Year 6 Autumn 2 Overview

During this half term our enquiry is:

What role did our local area have during World War 2?

Through our historical enquiry this half term, the children will investigate how the war affected people and places close to home, learning about local contributions to the war effort and how everyday life changed for those who lived here. They will use maps, photographs, and eyewitness accounts to understand what life was like during this time and make links between national events and our community's experience. By the end of the unit, the children will be able to explain the important part our local area played during World War II and reflect on how the past has shaped the place we live in today.

Subject	Activities / areas to be covered in school	Possible learning at home
English	In English this half term, the children will begin by reading *Friend or Foe* by Michael Morpurgo. This powerful wartime story follows two boys, David and Tucky, who are evacuated from London during the Blitz to the Devon countryside. Through their reading, the children will explore contrasting settings — the devastation of the city and the calm of the countryside — and reflect on themes of friendship, trust, and moral choice during times of conflict. They will write two descriptive pieces that capture the atmosphere of both locations, focusing on using carefully chosen vocabulary and sentence structures to create mood and imagery. As the story develops, the children will then write an informal diary entry in role as David, exploring his inner conflict after discovering that the German airmen who saved his life are also the enemy. This will allow the children to deepen their empathy with the characters while practising first-person writing and using emotive language to express thoughts and feelings. In the lead-up to Christmas, the children will be inspired by the famous *Christmas Truce of 1914*, writing a reflective first-person speech from the perspective of a soldier who experienced that remarkable day of peace on the battlefield. They will then finish the term by reading and writing in response to *A Muppet Christmas Carol*. Using persuasive language, they will write a formal letter to convince Mr Scrooge to allow his staff to have Christmas Day off — developing their ability to use modal verbs, formal tone, and rhetorical techniques for effect.	**Read together regularly** – Encourage your child to read a mix of fiction and non-fiction. Talk about what they're reading: • Ask how the writer creates atmosphere or emotion. • Discuss what motivates the characters, especially when they face moral or difficult choices. • Look for descriptive vocabulary and talk about why certain words are effective. **Explore the wartime context** – Watch or read age-appropriate materials about World War II, such as *Goodnight Mr Tom* or BBC's "Evacuees" clips. Discuss what life might have been like for children during the war.

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	Throughout the half term, the children will also continue to build their grammar, punctuation and sentence-level skills — using relative clauses, adverbials, and varied sentence lengths to create impact and cohesion in their writing.	
Maths	In maths this term the children will continue to develop their arithmetic skills on a daily basis. Application of these skills will be practised through reasoning questions regularly to ensure fluency. The children will focus on fractions this half term. They will recap on skills learnt in previous year groups and learn new concepts, including simplifying fractions, working with mixed numbers and improper fractions and finding common denominators. This will support their learning in addition, subtraction, multiplication and division of fractions.	Keep practising those times tables through Times Tables Rock Stars (TTRS) as you need to keep your recall knowledge sharp. You might want to explore other ways of learning your tables using singing videos on YouTube.
Science	Through scientific enquiry, children will explore various fascinating concepts related to light and its behaviour. They will investigate what happens when light reflects off different surfaces, including mirrors, and how changing the angle of the mirror or light source alters the reflection. They will draw diagrams to demonstrate how light travels, how we see, and how light is reflected. Children will design experiments to measure how the distance of a light source affects the length of shadows, using scientific vocabulary to explain their findings through line graphs. They will also create shadow puppets to illustrate how light travels and to show that shadows take the shape of the objects casting them. Additionally, children will make links to their learning in history by investigating the most effective material to make blackout curtains and through making a periscope, explaining how it works by using diagrams and scientific terms.	1.Practise your Scientific enquiry skills: Research – why do some people need to wear glasses to see clearly? Comparative Testing – which material is most reflective? Observation over Time – how does my shadow change over the day? Identify and Classify – Can you identify all the colours of light that make white when mixed together? We will be focusing on Pattern Seeking in school – Is there a pattern to how bright it is in school over the day? 2.Find out about a key scientist linked to the topic: Sir Isaac Newton Marie Curie Albert Einstein Thomas Edison James Clerk Maxwell
Physical Education	On a **Thursday** afternoon, will be doing Dance as our indoor PE slot. On a **Friday** afternoon, Year 6 will take part in outdoor PE with Mrs Black. Make sure you have outdoor footwear and weather appropriate clothing as this lesson will take place on the school field.	I wonder if you can set yourself a physical challenge to help you keep fit and healthy this half term. How does exercise make you feel? Consider how you feel before, during and after physical activity.

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PSHCE	We are beginning *The Decider* programme in school — a set of practical life skills designed to help children understand and manage their emotions more effectively. The programme teaches twelve key "life skills" that encourage emotional awareness, resilience, and positive decision-making. The sessions are fun, interactive, and engaging, using activities such as role-play, imagery, props, and music to make learning memorable. Children learn strategies to manage distress, stay calm, and make thoughtful choices rather than reacting impulsively The sessions are run by the NHS Mental Health Team.	Families can support *The Decider* skills at home by talking about feelings together and practising simple strategies to stay calm. Try a short "feelings check-in" each day, create a calm box with comforting items, or use positive self-talk phrases like "I can do hard things." Encourage your child to notice when they've used a Decider skill and celebrate those small successes.
Religious Education	*Is it better to express your belief in arts and architecture or in charity and generosity?* This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity.	Research religious buildings. How are they special? Compare and contrast special buildings from different religions. Find some examples of religious art. How is art from different religions similar/different?
DT	In DT we will be cooking produce to sell at our Christmas Fayre. We will be practising different skills such as: combining ingredients appropriately e.g. beating or rubbing; and measuring ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale up or down from a recipe.	With an adult, why not practise some of your DT cooking skills. Try changing/adapting a recipe slightly to suit your taste. Scale a recipe up or down to make more or less. Here are some easy to follow recipes below: https://www.bbc.co.uk/food/recipes/ginger_sponge_cake_51697 https://www.bbcgoodfood.com/recipes/ginger-biscuits
Music	This half term, we will be continuing to learn the recorder. The children will learnt the notes for B, A, G and E. The children will learn the appropriate musical vocabulary for the songs we study and how to read music.	Sing!! Sing along to songs on the radio (Spotify/Amazon Music or whichever musical device you have) Sing in the shower! Sing in the car! Just have fun singing. . .
Computing	Creating Media – Web page creation: This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own	Compare websites - look at two of your favourite websites and sketch them, detailing the similarities and differences.

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	website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	Find out about 'Copyright' and 'fair use' linked to websites and website creation.
French	In French lessons, children will begin the unit **À l'école *(At School).*** We will be learning to name ten classroom subjects using the correct determiners or articles. The children will then learn how to express their opinions about these subjects by creating short phrases using *j'aime* (I like) and *je n'aime pas* (I do not like). We will also learn to tell the time on the hour in French by answering the question *Quelle heure est-il ?* (What time is it?),and use this to say when we study particular subjects. Towards the end of the unit, the children will bring all their new learning together to present their school subject preferences to the class in spoken and/or written form.	A great app, which you can use for free, is 'Duolingo'. Make sure you choose French as the chosen language.
Art	In Art this half term, the children will begin by exploring the art of shadow puppets. They will investigate how artists and craftspeople have used intricate cut-outs, silhouette forms, and the play of light and shadow to tell stories — examining traditions such as the animations of Lotte Reiniger, paper cut-outs by Henri Matisse and the Wayang Kulit shadow-puppet tradition. Our theme will draw on the period of The Blitz, Battle of Britain, VE Day and the symbolism of poppies. The children will interpret how light, shadow and form can reflect mood, memory and narrative in relation to these historical events. They will design and make their own shadow puppets using paper, card, acetate, fabric and simple articulated mechanisms (such as split-pins), drawing on their sketchbooks to test and refine their ideas. Finally, the finished puppets will form a collaborative display for the school's Lumière Festival in February. The children will consider how their pieces will be viewed in light (and in shadow) and how they work together as a group display	Explore light and shadow together – Use a torch or lamp to experiment with how shadows change in size and shape. Try making simple shadow figures on the wall and talk about how movement creates drama and storytelling. Look at World War II art and imagery – Explore photographs and posters from the Blitz, Battle of Britain and VE Day. Discuss how artists used light, dark and colour to show emotion and atmosphere.
Homework	Each week, the children will receive homework on a **Friday**. This should be returned to school the following **Wednesday**. **Reading** • All children will have a reading record. The expectation is that children in year 6 read for a sustained period of time each night and	

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really 'get into a good book'. Their reading record should be returned to school each Wednesday to be checked by a member of staff who will change reading books when needed.

- Although many children in year 6 are fluent readers and are likely to be reading independently by this age, parents/carers still need to hear them read out loud to develop their fluency and expression in harder texts.

Spelling

- Each week, the children will learn and focus on a spelling rule or word(s) from the year 5/6 statutory word list. Children will have spelling activities as part of their homework - this will be in preparation for a spelling test each Monday.

Maths

- Maths homework will focus on children's fluency skills and will be linked to the week's learning. The children should be familiar with the style of questions on the homework and use this as an opportunity to practice and rehearse their skills.

Punctuation and Grammar

- Punctuation and grammar questions may be set as part of homework and will reflect the focus of the week's learning.

Enquiry – Wider Curriculum

- There are suggested activities in each half term's overview linked to the wider curriculum to complete at home. In addition, the children may receive some homework linked to the curriculum enquiry. This will be optional project/creative activities.

In year 6 we aim to get the balance right and work with parents to best prepare children for the expectations of each stage of learning. It is worth noting that getting children into the habit of regular homework prepares them for the demands of secondary school. If a child in year 6 does not complete the homework set on a regular basis the child will be expected to complete it in their own time. We expect everyone to be treated equally and all children are required to complete homework. Class teachers are available to support and help children with their homework if they are stuck or unsure – please do not hesitate to ask.