






Girton Glebe Primary School Unit of Inquiry

Oak Class (Y6) – Autumn 1

<p>English:</p> <p>Reading</p> <p>This half term, Book Club will focus on <i>War Horse</i> by Michael Morpurgo. Through this story of courage, loyalty, and friendship, children will explore themes of identity, empathy, and resilience, linking to our wider unit questions about community and relationships.</p>  <ul style="list-style-type: none"> Summarise the main events and key details of more than one paragraph, identifying details that support the main ideas Draw inferences about characters' feelings, thoughts and motives from their actions, providing evidence from the text Make reasonable predictions based on evidence in the text, both stated and implied Use evidence from the text to justify opinions or views Consider authors' vocabulary choices and the impact of these on the reader 	<h2>Who we are</h2> <p>Central Idea:</p> <p>Emotions and experiences influence how personal identity develops over time.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into how our bodies respond to emotions and experiences (causation) An inquiry into how personal choices affect both our emotional and physical wellbeing (responsibility) An inquiry into how memories and life events shape our sense of identity (perspective) 	<p>Writing:</p> <p>This term, Year 6 will study <i>The Arrival</i> by Shaun Tan, a wordless picture book that explores migration and the experiences of displaced people. Through this story, children will:</p> <ul style="list-style-type: none"> develop empathy and consider themes such as relationships, community, and belonging write diary entries, short playscripts, character descriptions, and narrative retellings, using drama techniques such as thought tapping to explore characters' perspectives and emotions.  <p>We will also study <i>Windrush Child</i> by Benjamin Zephaniah, which tells the story of Caribbean families journeying to Britain after the Second World War. Through the text and the accompanying poem by John Agard, children will:</p> <ul style="list-style-type: none"> explore historical and cultural contexts, racism, and resilience write letters, diary entries, poems, speeches, and advice guides, culminating in a persuasive pitch to the local council to commemorate the Windrush generation.  <p>Grammar and punctuation will be taught by embedding it within the class literature, using hands-on activities like Grammar Splats and sentence strips for collaborative and contextual learning, rather than through worksheets.</p>
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Maths:

Maths this term will focus on place value, key arithmetic skills and mental and written methods for the four operations.

The skills covered will include:

- Reading, writing, ordering and comparing numbers up to 10 million.
- Rounding numbers to the required whole number
- Introducing and using order of operations (BIDMAS)
- Understanding and working with negative numbers
- Revising and extending addition and subtraction methods
- Using formal multiplication methods to multiply up to 4 digits by 2 digits.
- Dividing numbers up to 4 digits by 2 digits, introducing and using the formal long division methods
- Revising factors and multiples
- Revising primes, squares and cubes
- Using negative numbers
- Solving real-life problems in context
- Revising efficient mental and written methods
- Building confidence in arithmetic skills
- Increasing fluency with multiplication and division facts

Key Vocabulary

Identify	Composition	Symbolism	Veins
Wellbeing	Perspective	Circulatory System	Lifestyle
Causation	Trenches	Heart	Heritage
Responsibility	Migration	Ritual	Resilience
Tradition	Remembrance	Arteries	Commemoration

Approaches to Learning:

- **Research:** Gather, interpret, and use information to create responses.
- **Communication:** Develop reading, writing, and discussion skills to share ideas clearly.
- **Self-Management:** Set goals, stay resilient, and take responsibility for learning.

Key Concepts:

- **Causation:** What causes people to leave their homes and seek new lives?
- **Change:** How do journeys and new experiences change people and communities?
- **Perspective:** How do different characters experience and respond to the challenges they face?

Science:

This half-term, Year 6 will study the circulatory system and the impact of diet, drugs, and lifestyle on health.

In the circulatory system unit, children will explore how the heart, blood vessels, and blood work together to transport oxygen and nutrients around the body. They will learn the roles of arteries, veins, and capillaries, and carry out research enquiries to answer key questions such as how the heart functions and the purpose of different blood vessels.

In the diet, drugs, and lifestyle unit, children will investigate how food, exercise, and substances like alcohol and tobacco affect the body and heart health. They will explore nutrients, vitamins, and minerals, and consider how personal choices can have positive or negative effects on overall wellbeing.



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Line of Inquiry: An inquiry into how our bodies respond to emotions and experiences (causation)

In this Line of Inquiry, we will cover the following skills:

Science skills

Animals including Humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs, and lifestyle on how bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Plan different types of scientific enquiries to answer questions.
- Take measurements using a range of scientific equipment.
- Record data and results using scientific diagrams, tables and graphs.
- Report and present findings, including conclusions and causal relationships.

History skills

Study an aspect of British history beyond 1066 (impact of WWI on soldiers and civilians).

- Use a range of sources to ask and answer historically valid questions.
- Understand how knowledge of the past is constructed from different sources.
- Note connections, contrasts and trends over time.
- Make judgements about cause and consequence (how war impacted bodies and emotions).

PSHE skills

- Recognise that mental wellbeing is a normal part of daily life, in the same way as physical health.
- Learn about the characteristics of mental wellbeing and how emotions can affect behaviour.
- Learn simple self-care techniques, including the importance of rest, time spent outdoors, and hobbies.

PE links

- Understand how movement, mindfulness, and teamwork support physical health and emotional regulation.

Line of Inquiry: An inquiry into how personal choices affect both our emotional and physical wellbeing (responsibility)

In this Line of Inquiry, we will cover the following skills:

Science skills

Animals including Humans

- Recognise the impact of diet, exercise, drugs, and lifestyle on the way their bodies function.
- Identify scientific evidence that has been used to support or refute ideas.
- Use results to draw conclusions and raise further questions; report findings in written and oral forms.

History skills

Study an aspect of British history beyond 1066 (examine the responsibilities of leaders and individuals in wartime decision-making)

- Address historically valid questions about change, cause, similarity, difference and significance.
- Understand different accounts of the same event (e.g. propaganda vs personal letters).

RE Skills

- Learn how moral responsibility and decision-making are shaped by religious traditions.
- Express insights into the impact of beliefs on individuals and communities.

PSHE Skills

- Recognising the impact of healthy and unhealthy choices on wellbeing and relationships
- Developing responsibility for personal health and actions in community and global contexts

PE links

- Understand the importance of resilience, fair play, and exercise in maintaining wellbeing

Computing links

- Make responsible choices about communicating safely and respectfully online



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Line of Inquiry: An inquiry how memories and life events shape our sense of identity (perspective)

In this Line of Inquiry, we will cover the following skills:

History skills

Study an aspect of British history beyond 1066 (Explore how WWI experiences and legacies shaped national identity and remembrance; Study a local history project;; local heroes and memorials)

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand concepts such as continuity and change, cause and consequence, similarity, difference, and significance.
- Develop an understanding of how communities remember and interpret the past.

Art & Design:

- Create sketchbooks to record observations and use them to review and revisit ideas; Improve mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials.
- Learn about great artists, architects, and designers in history and how they use memory/identity in their work.

PSHE skills:

- Learn that personal identity is formed from different characteristics, including history, culture, and life experiences
- Recognise how life events influence how people see themselves and others.

English links:

- Exploring how journeys, memories, and wartime experiences shape characters' identities (*The Arrival, Windrush Child & War Horse*)
- Exploring themes of loyalty, resilience, and identity through literature (*War Horse*)

<p>PE</p> <p>Yoga</p> <p>Pupils will explore a range of yoga poses and create their own sequences, developing strength, balance, flexibility, and focus. They will also practise mindfulness and relaxation, and have opportunities to lead short sequences, building confidence and collaboration.</p> <p>Hockey</p> <p>Pupils will develop skills such as passing, dribbling, shooting, and defending, applying them in small-sided games. They will work together to use tactics, demonstrate fair play and manage games safely.</p>	<p>Art/DT</p> <p>How can art help us reflect on memory, identity, and shared experience?</p> <p>In this enquiry, children will explore how artists use symbolism and creative techniques to communicate powerful messages about human experience. Linking to our WWI studies, they will investigate the significance of the poppy as a symbol of remembrance and resilience. Inspired by the flower paintings of Georgia O'Keeffe, children will experiment with scale, colour, and mixed media to create their own poppy-inspired artworks. Their final pieces will reflect on how art can preserve memory, honour the past, and express both personal and collective identity.</p>	<p>R.E:</p> <p>This half term we will look at Islam. During this topic the class will cover the following skills:</p> <ul style="list-style-type: none"> • Observing and understanding examples of Muslim belief and practice and their significance. • Discussing and applying ideas about commitment, responsibility, and ethical living. • Exploring and describing beliefs, symbols, and actions in Islam to understand different ways of expressing faith. <p>Our Enquiry Questions are: <i>What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Our Learning Objective: We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</i></p>
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<p>PSHE:</p> <p>Through our PSHE scheme, Jigsaw, we will be exploring the theme of “Being Me In My World” this half term.</p> <p>This topic will cover:</p> <ul style="list-style-type: none"> • My Year Ahead • Being A Global Citizen • Considering The Rights & Responsibilities of Me & Those Around Me • Devising Our Own Learning Charter 	<p>Computing:</p> <p>This half term pupils will be learning about How the Internet Works and Online Communication. They will explore how data is transferred across the internet, including the role of internet addresses and data packets, and how this enables people to communicate and collaborate online.</p> <p>Pupils will develop skills such as:</p> <ul style="list-style-type: none"> • Understanding how devices use addresses to send and receive information • Explaining how data is transferred in packets • Working collaboratively on shared projects online • Evaluating different methods of communication for purpose and safety 	<p>Class notices</p> <ul style="list-style-type: none"> • PE is on Wednesday and Thursday afternoons. Please ensure that your child has both indoor and outdoor PE kit on these days. They should come to school in their school uniform and change at school. • Homework will be set on a Tuesday and is due in the following Monday, unless otherwise specified. • Children should practise times tables and spellings and read at home every night; they should sign their reading diaries daily. Parents are kindly asked to sign children’s diaries at least once a week. <p>Also happening this half-term...</p> <ul style="list-style-type: none"> • Bikeability (w/c 15th Sep) • Meet The Teacher (17th Sep) • FOGG Jumble Sale (27th Sep) • Harvest Assembly (3rd Oct) Focus on poetry and performing as an ensemble • Open Afternoon (7th Oct) • Black History Week (13th – 17th Oct) • Kettle’s Yard Visit (15th Oct) • School Disco (16th Oct) <p>If you have any questions or concerns, please feel free to message me using Class Dojo.</p>
<p>PSHE:</p> <p>Through our PSHE scheme, Jigsaw, we will be exploring the theme of “Being Me In My World” each Thursday this half term.</p> <p>We will cover the following topics:</p> <ul style="list-style-type: none"> • My Year Ahead • Being A Citizen of My Country • Responsibilities • Rewards & Consequences 	<p>French:</p> <p>Taught by Mdme. Harden (IVC) on Thursday afternoons.</p> <p>We will continue to practise our conversational French, with more of a focus this year on the four key skills of language learning: reading, writing, speaking & listening. This half-term, we will cover the topic of “Au café”. This includes:</p> <ul style="list-style-type: none"> • Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast • Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as ‘hello’, ‘can I have...’, ‘the bill please’, ‘thank you’ and ‘goodbye’ 	