreciate that differences in people should be respected and celebrated as they are what make us unique. We will:

- Consider what it means to empathise with others.
- Discuss how attitudes towards those who are different can be prejudice and have consequences.
- Explore how it can feel to be excluded and treated badly by being different in some way.
- Learn a number of strategies for managing our feelings in situations which are negative.

### **Computing: How can we create our own fully functional websites?**

This unit introduces the creation of websites for a chosen purpose. We will identify what makes a good web page and use this information to design and evaluate our own website using Google Sites. We will:

- Create an operational and logical website which considers audience and purpose by constructing navigation paths and considering aesthetics.
- Consider reputable information and copyright rules when linking to information.
- Explain the implication of linking the contents of websites owned by others to our own.

### **French: Can I talk about myself and where I live?**

We will learn vocabulary for rooms in the house and furniture. We will have an opportunity to read, say and write descriptive sentences and follow a story about a French castle before writing a story of our own. We will:

- Use adjectives to describe rooms in a house.
- Use prepositions to say where things are.
- Read and understand descriptive sentences before writing sentences of our own.

### **Other information**

**PE kits:** Tuesdays and Thursdays

**Maths homework:** Sent home on a Monday and returned on a Thursday

**English homework:** Sent home on a Thursday and returned on a Monday.

### **Science: What are the benefits of classifying living things?**

We will gain an understanding that classification ensures uniformity and that life forms can be studied on a common platform. We will:

- Sort a variety of living things based on the main groups within classification.
- Consider how we can distinguish between organisms that have similar characteristics.
- Use classification keys to help us identify different species.
- Research and write information texts about different micro-organisms.
- Recognise the benefits and drawbacks of micro-organisms in everyday life.

### **Art: How can different stylistic approaches be used to represent the Tudor era?**

Through this unit we have an opportunity to use a range of different materials including collage, clay sculpting and paint to create work linked with our study of the Tudors. We will:

- Demonstrate creativity and initiative when working with air-drying clay.
- Explore different textures and layering to create a strong visual impact.
- Use fine and precise facial proportions when re-creating a portrait of a Tudor monarch.
- Confidently present and evaluate our finished art work.

### **History: What impact did the Tudors have on modern Britain?**

We will explore the period in which the Tudors reigned including how they came to power and the unity of the houses of York and Lancaster by using both primary and secondary sources of information and independent research. We will:

- Examine the succession of Tudor kings and queens.
- Understand the impact of Henry VIII and his leadership.
- Explore crimes committed by Tudors both on land and at sea and the severity of punishments for committing criminal offences.
- Research famous Tudor explorers and consider both the positive and negative impacts of Tudor exploration.