Year 6 Autumn 2023 Curriculum Overview

Whole School Theme: Who are we?

Year 6 Inquiry – The United Kingdom has had a big impact for a small nation

Skills and Concepts		
Research Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings	**Communication** Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding	**Self-Management** Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic
Social Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social and environmental responsibility, Global awareness, Leadership, Developing entrepreneurship	**Critical Thinking** Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition	**Main Conceptual Learning** Relationships

Maths	English	Science	History
Number – Place value • Read, write and order 7-digit numbers • Order, round and partition 7-digit numbers **Number - Multiplication and division** • 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 **Number – Fractions** • 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 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions **Geometry – Position and direction**	**Reading:** Novel Study: Stormbreaker – Anthony Horowitz This unit aims to build on previous work to improve overall reading. It can significantly impact on success in school and beyond. The power of reading is immense, and I want the boys to continue 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 six reading domains as part of the UK's reading curriculum VIPERS stand for **V**ocabulary; **I**nference; **P**rediction; **E**xplanation; **R**etrieval; **S**equence or **S**ummarise. The six 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	In Science we will complete a structured inquiry about 'How has the United Kingdom influenced the scientific world?' We will research different British Scientists and consider how their theories have changed the way we live today. To go further and gain a deeper understanding of one scientific area, we will learn about Darwin's Theory of Evolution and inheritance. By the end of the inquiry children will be able to: i. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ii. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents iii. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution iv. Understand how the United Kingdom has contributed and helped the world with its scientific breakthroughs. They will also have learnt how to work scientifically, how to collect and analyse data	Children 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. **We will focus on developing our knowledge of the impact that Britain has had around the world, historically and presently**

• 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 **Number – Addition and subtraction** • 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 **Number – Decimals** • 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 **Measurement – Length** • Solve problems involving the calculation and conversion of units of measure, using decimal notation up	rather a method of ensuring that boys are familiar with a range of questions. **Writing:** 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. We will also work on developing independence in editing work, a key skill, which is desirable long after leaving school. **Spelling:** In spelling we focus on preparing the boys for what they will be encountering. Spelling lists are centred around the difficult language that children will be encountering in the novel. These spellings are designed to be difficult and to offer a chance for children to develop their vocabulary. It is important that they understand these words, and so the spelling is used as a way to prepare them for what they will read.	and how to use their finding to form a scientific argument.	

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			
Geography	**Computer Science**	**Music and Drama**	**PE and Swimming**
In Geography children will be working on gaining a good understanding of the commonwealth countries. We will be understanding significant cities in the United Kingdom and making comparisons between them and other cities in countries which Britain has had a significant impact upon. We will look at how Britain has impacted upon the human and physical geography of various countries around the world. To explore the significance and origin of Greenwich mean time and longitude/latitude.	This term in Computer Science we will be starting by understanding the core aspects of E-Safety. Then moving on to coding using Python.	**Ukulele** Through learning the ukulele, the class will learn how to play and read chords, compose and perform music. We will also explore the structure of popular music. **Pantomime/Playmaking** Children will learn about the history of the pantomime and create their own, focusing on script writing and developing the use of their expressive voices.	The Values in sports and how they have changed. How rules have changed and developed over time. Incorporating different rules into games. What sports do different cultures/countries play? **Football (Games)** - How can I sometimes stop a ball using the sole, inside and outside of my feet when moving? - How can I play a longer pass off the ground with some accuracy? - How can I dribble a ball and perform a turn with control and speed? - How can I sometimes show a good body position when defending in a 2v2?

			- How can I evaluate and recognise success to help improve performance? - How can I kick a moving ball past a goalkeeper with accuracy? **<u>Hockey (PE)</u>** - How can I show good control when moving in a variety of directions? How can I pass with control and accuracy, and move into a space? - How can I tackle a player with control and strength and time it correctly to win the ball? - How can I mark an opponent with success? - How can I hit a moving ball into a goal from different angles with some success? - How can I take on a leadership role when working with a team and evaluate and improve my performance?
French	**PSHEE**	**Art and STEAM**	**Religious Education**
Revisiting personal information French passport Possessive adjectives 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 &	Greetings and introductions Feeling safe Class expectations School expectations Showing respect Working **collaboratively** Boundaries	In Design, we will be focusing on the start of the design and production life cycle – we will look at how to create a brief, how to design and begin to build a product that fits the brief and design. Our project will be based around gliders. Our Art unit for this term will be focussed on developing drawing skills through a detailed study of UK landmarks. **STEAM** In STEAM lessons we will be completing a unit	Children identify common religions in the UK. Look at how the progress of the Empire has affected the spread of religions.

irregular verbs The perfect tense of regular & irregular verbs The immediate/near future tense Writing sentences in the negative form (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	Emotions British values	of work on designing, building and evaluating model gliders. Through this unit the children will be involved in the engineering process and will learn key practical skills of how to shape and mould foam to create a glider. They will learn the science behind flight and complete experiments to learn how to improve their designs.	