



## Curriculum Overview

### Year 6 Autumn Term

Subject	Content
<b>Religious Education</b>	<p><b>The Story of the People of God</b></p> <ul style="list-style-type: none"><li>• know that the Bible is a library of books that can be placed into different categories</li><li>• be able to identify some styles of literature found in the Bible</li><li>• know some stories of significant people from the Old Testament and will be able to discuss the relationship these people had with God</li><li>• know and be able to reflect on the Commandments</li></ul> <p><b>Prayers in the Lives of Followers of Christ</b></p> <ul style="list-style-type: none"><li>• know a range of traditional prayers used by the Church and be able to discuss the meaning of the words contained in them</li><li>• be able to write their own Psalm prayer</li><li>• be able to identify important actions and gestures associated with prayer</li><li>• know that the Mass is the central prayer of the Catholic faith</li><li>• know about some customs of prayer in other world religions</li></ul> <p><b>Advent</b></p> <ul style="list-style-type: none"><li>• know that there are two parts to the Season of Advent</li><li>• understand some reasons why it is important for Christians to prepare for Christ to come again</li><li>• be able to write a modern parable and parts of a hymn about the coming of Christ into the world</li></ul>
<b>Literacy</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• read a wide range of appropriate texts for enjoyment, insight and research</li><li>• show understanding of a range of texts, selects essential points, and uses inference and deduction as appropriate</li><li>• identify key features, themes and characters and select sentences, phrases and relevant information to support their views</li><li>• able to retrieve and collate information from a range of sources</li></ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"><li>• show the ability to adapt speech to the required purpose: developing ideas thoughtfully, describing events, maintaining interest and sharing opinions reflectively</li><li>• listen carefully, making appropriate contributions and asking questions that are responsive to others' ideas and points of view</li></ul>

	<p><b>Writing:</b> All writing genres can be applied at any time during the year regardless of the main teaching focus for each term.</p> <ul style="list-style-type: none"> <li>• biographies and autobiographies</li> <li>• narrative writing</li> <li>• Shakespeare</li> <li>• persuasive writing</li> <li>• letter writing</li> </ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"> <li>• demonstrate appropriate use of standard English vocabulary and grammar</li> <li>• how written standard English varies in formality</li> <li>• understand word classes</li> <li>• know the features of different types of sentence</li> <li>• know the purpose of paragraphs</li> <li>• be able to proof read work for errors</li> <li>• use age-appropriate spelling strategies</li> <li>• use common prefixes and suffixes</li> <li>• use punctuation marks accurately – including question marks, exclamation marks, commas, inverted commas, apostrophes</li> <li>• use appropriate spelling terminology</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• place value to 10,000+</li> <li>• properties of number</li> <li>• addition (horizontal and vertical methods)</li> <li>• subtraction (use of number lines and vertical methods)</li> <li>• mental calculation strategies + and –</li> <li>• multiplication and division (2 –digit multiplication using grid method, one-digit division using bus stop method)</li> <li>• converting between simple fractions, decimals and percentages</li> <li>• angles – naming, estimating and measuring</li> <li>• measures (length, mass and capacity plus problem solving)</li> <li>• shape and space (investigating 2D shape)</li> <li>• data handling (interpreting and analysing grouped data and pie charts)</li> </ul>

<p><b>Science</b></p>	<p>Throughout the year pupils should be taught to use the following practical skills through the teaching of the programme of study content-</p> <ul style="list-style-type: none"> <li>• can plan different types of scientific enquiry</li> <li>• can control variables, take measurements and record data</li> <li>• can use results to make further predictions</li> <li>• identify scientific evidence to support or refute ideas</li> <li>• report and present findings from investigations</li> </ul> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• know that micro-organisms are very tiny living things</li> <li>• know that some micro-organisms can cause disease and illness</li> <li>• know that micro-organisms bring about decay</li> <li>• recognise that food needs to be handled and stored with care</li> <li>• understand that micro-organisms feed and grow</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• know that forces act on things in different ways</li> <li>• understand the forces of magnetism, gravity and friction</li> <li>• identify forces acting on an object moving through water</li> </ul>
<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• research the capabilities of a smartphone</li> <li>• work with location data</li> <li>• find problems to solve with an app</li> <li>• research the use of apps and search engines</li> <li>• create a presentation to pitch an idea</li> <li>• deliver a pitch presentation</li> </ul>
<p><b>Creative Curriculum</b></p>	<p>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.</p> <p>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).</p> <p><b>Autumn 1:</b> Journeys</p> <p><b>Main focus :</b> History - exploring journeys through identifying how travel affected the local area in the 18<sup>th</sup> and 19<sup>th</sup> centuries.</p> <ul style="list-style-type: none"> <li>• to sequence maps in chronological order</li> <li>• to use maps to help describe some of the characteristic features of the past</li> <li>• use different sources of information for their area in the past</li> <li>• to develop skills of accurate observation and recording</li> <li>• to make deductions from sources</li> <li>• to find out about the local area in the past from different written sources</li> <li>• to discover that different kinds of written sources</li> <li>• provide different information about the local area</li> <li>• to increase historical knowledge</li> </ul> <p><b>Autumn 2 :</b>Memories</p> <p><b>Main focus:</b> Art and Design - exploring how memories are developed through the use of physical objects and their meanings</p>

	<ul style="list-style-type: none"> <li>• collect, sort and group a collection of visually interesting objects</li> <li>• arrange objects to create a visually interesting composition for a still-life painting</li> <li>• use more developed observational skills to draw and explore ideas developed in their sketchbook</li> <li>• demonstrate a secure knowledge of primary, secondary, warm, cold, contrasting and complementary colours</li> <li>• identify artists who have painted still life pictures</li> <li>• manipulate and experiment with the elements of art: line, tone, form, colour and shape</li> </ul>
<b>Physical Education</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances</li> <li>• perform to an accompaniment expressively and sensitively</li> <li>• perform dances fluently and with control</li> <li>• warm up and cool down independently</li> <li>• understand how dance helps to keep them healthy</li> <li>• use appropriate criteria to evaluate and refine their own and others' work</li> <li>• talk about dance with understanding, using appropriate language and terminology</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• identifies different and opposing views and has a developed opinion about what is fair and unfair in different situations</li> <li>• understands actions have consequences for all parties involved</li> </ul>