

Year 6 Autumn Term Curriculum Overview 2020

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <ul style="list-style-type: none"> To read, write, order and compare numbers to at least 1000000 and determine the value of each digit To identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places To recall and use equivalences between simple fractions, decimals (and percentages,) including in different contexts To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) (YR5) To add and subtract numbers mentally with increasingly large numbers (YR5) To perform mental calculations, including with mixed operations and large numbers To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate To express missing number problems algebraically To enumerate possibilities of combinations of two variables To use their knowledge of the order of operations to carry out calculations involving the four operations To find pairs of numbers that satisfy an equation with two unknowns To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why To solve problems involving addition, subtraction, multiplication and division To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation of up to three decimal places To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate To read, write and convert time between analogue and digital 12- and 24-hour clocks (YR5) To read Roman numerals to 1000 (M) and recognise years written in Roman numerals.(YR5) To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication To perform mental calculations, including with mixed operations and large numbers To solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes (YR5). 						
	ENGLISH	<p>Biographies Start of Coming To England.</p> <p>To predict themes in a text and use a context to work out</p>	<p>To infer character's feelings in a text.</p> <p>To know and apply the features of biographical writing.</p>	<p>To use the features of an informal letter.</p> <p>To write in character inferring feelings by using events from the text.</p>	<p>To plan and structure a cinquain about the racism Floella experience in her childhood.</p>	<p>To reflect on Floella's life and discuss how she has overcome so many barriers.</p>	<p>To examine how Floella Benjamin has become the success she is today.</p> <p>Writing Outcome – Discursive writing</p>

HALF TERM

	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <ul style="list-style-type: none"> To use negative numbers in context, and calculate intervals across zero To use common factors to simplify fractions; use common multiples to express fractions in the same denomination To compare and order fractions, including fractions > 1 To add and subtract fractions with the same denominator and denominators that are multiples of the same number (YR5) To recognise mixed numbers and improper fractions and convert from one form to the other To recognise that shapes with the same areas can have different perimeters and vice versa To recognise when it is possible to use formulae for area and volume of shapes To calculate the area of parallelograms and triangles To calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units for example, mm³ and km³]. To recognise, describe and build simple 3-D shapes, including making nets To divide numbers up to 4 digits by numbers up to 12 using the formal written method of short division, where appropriate interpret remainders according to the context and use reasoning to find a solution To express a remainder after division as a fraction, simplifying where possible To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions To recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal (YR5) To solve problems which require knowing percentages and decimal equivalents of , , , , and those fractions with a denominator of a multiple of 10 or 25 (YR5) To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts To solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (YR5) To multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\times =$] To divide proper fractions by whole numbers [for example, $\div 2 =$]. 						
	ENGLISH	<p>Shakespeare Unit TBC</p>	<p>Poetry (in relation to Shakespeare)</p>	<p>Friend or Foe by Michael Morpurgo</p> <p>To write a character description.</p>	<p>Friend or Foe by Michael Morpurgo</p> <p>To write an informal letter empathising as an evacuee.</p>	<p>Friend or Foe by Michael Morpurgo</p> <p>To write an alternative ending.</p>	<p>Friend or Foe by Michael Morpurgo</p> <p>To write a short story.</p>

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	unfamiliar vocabulary.	Writing Outcome - Biography	Writing Outcome - Letter	Writing Outcome – A cinquaine.			
SCIENCE	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> 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 Give reasons for classifying plants and animals based on specific characteristics Star scientists – Libbie Hyman, Carl Linnaeus and Edward Jenner. 						
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 To be able to explain the journey of a product to your home. 						
ART	<p>Link with English Floella Benjamin and Geography <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 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>						

							To rewrite a chapter from a character’s perspective.
SCIENCE	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> 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 Give reasons for classifying plants and animals based on specific characteristics Star scientists – Libbie Hyman, Carl Linnaeus and Edward Jenner. 						
HISTORY	<p style="text-align: center;"><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. 						
GEOGRAPHY							
ART	<p style="text-align: center;">Cross-curricular work linked to WW2</p> <p>Blitz art-work.</p> <ul style="list-style-type: none"> To use different medium to create pictures from The Blitz. Create sculptures in the style of Henry Moore <p><u>The Blitz:</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 Develop skills in using malleable and flexible materials inc. slabs, coils, slips, etc 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 Provide a reasoned evaluation of their own and others work Explain the context and intention behind the work. <p><u>Artist: Henry Moore, Edward Ardizzone</u></p>						

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COMPUTING	COMPUTING STRAND: Computer Science & Information Technology Unit 6.1 Coding - Program; 2Code <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. 						Catch-up/ Consolidation
FRENCH	<u>Core Vocabulary – Les Nombres (Numbers)</u> To learn numbers 1-10 in French. To begin to learn numbers 10-20 in French.	<u>Core Vocabulary – Les Commandes De La Classe (Classroom Commands)</u> To introduce some classroom commands in French	<u>Core Vocabulary – Les Couleurs (Colours)</u> To introduce colours in French	<u>Core Vocabulary – Les Jours (Days of the Week)</u> To introduce days of the week in French	<u>Core Vocabulary – Les Mois (Months of the Year)</u> To introduce months of the year in French	<u>La Phonétique (Phonetics - Lesson 1)</u> To look at the first 4 out of a total of 18 essential French sound patterns / phonemes (CH, OU, ON, OI) to improve French pronunciation and be able to read with improved accuracy.	<u>La Phonétique (Phonetics - Lesson 2)</u> To look at the next 4 out of a total of 18 essential French sound patterns / phonemes (I, IN, IQUE, ILLE) to improve French pronunciation and be able to read with improved accuracy.
PE	<u>Tennis</u> <ul style="list-style-type: none"> To play doubles tennis to score points against opposition To defend points against opposition using teamwork skills to return balls over the court To explain principles of backhand shot To describe why and when to use a backhand shot To use a backhand shot when necessary in a game situation 						

COMPUTING	Catch-up/ Consolidation	COMPUTING STRAND: Information Technology Unit 6.3 Spreadsheets – Programs; 2Calculate <ul style="list-style-type: none"> To explore Probability To use spreadsheets in ‘real life’ Creating a computational model To use a spreadsheet to plan pocket money spending To plan a school event. 				Catch-up/ Consolidation
FRENCH	<u>Je Me Presente (Presenting Myself)</u> <ul style="list-style-type: none"> To revise counting to 20 in French To say their name and age in French To say hello and goodbye and then ask how somebody is feeling and answer how they are feeling To tell you where they live in French To tell you if they are French or English, introducing concept of gender and agreement. 					<u>La Phonétique (Phonetics - Lesson 3)</u> To look at the next 4 out of a total of 18 essential French sound patterns / phonemes (É E È EAU EUX) to improve French pronunciation and be able to read with improved accuracy.
PE	<u>Dance</u> <ul style="list-style-type: none"> To use tension and extension to control body To develop a simple sequence using actions and dynamics To recognise the difference between actions and dynamics To explore space and relationships to dance To develop a movement phrase that incorporates at least 2 relationships and a spatial element 					

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	<ul style="list-style-type: none"> • To introduce the lob shot • To demonstrate a lob shot in isolated situations • To perform a lob shot in game play • To play in a game against opposition in doubles and single using full tennis scoring systems • To know and explain rules and scoring systems for a full game • To play in doubles games and recognise how as a pair you can improve • To implement basic positioning as a pair to score points • To use basic doubles positioning to explore attacking and defensive play • To work as a pair to develop tactics against other pairs • To compete and identify ways you can improve your play. 	<ul style="list-style-type: none"> • To remember and perform a simple phrase incorporating at least 3 actions • To use expression in dance phrase • To develop movement action phrase in a group of 4 • To develop a dance using increased range of actions • To identify appropriate dynamics and group formations for a Hakka dance performance • To perform with consistency throughout • To perform some basic street dance skills • To develop a short sequence including basic street dance positions • To interpret visual stimulus • To develop a street dance using relationships in dance • To work as part of a pair to compose a street dance performance • To perform confidently to peers.
MUSIC	<p>Unit: Happy Styles covered (Historical context): Pop/Motown</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listen & Appraise</p> <ul style="list-style-type: none"> • Recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. <p>MUSIC STRAND: Musical Activities</p> <p>Games</p> <ul style="list-style-type: none"> • Internalise, understand, feel, know how the dimensions of music work together • Focus on warm-up Games. Pulse, rhythm, pitch, tempo, dynamics • Explore the link between sound and symbol. <p>Singing</p> <ul style="list-style-type: none"> • Sing, learn about singing and vocal health • Continue to learn about working in a group/band/ensemble. <p>Playing</p> <ul style="list-style-type: none"> • Play a classroom/band instrument in a group/band/ensemble • Explore the link between sound and symbol. <p>Improvisation</p> <ul style="list-style-type: none"> • Explore and create your own responses, melodies and rhythms. <p>Composition</p> <ul style="list-style-type: none"> • Create your own responses, melodies and rhythms and record them in some way • Explore the link between sound and symbol <p>MUSIC STRAND: Perform/Share</p> <ul style="list-style-type: none"> • Work together in a group/band/ensemble and perform to each other and an audience • Discuss/respect/improve your work together. 	<p>Unit: Classroom Jazz 2 Styles covered (Historical context): Jazz, Latin, Blues</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listen & Appraise</p> <ul style="list-style-type: none"> • Recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. <p>MUSIC STRAND: Musical Activities</p> <p>Games</p> <ul style="list-style-type: none"> • Internalise, understand, feel, know how the dimensions of music work together • Focus on warm-up Games. Pulse, rhythm, pitch, tempo, dynamics • Explore the link between sound and symbol. <p>Singing</p> <ul style="list-style-type: none"> • Sing, learn about singing and vocal health • Continue to learn about working in a group/band/ensemble. <p>Playing</p> <ul style="list-style-type: none"> • Play a classroom/band instrument in a group/band/ensemble • Explore the link between sound and symbol. <p>Improvisation</p> <ul style="list-style-type: none"> • Explore and create your own responses, melodies and rhythms. <p>Composition</p> <ul style="list-style-type: none"> • Create your own responses, melodies and rhythms and record them in some way • Explore the link between sound and symbol <p>MUSIC STRAND: Perform/Share</p> <ul style="list-style-type: none"> • Work together in a group/band/ensemble and perform to each other and an audience • Discuss/respect/improve your work together.
SRE/ PSHE	<p><u>Heads-Up Kids – Back To School Programme</u></p> <ul style="list-style-type: none"> • To enable children to transition back to the school environment and feel safe and secure through routine, consistency and ritual • To enable children to share their experiences and feelings • To normalise worries and other big feelings • To enable children to manage uncertainty and change <p><u>Induction Week – New Classes</u></p> <ul style="list-style-type: none"> • To identify positive ways to face new challenges (for example, the new responsibilities of being in Year 6 such as becoming prefects) 	<p><u>Anti-Bullying Week</u></p> <ul style="list-style-type: none"> • 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. <p><u>British Values – Democracy</u></p> <ul style="list-style-type: none"> • 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

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- To identify their strengths and set high aspirations and goals.

Be Seen/Be Safe Road Safety Campaign

- To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. (Also includes responsible mobile phone use).

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

- To describe some of the different beliefs and values in society.
- To demonstrate respect and tolerance towards people different from themselves.
- To learn the importance of empathy and compassion towards others. They understand the negative effects of bullying and discrimination.

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 kosher Sukkah structure + kosher 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 Shemini Atzeret + Simchat Torah fall together on one day
- After Rosh Hashanah & Yom Kippur – we are judged for rain on Succot
- Understands 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 Succot.

Skills

- To review current Hebrew reading skills
- To know how to read and write aleph in Rashi script

- 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).

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.

Skills:

- To know how to read and write heh, vav and zayin in Rashi script
- To know how to read and write chet, tet and yud in Rashi script
- To know how to read and write kaf, final kaf and lamed in Rashi script
- To know how to read and write mem and final mem in Rashi script
- To know how to read and write nun and final nun in Rashi script
- To know how to read and write samech in Rashi script

Topic: Israel

- To understand what a ghetto is
- To understand what a pogrom is
- To know who Moses Montefiore was
- To understand what happened in the first Aliyah
- To understand the impact of Theodore Herzl
- To understand the role Britain played in securing a Jewish State.

Parasha:

- Vayera – facing difficult choices
- Chayei Sarah – comforting a mourner
- Toldot – the rightful ownership of Israel
- Vayetze – making Israel central in our lives as Jews
- Vayishlach – living up to one's Jewish identity
- Vayeshev – The consequence of actions
- Miketz – Global responsibility (feed the world).

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- To know how to read and write bet, gimel and daled in Rashi script.

Topic: Israel

- To know the promise Hashem made in Bereshit
- To understand Jewish life throughout the 18th and 19th centuries.

Parasha

- Bereshit – self-improvement
- Noach – every society needs laws.