



Curriculum Overview

Year 6 Autumn Term

| Subject | Content |
|----------------------------|---|
| Religious Education | <p>The Story of the People of God</p> <ul style="list-style-type: none">• 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 <p>Prayers in the Lives of Followers of Christ</p> <ul style="list-style-type: none">• 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 <p>Advent</p> <ul style="list-style-type: none">• 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 |
| Literacy | <p>Reading:</p> <ul style="list-style-type: none">• 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 <p>Spoken Language:</p> <ul style="list-style-type: none">• show the ability to adapt speech to the required purpose: developing ideas thoughtfully, describing events, maintaining |

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"> • 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 • All standard 5 punctuation correctly used |
| Mathematics | <p>Number and place value</p> <ul style="list-style-type: none"> • 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 • solve number and practical problems that involve all of the above <p>Fractions (including decimals and percentages)</p> <ul style="list-style-type: none"> • 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 • solve problems which require answers to be rounded to specified degrees of accuracy <p>Measurement</p> <ul style="list-style-type: none"> • 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 • convert between miles and kilometres. • solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate <p>Addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> • perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy <p>Algebra</p> <ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically |

| | |
|----------------------------|---|
| | <ul style="list-style-type: none"> • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables <p>Statistics</p> <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems <p>Ratio and proportion</p> <ul style="list-style-type: none"> • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison |
| Science | <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"> • can plan different types of scientific enquiry • can control variables, take measurements and record data • can use results to make further predictions • identify scientific evidence to support or refute ideas • report and present findings from investigations <p>Biology</p> <ul style="list-style-type: none"> • know that micro-organisms are very tiny living things • know that some micro-organisms can cause disease and illness • know that micro-organisms bring about decay • recognise that food needs to be handled and stored with care • understand that micro-organisms feed and grow <p>Physics</p> <ul style="list-style-type: none"> • know that forces act on things in different ways • understand the forces of magnetism, gravity and friction • identify forces acting on an object moving through water |
| Computing | <p>We are app planners</p> <ul style="list-style-type: none"> • research the capabilities of a smartphone • work with location data • find problems to solve with an app • research the use of apps and search engines • create a presentation to pitch an idea • deliver a pitch presentation |
| Creative Curriculum | <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>Autumn 1: Journeys</p> <p>Main focus :History - exploring journeys through identifying how travel</p> |

| | |
|---------------------------|---|
| | <p>affected the local area in the 18th and 19th centuries.</p> <ul style="list-style-type: none"> • to sequence maps in chronological order • to use maps to help describe some of the characteristic features of the past • use different sources of information for their area in the past • to develop skills of accurate observation and recording • to make deductions from sources • to find out about the local area in the past from different written sources • to discover that different kinds of written sources provide different information about the local area • to increase historical knowledge |
| | <p>Autumn 2 :Memories</p> <p>Main focus:Art and Design - exploring how memories are developed through the use of physical objects and their meanings</p> <ul style="list-style-type: none"> • select and record from first hand observation, experience and imagination, and explore ideas for different purposes • make thoughtful observations about starting points and select ideas and processes to use in their work using a sketchbook • compare alter and modify ideas, methods and approaches in their own and others’ work and say what they think and feel about them • demonstrate a wide variety of ways to make different marks with dry and wet media • identify artists who have worked in a similar way to their own work • manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape |
| Physical Education | <p>Swimming</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations |
| PSHE | <ul style="list-style-type: none"> • 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 |