Curriculum Overview

Year 6 Autumn Term

Subject	Content
Religious Education	**The Story of the People of God** • know that the Bible is a library of books that can be placed • into different categories • be able to identify some styles of literature found in the Bible • know some stories of significant people from the Old Testament and will be able to discuss the relationship these people had with God • know and be able to reflect on the Commandments **Prayers in the Lives of Followers of Christ** • know a range of traditional prayers used by the Church and be able to discuss the meaning of the words contained in them • be able to write their own Psalm prayer • be able to identify important actions and gestures associated with prayer • know that the Mass is the central prayer of the Catholic faith • know about some customs of prayer in other world religions **Advent** • know that there are two parts to the Season of Advent • understand some reasons why it is important for Christians to prepare for Christ to come again • be able to write a modern parable and parts of a hymn about the coming of Christ into the world
RSE	**Created and Loved by God** • In these sessions we explore appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.
English	**Reading:** • read a wide range of appropriate texts for enjoyment, insight and research • show understanding of a range of texts, selects essential points, and uses inference and deduction as appropriate • identify key features, themes and characters and select sentences, phrases and relevant information to support their views • able to retrieve and collate information from a range of sources **Writing:** **Mystery stories**

	- identify the features of a mystery story - add adverbials to a sentence to make it more interesting - use a variety of techniques to build suspense **Fantasy stories** - identify the features of short stories - understand how modal verbs are used - understand that dialogue can convey character and advance action in a story **Recounts** - identify features of recounts - understand how commas are used in a list and to show pauses/separate parts in a sentence - understand how a colon can be used to introduce a list - use adverbials of time, number and place **Non-chronological reports** - list the features of no-chronological reports - use colons, semicolons and bullet points in sentences - recognise active and passive forms of verbs **Classic poems** - identify features of poetry - investigate the use of language for effect - use synonyms for effect - understand how the use of hyphens can change the meaning of a sentence - understand how to create expanded noun phrases **Grammar, Punctuation and Spelling:** - demonstrate appropriate use of standard English vocabulary and grammar - how written standard English varies in formality - understand word classes - know the features of different types of sentence - know the purpose of paragraphs - be able to proof read work for errors - use age-appropriate spelling strategies - use common prefixes and suffixes - use punctuation marks accurately – including question marks, exclamation marks, commas, inverted commas, apostrophes - use appropriate spelling terminology
Mathematics	**Place Value** - read, write, order and compare numbers up to 10,000,000 and determine the value of each digit - round any whole number to a required degree of accuracy. - Use negative numbers in context, and calculate intervals across zero - solve number and practical problems that involve all of the above **Four Rules** - solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why

	• multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication • divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context • divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers. • use their knowledge of the order of operations to carry out calculations involving the four operations • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy **Fractions** • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • generate and describe linear number sequences (with fractions) • Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example ¼ x ½ = 1/8 • divide proper fractions by whole numbers [for example 1/3 ÷ 2 = 1/6] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts **Geometry** • describe positions on the full coordinate grid (all four quadrants). • draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Biology	**Animals, including humans** • Identify and name the mains 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 the way our bodies function • Describe the ways in which nutrients and water are transported within animals, including humans
Computing	*Online Safety* **Message in a Game**

- Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams.
- Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software.

Online Behaviour
- Children understand how what they share impacts upon themselves and upon others in the long-term.
- know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander.
- Extension: Children' actions demonstrate that they also feel a responsibility to others when communicating and sharing content online.

Screen Time
- Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.
- Children can give reasons for limiting screen time.
- Children can talk about the positives and negative aspects of technology and balance these opposing views.
- Extension: Children have an internalised in-depth understanding of the risks and benefits of an online presence.

POLITE REMINDER: Please be vigilant regarding your child's access to on line activities and be aware of what they are engaging in.

Spreadsheets
Exploring Probability
- Children can create a spreadsheet to answer a mathematical question relating to probability.
- Children can take copy and paste shortcuts.
- Children can problem solve using the count tool.

Creating a Computational Model
- Children can create a machine to help work out the price of different items in a sale.
- Children can use the formula wizard to create formulae.
- Children can use a spreadsheet to solve a problem.

Use a Spreadsheet to Plan Pocket Money Spending
- Children can use a spreadsheet to model a real-life situation and come up with solutions.
- Children can make practical use of a spreadsheet to help plan actions.
- Planning a School Event

	• Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.

Creative Curriculum

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle)

Year A Autumn 1: Community	Year B Autumn 1: Journeys
Main focus: Geography- local transport **Finding out about transport issues in our local area and the impact on the community.** • use maps, charts etc. to support decision making about the location of places e.g. new bypass • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • use maps, atlases and globes to locate places and describe features • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world • understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc	**Main focus: Geography- local transport** **Finding out about local transport networks.** • use maps, charts etc. to support decision making about the location of places e.g. new bypass • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • use maps, atlases and globes to locate places and describe features • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world • understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc
History – exploring travel 18th and 19th centuries. • to notice changes over time and make comparisons • to make deductions from primary and secondary sources • to find out about the local area in the past	**History – exploring travel 18th and 19th centuries.** • to notice changes over time and make comparisons • to make deductions from primary and secondary sources • to find out about the local area in the past

• to discover the quality of information gained from different kinds of historical sources	• to discover the quality of information gained from different kinds of historical sources

Year A Autumn 2: Celebrations	Year B Autumn 2: Memories
Main focus: Art and Design – Performance masks- 3D **Exploring and making celebration masks used in festivals and theatre.** • begin to develop an awareness of composition, scale and proportion in their work • select ideas based on first hand observations, experience or imagination and develop these through sketching • produce intricate patterns and textures in a malleable media • use different techniques, colours and textures when designing and making pieces of work and explain his/her choices • use 3D construction techniques with confidence including cutting folding and joining • describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural context	**Main focus:** Design Technology - exploring the storage of keepsakes and memories • explore different patterns of nets used to make boxes by disassembling and assembling existing products • generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces • apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities • use technical knowledge accurate skills to problem solve during the making process • begin to use his/her knowledge of designs to further explain the effectiveness of existing products and products he/she have made • use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately • research famous designers and inventors to inform the design of his/her own innovative products.

| Physical Education | **Strike and Field Games**
Learning Outcomes:

• To field as a collaborative team unit.
• To strike a ball or object 'cleanly' using different equipment.
• To retrieve, intercept and stop a ball when fielding.
• To strike a ball or object using both sides of the body.
• Recognise their own and other's strengths.

Athletics
Learning Outcomes:

• To develop the technique in order to race walk.
• Learn to measure & record performance.
• To train the body to run for a longer duration. |

	• To sustain pace over longer distances. • To choose appropriate techniques for specific events.
MFL	**Weekends** • In this unit the children will learn how to: • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend **Healthy Lifestyles** • In this unit the children will learn how to: • Name and recognise ten foods and drinks that are considered good for your health. • Name and recognise ten foods and drinks that are considered bad for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy life-style. • Learn to make a healthy recipe in French.
PSHE	• identifies different and opposing views and has a developed opinion about what is fair and unfair in different situations • understands actions have consequences for all parties involved