



## Curriculum Overview

### Year 6 Autumn Term

Subject	Content
<p><b>Religious Education</b></p>	<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>
<p><b>Literacy</b></p>	<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</li> </ul>

interest and sharing opinions reflectively

- listen carefully, making appropriate contributions and asking questions that are responsive to others' ideas and points of view

**Writing:**

All writing genres can be applied at any time during the year regardless of the main teaching focus for each term.

Mystery stories. Plan their writing by:

- Identifying the features of a mystery story
- Adding adverbials to a sentence to make it more interesting
- Using a variety of techniques to build suspense

Argument and debate Plan their writing by:

Identifying language features used in argument text.

Using bullet points, colons and semi-colons as appropriately.

Identifying features of informal writing.

Recounts. Plan their writing by:

- 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

Instructions and explanations. Plan their writing by:

- Identifying features of instructions
- Punctuating bullet points correctly
- Understanding uses of colons and semi-colons
- Considering the audience for a text
- Using brackets to add extra information to a text

Classic poems. Plan their writing by:

- Identifying features of poetry
- Investigating the use of language for effect
- Using synonyms for effect
- Understanding how the use of hyphens can change the meaning of a sentence
- Understanding 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

	<ul style="list-style-type: none"> <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> <li>• All standard 5 punctuation correctly used</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>• round any whole number to a required degree of accuracy</li> <li>• solve number and practical problems that involve all of the above</li> </ul> <p><b>Fractions (including decimals and percentages)</b></p> <ul style="list-style-type: none"> <li>• identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>• solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>• convert between miles and kilometres.</li> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate</li> </ul> <p><b>Addition, subtraction, multiplication and division</b></p> <ul style="list-style-type: none"> <li>• perform mental calculations, including with mixed operations and large numbers</li> <li>• use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• solve problems involving addition, subtraction</li> <li>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• use simple formulae</li> <li>• generate and describe linear number sequences</li> <li>• express missing number problems algebraically</li> </ul>

	<ul style="list-style-type: none"> <li>• find pairs of numbers that satisfy an equation with two unknowns</li> <li>• enumerate possibilities of combinations of two variables</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• interpret and construct pie charts and line graphs and use these to solve problems</li> </ul> <p><b>Ratio and proportion</b></p> <ul style="list-style-type: none"> <li>• solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> </ul>
<b>Science</b>	<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>
<b>Computing</b>	<p><b>We are app planners</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>
<b>Creative Curriculum</b>	<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. 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> Community  <b>Main focus :</b> Geography – El Salvador  We will be developing our understanding of maps, continents and</p>

	<p>countries and researching aspects of communities in El Salvador.</p> <ul style="list-style-type: none"> <li>• know the seven continents of the world and some of the countries within each continent</li> <li>• collects and records evidence to answer a question</li> <li>• can use a variety of maps finding locations with grid references</li> <li>• considers some of the challenges facing communities including some reasons for migration</li> </ul> <p><b>Autumn 2 :Celebrations</b>  <b>Main focus:</b> Art and Design  We will be exploring the designs of celebration masks and designing our own celebratory masks.</p> <ul style="list-style-type: none"> <li>• can observe carefully and collect ideas in sketches to use in their work</li> <li>• uses varied techniques, colour and texture to design and create a mask</li> <li>• shows an awareness of the potential and limitations of different materials and evaluates the making process</li> <li>• can investigate the design of masks in a variety of genres, styles and traditions</li> </ul>
<b>Physical Education</b>	<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>