



Year 6 Autumn Term 2 2024

Curriculum Overview: Personal and historical journeys drive progress and change

Whole School Theme: Journeys and Discoveries

<u>Skills</u>		
Research	Communication	Self-Management
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
Social	Critical Thinking	Key Concept
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	Journeys

Maths	English	Science	History
<p>Number – decimals: 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>Measurement – length: 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>MATHS WEEK ENGLAND – https://mathsweekengland.co.uk/?cat=38</p> <p>Year 6 pupils will take part in the Primary Maths Challenge run by the Mathematical Association: https://www.primarymathschallenge.org.uk/</p> <p>Number – multiplication and division: multiples and factors, short division, division with remainders, solve word problems.</p> <p>Number - fractions (including decimals and percentages): fraction and decimal equivalents, percentages and calculating percentages.</p> <p>Measurement (time): converting units of time, problems involving time, finding and calculating the average speed.</p>	<p>This term we will be reading poetry:</p> <ul style="list-style-type: none"> • Poems to mark Remembrance. • 'If' by Rudyard Kipling. • A selection of rhythm and rhyme poems by Benjamin Zephaniah. <p>We will read, evaluate and reflect on given and chosen poems and we will perform poems before writing some of our own.</p> <p>During our poetry work, we will learn to recognise and use various poetic devices and in reading we will explore authorial intent.</p> <p>Spelling: We will focus on understanding and using the following spelling rules:</p> <ul style="list-style-type: none"> • Adding suffixes beginning with vowels • Use of hyphen after prefix • The 'ee' phoneme • The 'ough' letter string • Silent letters <p>Children will explore the spelling rules and be challenged to extend their vocabulary by finding further words.</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>No History this term</p>

Geography	Computer Science	Music and Drama	PE and Games
<p>What technology can we use to plan our journeys?</p> <p>We will be focusing on mapping skills, including how to: Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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.</p> <p>Use Google Earth and Maps to find and plan journeys.</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"> • Movement • Inputs • Loops • Variables • Conditions <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>Music: Exploring different composers. How music has developed through time. Continuing to learn the ukulele and rehearsing for the Carol Service.</p> <p>Drama: 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>Football</p> <ul style="list-style-type: none"> - Formations - Tactics (to apply to game management) - Identifying team strengths and weaknesses - Counter attacking transitions - Overloads (6V4 and 3V2) - Defending principles (covering and recovering) <p>Hockey</p> <ul style="list-style-type: none"> - Pupils will learn to identify and recognise similarities in principles of attack and defence. - Pupils will implement strategic and tactical decisions based on movement of the ball and choice of skill execution. - Pupils will use basic skills to outwit opponents in small-sided games and conditional situations.
French	PSHEE	Art and STEM	RS
<ul style="list-style-type: none"> - Revisiting asking and giving personal information - Making their own 'Cherché!' (Wanted!) poster - Possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses, notre/notre/nos, votre/votre/vos, leur/leur/leurs</i>) - Revision of numbers 1 to 100 and beyond 	<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 also be thinking about:</p> <ul style="list-style-type: none"> • Recognising and managing pressure. • Consent in different situations. • Expressing opinions and showing respect to others. 	<p>Our Art and STEM project this term focuses on how the advancement of technology has contributed to changes in the way we travel. We will begin by looking at how car designs have changed over time and how their efficiency has developed.</p> <p>We will review the concepts of aerodynamics, air-resistance and friction, exploring their effects on the movement of toy cars.</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>

<ul style="list-style-type: none"> - <i>Le Tigre qui s'invita pour le thé</i> (The Tiger Who Came to Tea - food and drink) - Ordering food and drink - French breakfast - The present tense of regular and irregular verbs - The perfect tense of regular and irregular verbs - The immediate/near future tense - Writing sentences in the negative form (using ne and 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 and writing a Christmas card in French <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>We will learn practical skills to make a simple frame for a vehicle and rubber band propulsion.</p> <p>The final challenge will be to design and make a prototype for a futuristic vehicle.</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> <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>
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