



Year 6
Parent Curriculum Information
Autumn Term 2023

English

Autumn 1	Autumn 2
<p>Class Novel: Wonder (RJ Palacio) Performance Poem: Charge of the Light Brigade (Alfred, Lord Tennyson)</p>	<p>Class Novel: After the War (Tom Palmer) Poetry Form: Free verse</p>
<p>Text: Lonely Planet Kids / National Geographic – Visit the Lake District Main Outcomes: Persuasive tour guide</p> <p>Text: Wonder (RJ Palacio) Main Outcomes: Recount diary entry</p> <p>Text: Little Freak (animation) / Wild Boy (Rob Jones) Main Outcomes: First person narrative - internal monologue</p>	<p>Text: Rose Blanche (Christophe Gallaz and Roberto Innocenti) Main Outcomes: Narrative re-telling with an alternative ending</p> <p>Text: My Secret War Diary by Flossie Albright (Marcia Williams) Main Outcomes: Information text - Evacuation</p> <p>Text: Poetry relating to WWII Main Outcomes: Free verse poetry linked to the Battle of Britain</p>

Children will learn key objectives from the Year 6 national curriculum through these units of work, developing skills in spoken language, reading comprehension, writing, vocabulary, grammar, punctuation, spelling and handwriting.

Mathematics

<p>Number: Place Value</p> <ul style="list-style-type: none"> • Numbers to 1,000,000 • Numbers to 10,000,000 • Read and write numbers to 10,000,000 • Powers of 10 • Number line to 10,000.000 • Compare and order any integers • Round any integer • Negative numbers <p>Decimals</p> <ul style="list-style-type: none"> • Place value within 1 • Place value – integers and decimals • Round decimals • Add and subtract decimals • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiply decimals by integers • Divide decimals by integers • Multiply and divide decimals in context 	<p>Number: Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> • Add and subtract integers • Common factors • Common multiples • Rules of divisibility • Primes to 100 • Square and cube numbers • Multiply up to a 4-digit number by a 2-digit number • Solve problems with multiplication • Short division • Division using factors • Introduction to long division • Long division with remainders • Solve problems with division • Solve multi-step problems • Order of operations • Mental calculations and estimation • Reason from known facts 	<p>Number: Fractions A</p> <ul style="list-style-type: none"> • Equivalent fractions and simplifying • Equivalent fractions on a number line • Compare and order (denominator) • Compare and order (numerator) • Add and subtract simple fractions • Add and subtract any two fractions • Add mixed numbers • Subtract mixed numbers • Multi-step problems <p>Number: Fractions B</p> <ul style="list-style-type: none"> • Multiply fractions by integers • Multiply fractions by fractions • Divide a fraction by an integer • Divide any fraction by an integer • Mixed questions with fractions • Fraction of an amount • Fraction of an amount – find the whole
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Science

<p>Animals (including Humans)</p> <ul style="list-style-type: none"> • 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 the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Electricity</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram.
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Geography	History
<p>Place study: The Lake District</p> <ul style="list-style-type: none"> Use the eight compass points and six figure grid references to navigate around a map and explore features of Keswick and the Lake District Use fieldwork to observe, measure, record and present the human and physical features in the Lake District using a range of methods Describe and understand key aspects of: economic activity including tourism. <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the main countries and cities of the United Kingdom and their identifying 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. 	<p>World War II – The Battle of Britain (A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p> <ul style="list-style-type: none"> Identify why Britain went to war in 1939. Describe how World War II changed the role of women. Identify what evacuation was like for children. Explain how warfare in the air has changed over time.
Physical Education (PE)	
<p>Gymnastics</p> <ul style="list-style-type: none"> Combine and perform gymnastic actions, shapes and balances with control and fluency Create and perform sequences using compositional devices to improve the quality Lead a small group through a short warm-up routine Use appropriate language to evaluate and refine own work and others' work Work collaboratively with others to create a sequence Understand how to work safely when learning a new skills Understand what counter balance and counter tension is and show examples with a partner 	<p>Dance</p> <ul style="list-style-type: none"> Choreograph a dance and work safely using a prop Lead a small group through a short warm-up routine Perform dances confidently and fluently with accuracy and good timing Refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters Use appropriate language to evaluate and refine own and others' work Use feedback provided to improve the quality of work Work creatively and imaginatively on their own, with a partner and in a group to choreograph and structure dances
<p>Volleyball</p> <ul style="list-style-type: none"> Be confident to make decisions when refereeing Select the appropriate action for the situation and make this decision quickly Use a wider range of skills with increasing control under pressure Use feedback provided to improve the quality of their work Use the rules of the game consistently to play honestly and fairly Work collaboratively to create tactics with the team and evaluate the effectiveness of these Work in collaboration with others so that games run smoothly Recognise own strengths and areas for development and those of others, and suggest ways to improve 	<p>Netball</p> <ul style="list-style-type: none"> Create and use space to help my team Pass, receive and shoot the ball with increasing control under pressure Select the appropriate action for the situation and make this decision quickly Use marking and/or interception to improve defence Use the rules of the game consistently to play honestly and fairly Work collaboratively with the team to create tactics and evaluate the effectiveness of these Work in collaboration with others so that games run smoothly Recognise own strengths and areas for development and those of others, and suggest ways to improve
Religious Education (RE)	
<p>Islam: Beliefs and practices <i>What is the best way for a Muslim to show commitment to God?</i></p> <ul style="list-style-type: none"> Explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives Explain that individuals choose to show different degrees of commitment to their religion and relate this to our commitments 	<p>Christianity: Christmas <i>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</i></p> <ul style="list-style-type: none"> Explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life Offer own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations

Art		Design Technology	
Photography Developing photography skills, exploring composition, colour, light, abstract images and underlying messages. <ul style="list-style-type: none"> • Create a photo montage using secondary source photographs. • Use text and image together to create meaningful and powerful photo posters. • Understand abstract art through photography. • Develop a self-portrait from a photograph and translate it into a drawing. • Replicate the mood and expression of a painting through photography. 		Textiles: Waistcoats Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice. <ul style="list-style-type: none"> • Consider a range of factors in their design criteria and use this to create a waistcoat design. • Use a template to mark and cut out a design. • Use a running stitch to join fabric to make a functional waistcoat. • Attach a secure fastening, as well as decorative objects. • Evaluate their final product. 	
Computing			
Creating Media: History of Computers <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Online Safety: Life Online <ul style="list-style-type: none"> • Describe scenarios that could make someone feel sad, worried, uncomfortable or frightened. • Give examples of how to get help online and offline. • Explain the importance of asking for help. 		Computing Systems and Networks: Bletchley Park <ul style="list-style-type: none"> • Solve problems by decomposing them into smaller parts • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software [...] to design and create a range of programs, systems and [...] content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Online Safety: Sharing Online <ul style="list-style-type: none"> • Describe how to be kind and show respect for others online. • Know the risk involved with sharing things online even if it is sent privately. 	
French		Music	
Describing things and people / Expressing likes and saying what I and others do Phonics: the SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion] Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)		Songs of World War II <ul style="list-style-type: none"> • Developing pitch, control and confidence when singing Violin tuition <ul style="list-style-type: none"> • Enjoy learning to play an instrument and learn how to use and care for the instrument • Develop pitch, pulse, and rhythm skills. • Develop understanding of other elements of music - tempo, dynamics, structure and timbre. • Be able to copy, create and read rhythmic patterns using crotchets, quavers, minims, semibreves and associated rests. • Be able to listen to and discuss a range of music • Using a range of stimuli, create own tunes and songs 	
PSHE+C			
Being Me in My World		Celebrating Difference	
<ul style="list-style-type: none"> • Identifying goals for the year • Global citizenship • Children's universal rights • Feeling welcome and valued 	<ul style="list-style-type: none"> • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling 	<ul style="list-style-type: none"> • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy 	

