Livingstone Road Primary Federation
Together We Can
Learn Laugh Dream Grow

Autumn 2 Overview - Year 6 2026-2027

Shackleton's Journey!

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading	*Shackleton's Journey* by William Grill *The Haunting of Aveline Jones* by Phil Hickes	*Over the Line* by Tom Palmer *Shackleton's Journey* by William Grill	*Fight Back* by A.M Dassu *Staying Safe Online* by Louie Stowell	*Sulwe* by Lupita Nyong'o *The Ascent of Vinnicombe* by David Calder	*Freedom* by Catherine Johnson *International Day for the Abolition of the Slave Trade* Newsround article	*Emmanuel's Dream* by Laurie Ann Thompson *I Am Malala* 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)	Incident report	Incident report	Incident report
Maths	To recap short and long multiplication and to use multiplication to solve multistep problems	To recap short division and introduce methods of long division To problem solve using a formal written method for division	To solve multistep problems using the 4 operations To understand order of operation	To identify and simplify equivalent fractions.	To add and subtract fractions To add and subtract mixed numbers	To order and compare fractions using their denominator or numerator	To solve problems using methods for adding and subtracting fractions and mixed numbers
Science Light	To recognise that light appears to travel in straight lines.	To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	To use the idea that light travels in straights lines to explain that objects are seen because they give out or reflect light into the eye.	To describe, with 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.	To describe, with 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	Computing systems	Computing systems	Computing systems	Computing systems	Computing systems	Computing systems	To consolidate our

Computer Science (Programming/ Coding/Variables in Games)	and networks Internet addresses	and networks Data packages	and networks Working together	and networks Shared working	and networks How we communicate	and networks Communicating responsibly	work on computer systems and networks
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.E **Netball**	To develop attacking skills to maintain possession	To use a variety of attacking skills to lose a defender	To move into and create space to support a teammate	To use defending skills to gain possession	To develop accuracy when scoring under pressure	To use and apply skills, principles and tactics to a game situation	Interhouse UKS2 competition
PE **Dance**	THEME: Stamp, Clap To copy and repeat a dance phrase showing confidence in movements.	THEME: Stamp, Clap To work with others to explore and develop the dance idea.	THEME: Stamp, Clap To use changes in dynamics in response to the stimulus.	THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs.	THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction.	THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations.	To use choreographic devices to improve the aesthetics of a performance.