



Year 6 Autumn 2020 Curriculum Overview

Whole School Theme: Who are we?

Maths	English	Science	History
<p>Number – Place value</p> <ul style="list-style-type: none"> • Read, write and order 7-digit numbers • Order, round and partition 7-digit numbers <p>Number - Multiplication and division</p> <ul style="list-style-type: none"> • Practise multiplication for larger numbers, using the formal written methods of short and long multiplication • Perform mental calculations, including with large numbers • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations <p>Number – Fractions</p> <ul style="list-style-type: none"> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Compare and order fractions, including fractions larger than 1 	<p>Reading:</p> <p>Novel Study: ‘Warhorse’ by Michael Morpurgo.</p> <p>Being able to read well matters. It can significantly impact on success in school and beyond. It takes them into imagined worlds far beyond their own experience, and make possible endless opportunities to explore new areas of learning, thinking and ideas. The power of reading is immense, and I want the boys to be able to take full advantage of the benefits, pleasure and enjoyment that it has to offer. I aim to develop positive attitudes towards reading so every boy thinks of himself as a reader and has fostered a love of the written word in all its various forms. During English lessons, I wish to create a community of readers that share, enjoy and promote reading as a skill and desirable past time. During English lessons we use the VIPERS acronym to aid the recall of the 6 reading domains as part of the UK’s reading curriculum. They are the key areas which we</p>	<p>The Year 6 boys will be starting by creating posters to be displayed around the school reminding us of the rules that we need to have in place to keep us safe from COVID. We have already had some very ‘mature’ discussions about the topic.</p> <p>We will also look into ‘lab rules’ and keeping safe in the science lab.</p> <p>However, our main focus of the term is that of adaptation and independence. How organisms have adapted to their environment and why have they adapted?</p>	<p>Boys should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>

<ul style="list-style-type: none"> • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions <p>Geometry – Position and direction</p> <ul style="list-style-type: none"> • 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 <p>Number – Addition and subtraction</p> <ul style="list-style-type: none"> • Practise addition and subtractions for larger numbers, using the formal written methods of columnar addition and subtraction • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of the problem, an appropriate degree of accuracy <p>Number – Decimals</p> <ul style="list-style-type: none"> • Identify the value of each digit in numbers given to three decimal places and multiply and divide these numbers by 10, 100 and 1000 • Multiply decimals by whole numbers including in practical contexts, such as measures and money • Solve problems which require answers to be rounded to specified degrees of accuracy 	<p>feel children need to know and understand in order to improve their comprehension of texts. VIPERS stand for Vocabulary; Inference; Prediction; Explanation; Retrieval; Sequence or Summarise. The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that boys are familiar with, a range of questions.</p> <p>Writing:</p> <p>Boys will plan, draft, edit and evaluate their pieces of writing (both transactional and creative) throughout the term. The boys will further develop their understanding of vocabulary, grammar and punctuation during English lessons and will learn various techniques to assist them in developing the skills needed for outstanding writing.</p> <p>Spelling:</p> <p>The new National Curriculum (2014) word-lists for Year 4, 5 and 6 are statutory. The lists are a mixture of words boys frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the words in each list will be taught within the four years of key stage 2 alongside other words are considered appropriate.</p>		
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<p>Measurement – Length</p> <ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places Convert between miles and kilometres 			
<p style="text-align: center;">Geography</p>	<p style="text-align: center;">Computer Science</p>	<p style="text-align: center;">Music and Drama</p>	<p style="text-align: center;">PE and Swimming</p>
<p>Where do we belong in the world?</p> <p>MAP SKILLS Developing awareness of places in the world. Lead pupils from examining the map of the whole world, through considering a map of Europe, to looking closely at the United Kingdom.</p>	<p>This Term in Computer Science we will be starting revisiting a number of different coding techniques by completing different challenges in Scratch. We will then move on to learning how to use the Python Programming language which is text-based programming language.</p>	<p>Anthems that represent ourselves and other countries. Gregorian chants and Plainsong. The Call to Prayer and the role of a muezzin focusing on the story of Bilal – the first muezzin Different instruments/music from around the world and how they play a role in culture and religion.</p>	<p>The Values in sports and how they have changed. The history of sports How rules have changed Playing games with different rules How the actions of professional sportsman affect the wider world What sports do different cultures/country's play</p>
<p style="text-align: center;">French</p>	<p style="text-align: center;">PSHEE</p>	<p style="text-align: center;">Art and Design</p>	
<ul style="list-style-type: none"> Revisiting asking and giving personal information Boys will then be making their own 'Cherché!' (Wanted!) poster Possessive adjectives (mon/ma/mes, ton/ta/tes, son/sa/ses, notre/notre/nos, votre/votre/vos, leur/leur/leurs) 	<p>During our PSHEE sessions we will be doing check in's with the boys at the start and end of every week to ensure that they are happy and well. We are also looking at creating our own class chatterbox, student council representative and class rules.</p>	<p>Self-Portraits – Behind the mask</p> <p>Artist study: Andy Warhol, Paul Klee</p> <p>Using a variety of mediums – pencil drawings, painting, collage and photography</p>	

- Revision of numbers 1 to 100 and beyond
- Le Tigre qui s'invita pour le thé (The Tiger Who Came to Tea - food & drink)
- Ordering food & drink
- French Breakfast
- The present tense of regular & irregular verbs
- The perfect tense of regular & irregular verbs
- The immediate/near future tense
- Writing sentences in the negative from (using ne & pas as well as other negative forms, such as ne ... jamais/rien/point/personne)
- Describing your daily routine and a typical school day, including reflexive verbs
- Christmas in Francophone countries & writing a Christmas card in French

Boys are encouraged to use the target language as much as possible during lessons and they will be rewarded accordingly. It is recommended that they recap any songs or poems several times at home, in order to consolidate both understanding and pronunciation (and sing properly!). Vocabulary and grammar points also need to be revisited carefully as part of their independent study. All should be well equipped to begin Senior School with a firm foundation on which to build in Year 7.

