



Livingstone Road
Primary Federation

Together We Can
Learn Laugh Dream Grow

Autumn 2 Overview Year 6

2023/24

Shackleton's Journey!

	Week 1 30/10	Week 2 06/11	Week 3 13/11	Week 4 20/11	Week 5 27/11	Week 6 04/12	Week 7 11/12
Reading	<i>Shackleton's Journey</i> by William Grill <i>The Haunting of Aveline Jones</i> by Phil Hikes	<i>Over the Line</i> by Tom Palmer <i>Shackleton's Journey</i> by William Grill	<i>Fight Back</i> by A.M Dassu <i>Staying Safe Online</i> by Louie Stowell	<i>Sulwe</i> by Lupita Nyong'o <i>The Ascent of Vinnicombe</i> by David Calder	<i>Freedom</i> by Catherine Johnson <i>International Day for the Abolition of the Slave Trade</i> Newsround article	<i>Emmanuel's Dream</i> by Laurie Ann Thompson <i>I Am Malala</i> by Malala Yousafzai	John Lewis Christmas advert
Writing Shackleton's Journey	Narrative character description (with dialogue)	Narrative character description (with dialogue)	Narrative character description (with dialogue)	Narrative character description (with dialogue)	Chronological report	Chronological report	Chronological report
Maths	To use a range of mental and written addition and subtraction methods for arithmetic (and multiplication and division).	To associate fractions with division and identify a number of equivalent fractions.	To compare and order fractions by using a common denominator	To use common denominators to add and subtract fractions	To compare fraction and decimal equivalents	To make connections between fractions, decimals and percentages and use this to help calculate percentages.	To make connections between fractions, decimals and percentages and use this to help calculate percentages.
Science	To recognise that	To use the idea that	To explain that we	To explain that we	To use the idea that	To describe, with	To describe, with

Light	light appears to travel in straight lines.	light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.	diagrams or models, how light travels in straight lines either from sources or reflected from other objects into our eyes and how shadows are formed.	diagrams or models, how light travels in straight lines either from sources or reflected from other objects into our eyes and how shadows are formed.
Computing Computer Science (Programming/ Coding/Variables in Games)	To know that a variable is something that can be changed.	To know why variables are used in programs.	To know that variables can improve a game.	To know that variables can be included and tested within a project.	To know that variables can be included and tested within a project.	To know that programs and variables can be improved in different ways and can be evaluated by others.	To create a program that controls a physical computing project, including variables
Art Portraits	To know key facts about George Marston, Pablo Picasso and Frida Kahlo.	To experiment with line work with thought about medium type and grip.	To explore perspective using pencils and charcoal.	To draw accurately from observation using pencils and charcoal.	To evaluate an artist's work and use it to inspire my own portrait piece.	To use my knowledge of shading, perspective and line work to create my own portrait.	To use my knowledge of shading, perspective and line work to create my own portrait.
Humanities Shackleton's Journey	To know about the Imperial Trans-Antarctic Expedition (enquiry based lesson)	To know about the Imperial Trans-Antarctic Expedition (enquiry based lesson)	To know about the polar explorations he undertook.	To know about the life of Ernest Shackleton.	To sequence events that occurred worldwide, during Shackleton's life and beyond.	To recognise why people did things, why events happened and what happened as a result.	To identify reasons for (causes) and results of individual's actions.

<p>R.E Buddhism</p>	<p>To know the key beliefs of Buddhists such as the Four Noble Truths.</p>	<p>To know that Buddhists believe in Enlightenment.</p>	<p>To know that the Eight Fold Path is achieved through the Three Fold Way of Ethics, Meditation and Wisdom.</p>	<p>To know the Eight Fold Path is guidance for Buddhists to reach enlightenment.</p>	<p>To know that other religions have guidance to follow and make comparisons between them.</p>	<p>To know that other religions have guidance to follow and make comparisons between them.</p>	<p>To understand the importance of the Eightfold Path to Buddhists and why this is followed.</p>
<p>R.H.E Relationships</p>	<p>To discuss what I already know about relationships.</p>	<p>To discuss about people with disabilities and my attitudes towards them.</p>	<p>To discuss some of the reasons why people use bullying behaviours.</p>	<p>To discuss some of the ways in which one person or group can have power over another.</p>	<p>To discuss what discrimination means and how to challenge it.</p>	<p>To discuss my knowledge to demonstrate that I know why difference can be a sources of conflict and cause for celebration.</p>	<p>To discuss why differences can be a source of conflict and a cause for celebration.</p>
<p>P.E Basketball</p>	<p>To know how to defend and attack by dribbling with the ball at your side and keeping it at waist height.</p>	<p>To be able to dribble with increasing speed in small exercises.</p>	<p>To be able to pass using chest, javelin and bounce pass.</p>	<p>To be able to shoot effectively in isolation</p>	<p>To be able to shoot effectively in small game conditions</p>	<p>To be able to shoot effectively in small game conditions</p>	<p>To choose the right skill for the situation to take part in competitive games.</p>