



## Year 6 Autumn Term 2 2023

### Curriculum Overview

### Whole School Theme: Journeys and Discovery

| <u>Skills</u>  |   |   |
|--|---|---|
| <b>Research</b>  | <b>Communication</b>  | <b>Self-Management</b>  |
| Formulating questions, Observing, Planning, Collecting data, Recording data, Organising data, Interpreting data, Presenting findings   | Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding           | Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy lifestyle, Behaviour, Informed choices, Work ethic |
| <b>Social</b>  | <b>Critical Thinking</b>  | <b>Key Concept</b>  |
| 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 | Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition | <b>Changes in Technology</b>  |

| Maths  | English   | Science   | History   |
|--|---|---|---|
| <p><b>Number – decimals:</b> identify the value of each digit in numbers given to three decimal places, multiply decimals by whole numbers, solve problems which require decimal answers to be rounded.</p> <p><b>Measurement – length:</b> solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places, convert between miles and kilometres.</p> <p><b>MATHS WEEK ENGLAND –</b><br/> <a href="https://mathsweekengland.co.uk/?cat=38">https://mathsweekengland.co.uk/?cat=38</a></p> <p>Year 6 pupils will take part in the Primary Maths Challenge run by the Mathematical Association:<br/> <a href="https://www.primarymathschallenge.org.uk/">https://www.primarymathschallenge.org.uk/</a></p> <p><b>Number – multiplication and division:</b> multiples and factors, short division, division with remainders, solve word problems.</p> <p><b>Number - Fractions (including decimals and percentages):</b> fraction and decimal equivalents, percentages and calculating percentages.</p> <p><b>Measurement (time):</b> converting units of time, problems involving time, finding and calculating the average speed.</p> | <p><b>Language:</b> ask relevant questions to extend understanding and knowledge. Use relevant strategies to continue to build vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p><b>Reading:</b> Maintain positive attitudes to reading and understanding of what they read through continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books. Use Reading VIPERS as a strategy to determine the different shades of meaning in a text.</p> <p><b>Writing:</b> Continue to plan, draft, write, edit and evaluate a range of texts based on the <i>Lays of Ancient Rome, For the Fallen</i> and others.</p> <p><b>Vocabulary, Grammar and Punctuation:</b> Continue to develop an understanding of concepts and appropriate use.</p> | <p>Following the whole-school investigation and understanding how electricity is changing the way we travel.</p> <p>Investigating electrical circuits. Developing an understanding of the different power sources available. They will understand how the flow and direction of current works. There will be a large number of practical elements to this topic. They will be using a variety of different electric pieces of apparatus such as LEDs, switches and motors.</p> <p>They finish the project by applying their understanding of electricity to learn about its importance when considering climate change.</p> | <p>How has UK transport changed over time?</p> <p>Children will be looking at how the transport system has developed over time and how this has changed the way that we travel.</p> <p>Children will consider how significant turning points in history, such as the first railways, canals and underground public transportation have impacted the present day due to developments in transportation, as well as considerations for where transport is going.</p> <p>We will connect to previous learning about the impact of the British Empire.</p> <p>We will consider how the Roman civilization still connects to us today in the legacies of our road network and Geography (linking Geography and previous knowledge of Roman impact on Britain).</p> |

| Geography   | Computer Science   | Music and Drama  | PE and Games  |
|---|--|--|---|
| <p><b>What technology can we use to plan our journeys?</b></p> <p>We will be focusing on mapping skills, including how to:<br/>Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.<br/>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.<br/>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>Linked to the Theme of Journeys and Discoveries – Pupils will research and learn about self-drive cars.</p> <p>We will then design, build and program self-drive cars using the microbit.</p> <p>Pupils will learn to apply their knowledge of coding principles such as:</p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Inputs</li> <li>• Loops</li> <li>• Variables</li> <li>• Conditions</li> </ul> <p>They will find out the differences and challenges that they face when coding a machine to work in reality and not as a character on the computer.</p> | <p><b>Music:</b><br/>Exploring different composers. How music has developed through time. Continuing to learn the ukulele and rehearsing for the Carol Service.</p> <p><b>Drama:</b><br/>Continuing to write and rehearse our created plays.</p>   | <p>Linked to the Theme of Journeys and Discoveries – How are we adapting to life in sport and what’s changing?</p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>- Formations</li> <li>- Tactics (to apply to game management)</li> <li>- Identifying team strengths and weaknesses</li> <li>- Counter attacking transitions</li> <li>- Overloads (6V4 and 3V2)</li> <li>- Defending principles (covering and recovering)</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>- Pupils will learn to identify and recognise similarities in principles of attack and defence.</li> <li>- Pupils will implement strategic and tactical decisions based on movement of the ball and choice of skill execution.</li> <li>- Pupils will use basic skills to outwit opponents in small sided games and conditional situations.</li> </ul> |
| French  | PSHEE  | Art and STEM   | RS  |
| <ul style="list-style-type: none"> <li>- Revisiting asking and giving personal information</li> <li>- Making their own 'Cherché!' (Wanted!) poster</li> <li>- Possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses, notre/notre/nos, votre/votre/vos, leur/leur/leurs</i>)</li> <li>- Revision of numbers 1 to 100 and beyond</li> <li>- <i>Le Tigre qui s'invita pour le thé</i> (The Tiger Who Came to Tea - food and drink)</li> <li>- Ordering food and drink</li> </ul>  | <p>We will be discussing Remembrance and how we can deal with loss in the context of the upcoming Remembrance Day, leading Remembrance activities around the school.</p> <p>We will celebrate diversity of backgrounds in the books that we are reading and in the cultures we study. We will understand how we can better understand each other’s differences and similarities.</p> <p>To learn what our differences are and how they can be celebrated. To understand what</p>   | <p>How has the development of technology affected the way we travel?</p> <ul style="list-style-type: none"> <li>- A study of cars past, present and future.</li> </ul> <p>We will investigate how the design of cars has changed with the advancement of technology. We will develop our skills of using acrylic paint to create shiny effects. We will then design and paint a futuristic car.</p> <p>How can we create an efficient vehicle?</p> | <p>What are significant pilgrimages both modern and ancient?</p> <p>Children will focus on the impact that pilgrimage has on major religions.</p> <p>Look at the significant pilgrimages or journeys that happen in the Bible – linking to the Christmas story and discussing its importance in the Christian faith.</p> <p>Look at the Hajj, including why it is so important to Muslim people, and its status as one of the five pillars of Islam.</p>  |

|  |   |   |   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>- French breakfast</li> <li>- The present tense of regular and irregular verbs</li> <li>- The perfect tense of regular and irregular verbs</li> <li>- The immediate/near future tense</li> <li>- Writing sentences in the negative form (using ne and pas as well as other negative forms, such as ne... jamais/rien/point/personne)</li> <li>- Describing your daily routine and a typical school day, including reflexive verbs</li> <li>- Christmas in Francophone countries and writing a Christmas card in French</li> </ul> <p>Children 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.</p> | <p>disability is and how it can affect the people around us.</p> <p>To learn how to be confident communicators and mediators.</p> <p>To learn strategies for calming ourselves and managing stress.</p> <p>To understand how our identity is impacted by our background, relating to what was learnt during our previous half-term.</p> | <p>Children research good transportation design and develop design criteria to inform the design of functional models.</p> <p>Children will develop, model and generate through discussion, annotated sketches, diagrams and prototypes.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.</p> <p>Select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities.</p> <p>Evaluate their ideas and models against their own design criteria and consider the views of others to improve their work.</p> <p>Understand and use mechanical systems in their products.</p> <p>Children to design and create a model glider to be tested.</p> <p>This will be a continuation of a previous STEM project</p> | <p>Further research on other famous pilgrimages in other faiths, such as the pilgrimage to the Ganges– highlighting in each how technology has changed (or not changed) the journey that is being made.</p> |
|--|---|---|---|