**Knowledge Organiser- Autumn 1**

**Year 6**

**Mathematics**

-place value including decimals

- mental and written addition and subtraction

-mental and written multiplication and division

- use negative numbers in context and calculate across zero

-read, write and order numbers up to 10,000,000

-2D and 3D shapes

- solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why

# **English**

-Write a diary entry, persuasive letter, narrative, non-chronological report, and newspaper

-Use a wide range of devices to build cohesion within and across paragraphs eg; time words, pronouns

-Novel as a Theme – The Boy At the Back of the Class

***Year 6 -Knowledge Organiser Autumn 1***

# **Art**

-to use a full range of pencils, charcoal or pastels to develop a personal style, drawing on work of other artists for inspiration.

-in painting, combine colours, tones and tints to enhance mood

-enhance digital media by editing sound, video, still images and installations.

-capture artistic process in a sketchbook.

-explain why different tools and techniques have been used to create art.

-over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation.

Artist link- Jave Yoshimoto

**Science**

**Living things and their habitats**

-describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

-to give reasons for classifying plants and animals based on specific characteristics

-to know how living things have been classified

# **Religious Education**

- to know how and why religion can help believers when times are hard and give examples

-to know about Christian, Hindu and/or nonreligious beliefs about life after death

-to know similarities and differences between beliefs about life after death

-to know how to interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding

# **Music**

Charanga

-Unit of work: Happy

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# **Spanish**

-to learn the Spanish vocabulary to be able to talk about themselves and their family

**History – Mayan Civilisation**

-to discover the Maya and where they lived

-to learn how Maya civilisation was so successful

-to find out about how the Maya civilisation developed over time

-to learn how the Maya ruled

-to find out about everyday life for the Maya people

-to explore Maya writing and calendars

-to understand the Abandonment of the southern Maya lowlands

-to find out about the decline of the Maya civilisation

**Relationship Education**

-to know how to keep healthy as we grow

**Computing**

-to recognise acceptable and unacceptable behaviour using technology

-to know 8 ways to keep safe online

-to know the positive and negative effects of the internet.

-to know the importance of creating a secure password to protect my identity.

**PE -Gymnastics**

-todevelop flexibility, strength, technique, control, and balance

*-*know how to combine own work with that of others

-know how to create sequences to specific timings