

Year 6 Autumn Term Curriculum Overview 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Place Value</p> <ul style="list-style-type: none"> To know numbers to 1,000,000 To know numbers to 10,000,000 To read and write numbers to 10,000,000 To know powers of 10 To use a number line to 10,000,000 To compare and order any integers To round any integer To use negative numbers. 		<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> To add and subtract integers To use common factors To use common multiples To know primes to 100 To use square and cube numbers To multiply up to a 4-digit number by a 2 digit number To solve problems with multiplication To use short division To use division using factors To introduce long division To use long division with remainders To solve problems with division To solve multi step problems To learn the order of operations To use mental calculations and estimation To use reasoning from known facts. 						HALF TERM	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Fractions A</p> <ul style="list-style-type: none"> To use equivalent fractions and simplifying To use equivalent fractions on a number line To compare and order (denominator) To compare and order (numerator) To add and subtract simple fractions To add and subtract any two fractions To add mixed numbers To subtract mixed numbers To use multi step problems. 			<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Fractions B</p> <ul style="list-style-type: none"> To multiply fractions by integers To multiply fractions by fractions To divide a fraction by a integer To divide any fraction by an integer To use mixed questions with fractions To know fractions of an amount To know fractions of an amount – finding the whole. 		<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Measurements – Converting Units</p> <ul style="list-style-type: none"> To know metric measures To convert metric measures To calculate with metric measures To know miles and kilometres To know imperial measures. 	<p>Assessment Week</p>
	<p>English</p> <p><u>Biographies</u> <u>Coming To England.</u></p> <ul style="list-style-type: none"> To predict themes in a text and use a context to work out unfamiliar vocabulary. To infer character’s feelings in a text. To know and apply the features of biographical writing. <p>Writing Outcome Biography</p> <ul style="list-style-type: none"> To use the features of an informal letter. To write in character inferring feelings by using events from the text. <p>Writing Outcome Letter</p> <ul style="list-style-type: none"> To plan and structure a cinquain about the racism Floella experience in her childhood. <p>Writing Outcome</p> <ul style="list-style-type: none"> A cinquain. To reflect on Floella’s life and discuss how she has overcome so many barriers. To examine how Floella Benjamin has become the success she is today. <p>Writing Outcome - Discursive writing.</p>									<p>English</p> <p>Friend or Foe by Michael Morpurgo Writing outcomes</p> <ul style="list-style-type: none"> To write a character description. To write an informal letter empathising as an evacuee To rewrite a chapter from a character’s perspective To write an alternative ending To write a short story. 						

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SCIENCE	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals To give reasons for classifying plants and animals based on specific characteristics <p>Star scientists – Edward Jenner and Carl Linnaeus.</p>							
HISTORY								
GEOGRAPHY	<p><u>Where does all our stuff come from? (link to Kashrut and available products)</u></p> <ul style="list-style-type: none"> To understand that our food and clothes can come from all over the world To understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl To understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed To investigate locally made and grown products available in our area, and to investigate locally imported products available in our area To understand the perspectives of a range of people on geographical issues, and to understand that what people buy affects the lives of others <p>To be able to explain the journey of a product to your home.</p>							
ART	<p>Link with English Floella Benjamin and Geography</p> <p><u>The Caribbean:</u></p> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media Identify artists who have worked in a similar way to their own work. Focus on pastels, play around with different effects. Experiment with layering materials and colours, blending, smudging, etc Develop ideas using different or mixed media, using a sketchbook to develop ideas Use appropriate art vocab to share ideas and discuss work, both personal and that of others, including famous artists Work from a variety of sources, inc. those researched independently Show an awareness of how paintings are created (composition) Provide a reasoned evaluation of their own and others work Explain the context and intention behind the work. <p>Artists: Sybil Atteck</p>							
DT								
	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals To give reasons for classifying plants and animals based on specific characteristics <p>Star scientists – Edward Jenner and Carl Linnaeus.</p>							
	<p><u>What impact did WW2 have on Britain?</u></p> <ul style="list-style-type: none"> To analyse the reasons why WW2 started and the role of Britain To research why children were evacuated and where they went To debate whether rationing was fair and consider how we would cope if rationing was reintroduced today To investigate and discover the impact of bombing on a British city To investigate how our local area was rebuilt after WW2. 							
	<p style="text-align: center;">Cross-curricular work linked to WW2</p> <p><u>The Blitz – Drawing-Sculpting</u></p> <ul style="list-style-type: none"> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape Create shades and tints using black and white Create sculpture and constructions with increasing independence Independently develop a range of ideas, which show imagination and originality Use technical knowledge to improve their mastery of skills Use appropriately chosen processes in order to create successful and finished work independently Extension: Develop skills in using malleable and flexible materials Provide a reasoned evaluation of their own and others work Explain the context and intention behind the work. <p>https://www.youtube.com/watch?v=wXrxQZigH7Y</p> <p>Artist: Henry Moore, Edward Ardizzone</p>							

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COMPUTING	<p>COMPUTING STRAND: Computer Science, Information technology, Digital Literacy Unit 6.2 Online Safety – Programs; 2DIY 3D, 2Code, 2Investigate</p> <ul style="list-style-type: none"> To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location To identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon To identify the benefits and risks of giving personal information and device access to different software To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour To begin to understand how information online can persist and give away details of those who share or modify it To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health To identify the positive and negative influences of technology on health and the environment. 	<p>COMPUTING STRAND: Computer Science, Unit 6.6 Networks – Programs; 2Connect,</p> <ul style="list-style-type: none"> To discover what the children know about the internet. To find out what a LAN and a WAN are To find out how we access the internet in school To research and find out about the age of the internet. To think about what the future might 	<p>COMPUTING STRAND: Computer Science & Information Technology Unit 6.1 Coding - Program; 2Code</p> <ul style="list-style-type: none"> To review good planning skills To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge To use variables within a game to keep track of the properties of object. To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge To use variables within a game to keep track of the properties of objects To use functions and understand why they are useful in 2Code To debug a program and organise the code into tab. To organise code into functions and Call functions to eliminate surplus code in the program To explore the options for getting text input from the user in 2Code How to include interactivity in programming To use flowcharts to test and debug a program To create a simulation of a room in which devices can be controlled To explore how 2Code can be used to make a text-based adventure game.
PE	<p>Basketball:</p> <ul style="list-style-type: none"> To dribble with control under pressure. To move into and create space to support a teammate. To choose when to pass and when to dribble. To use the appropriate defensive technique for the situation. To develop shooting technique and make decisions about when to pass, dribble or shoot. To apply principles, rules and tactics to a tournament. 		<p>Dance: THEME: Stamp, Clap</p> <ul style="list-style-type: none"> To copy and repeat a dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. <p>THEME: Bhangra</p> <ul style="list-style-type: none"> To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations.
MUSIC	<p>Unit: Advanced rhythms</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music) Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary Identifying the way that features of a song can complement one another to create a coherent overall effect Use musical vocabulary correctly when describing and evaluating the features of a piece of music Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p>		<p>Unit: Dynamics, pitch and texture Theme: Coast Fingal’s Cave by Mendelssohn</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music) Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary Identifying the way that features of a song can complement one another to create a coherent overall effect Use musical vocabulary correctly when describing and evaluating the features of a piece of music Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p>

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- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

Composing

Create sounds and music using the interrelated dimensions of music

- Improvising coherently and creatively within a given style, incorporating given features
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture
- Recording own composition using appropriate forms of notation and/or technology and incorporating
- Constructively critique their own and others' work, using musical vocabulary.

Performing

- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group
- Performing a solo or taking a leadership role within a performance
- Performing with accuracy and fluency from graphic and staff notation and from their own notation
- Performing by following a conductor's cues and directions.

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Induction Week – New Classes

- To identify positive ways to face new challenges (for example, the new responsibilities of being in Year 6 such as becoming prefects)
- To identify their strengths and set high aspirations and goals.

Cross-Curricular Link with English / Floella Benjamin's Autobiography/Black History Month

- To describe some of the different beliefs and values in society and can demonstrate respect and tolerance towards people different from themselves. They learn to resolve differences by empathising with different points of view
- To learn the importance of empathy and compassion towards others. They understand the negative effects of bullying and discrimination
- Link to Music – To recall all the British Values and find examples of how these relate to their own experiences of everyday life in Britain.

British Values – Democracy

- Democracy Assembly
- To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules
- To describe some ways in which the government uses money to provide for my needs and my local community. (Also taught at the end of the WW2 topic).
- Year 6 trip to The Houses of Parliament to see democracy in action (postponed until the spring term.)

NSPCC – 'Speak Out, Stay Safe' Programme

- To know about different relationships and what constitutes a positive, healthy relationship and that there are different types of love E.g. parental love, friendship, partner love, civil partnerships.
- To learn how to judge whether physical contact is acceptable or unacceptable. Communication and seeking permission are important.
- To understand about the importance of keeping personal boundaries and the right to privacy, but at times, it is necessary to break a confidence.
- To learn how to be resilient and assertive.

Anti-Bullying Week

- To know about different types of relationships and what constitutes a positive, healthy relationship
- To know how to maintain a healthy relationship
- To confidently negotiate and compromise strategies to resolve disputes and conflict
- To encourage children to be mindful of their actions and their effects on others
- To encourage children to be resilient and assertive.

Road Safety Week

- To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly. (Also includes responsible mobile phone use)
- To know their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport
- To understand the risks and the effects of risky behaviour and can develop strategies to cope with dangerous situations caused by others.
- To plan a safe journey to and from secondary school.

Awareness Days

Remembrance Day

Anti-Bullying Week – 11th – 15th November

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Mental Health

- To explain both the range and intensity of their feelings. They recognise that they may experience conflicting emotions and find ways to overcome them.
- To learn about taking on more responsibility, managing setback and reframe unhelpful thinking E.g Learning to be resilient and have a growth mind-set.

Awareness Days

Jeans for Genes Week – 16th – 22nd September 2024
 Black History Month
 World Mental Health Day – 10th October

FRENCH

À L'École (At School)

- To repeat and recognise the vocabulary for school subjects
- To say what subjects they like and dislike at school
- To say why they like/ dislike certain school subject
- To tell the time (on the hour) in French
- To say what time they study certain subjects at school.

JS

Chagim: Rosh Hashanah

- The custom to eat the various foods on the first evening of R. Hashanah – Knows the foods and exposure to some of the Yehi Ratzons recited over them
- The Rambam's Teshuvah the process: 1. we regret our wrongdoings, 2. Stop the wrongdoing (in thought and action), verbalising what we have done that is wrong, resolving not to do it again
- Avinu Malkenu: a deeper understanding of the two different relationships that we have with Hashem. A child can develop their own relationship with G-d
- R. Hashanah is the anniversary of the creation of the world (since Adam & Chavah were created on this day – the sixth day of Maaseh Bereshit) and therefore an opportunity for G-d to review His creation and for us to review ourselves
- Review the concept of Teshuvah, Tefillah, Tzedaka) with focus on knowing and understands the 8 levels of tzedaka according to the Rambam.

Chagim: Yom Kippur

- Some of the customs for Erev Yom Kippur: To eat more, the blessing of the children, Kaparot, Mikvah (as on Erev R. Hashanah too), to light a Ner Zikaron
- The fact that all the laws of Shabbat apply on Y. Kippur (incl. carrying + cooking which don't apply on other Chagim)
- The Seudah Mafseket
- Yom Kippur: the 13 attributes of mercy - the text and melody; a basic understanding of the content - that Hashem is compassionate.

Chagim: Succot/Shmini Atzeret/Simchat Torah

- Key laws of the requirements for a kasher Sukkah structure + kasher Arba'ah Minim – refer to Biblical and Mishnaic sources. (This offers an initial introduction to the concept of Oral Torah – Torah Sheba'al Peh.)
- Some halachot about the use of the Sukkah. How often one makes Leshev Basukkah, the types of food that require sitting in the Sukkah, the stricter rules about waiting for rain to pass on the first evening, how to deal with rain
- Understands the difference between the structure of the chag in Israel over the entire 8 days as opposed to the 9 day structure in Chutz Laaretz. incl. the amount of Yom Tov days, Chol Hamoed and the fact that

Le Weekend (The Weekend)

- To ask what the time is in French
- To tell the time accurately in French
- To learn how to say what they do at the weekend in French
- To learn to integrate connectives into their work
- To present an account of what they do and at what time at the weekend.

Chagim: Chanukah

- Understands why Chanukah is 8 days and not 7, if the miracle of the oil lasting was really only 7 days
- Knows the content and general meaning of 'Biy'mei Mattityahu' to include key words
- Knows where to find 'Al Hanisim" in the Amidah in the siddur
- Knows the difference between Nes Galuy and Nes Nistar in a context of the miracles of Chanukah
- Heroism. Know that the heroic acts which took place in the period of the Chanukah story were acts of outstanding self-sacrifice, mesirut nefesh. Link to modern day e.g. Natan Sharansky
- To consider what the Macabees were fighting against and to look at why it remains so important to value human beings for their spiritual properties and not just their materialistic properties.

Parasha:

- Lech Lecha- To understand the meaning of immigration as we learn it from this parashah
- Vayera – facing difficult choices
- Chayei Sarah – comforting a mourner
- Toldot – taking care of what is yours
- Vayetze – making Israel central in our lives as Jews
- Vayishlach –living up to one's Jewish identity
- Vayeshev – our actions have consequences.

Skills:

- To blend a two letter word with no vowels accurately
- To blend a two letter word with no vowels accurately
- To read a two syllable word accurately, broken into syllables.

Israel:

- To be able to explain what life in the ghetto was like
- To understand what a pogrom is
- To know who Moses Motefiore was

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Shemini Atzeret + Simchat Torah fall together on one day

- After Rosh Hashanah & Yom Kippur – we are judged for rain on Succot
- Understand why we add Tefillat Geshem on Shemini Atzeret and not during Succot, even though we hint for rain (without being explicit) through taking the Arbah Minim throughout Sukkot.

Skills:

- To know how to read over 20 Rashi script letter
- To know how to read all Rashi script letters
- To blend a two letter word with one vowel accurately
- To blend a two letter with two vowels accurately.

Israel

- To know the promise Hashem made to Avraham, Yitzchak and Yaakov
- To know what happened during the Spanish Inquisition
- To know how the Spanish Inquisition affected Jewish history forever
- To understand Jewish life throughout the 18th and 19th centuries.

- To understand what happened in the first Aliyah.