

Year 6 Autumn Term Curriculum Overview 2021

	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			
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). 								Assessment Week	<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, $\div 2 =$]. 								Assessment Week
	ENGLISH	<u>Biographies</u>	To infer character's feelings in a text.	To use the features of an informal letter.	To plan and structure a cinquain about the racism Floella experience in	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.	Shakespeare Unit				Shakespeare Unit		Poetry (in relation to Shakespeare)	Friend or Foe by Michael Morpurgo Writing outcomes			
To predict themes in a		To know and apply the	To write in character											<ul style="list-style-type: none"> To write a character description. To write an informal letter empathising as an evacuee 				

HALF TERM

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	text and use a context to work out unfamiliar vocabulary.	features of biographical writing. Writing Outcome Biography	inferring feelings by using events from the text. Writing Outcome Letter	her childhood. Writing Outcome A cinquain.													<ul style="list-style-type: none"> To rewrite a chapter from a character's perspective To write an alternative ending To write a short story.
SCIENCE	<u>Living things and their habitats</u>											<u>Living things and their habitats</u>					
	<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 – Edward Jenner and Carl Linnaeus. 											<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 – Edward Jenner and Carl Linnaeus. 					
HISTORY																	
	<u>Where does all our stuff come from? (link to Kashrut and available products)</u>											<u>What impact did WW2 have on Britain?</u>					
GEOGRAPHY	<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. 											<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. 					
ART	Link with English Floella Benjamin and Geography											Cross-curricular work linked to WW2					
	<u>The Caribbean:</u> <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. 											<u>The Blitz:</u> <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. 					
	Artists: Sybil Atteck											<u>Artist: Henry Moore, Edward Ardizzone</u>					

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COMPUTING	COMPUTING STRAND: Computer Science, Information technology, Digital Literacy Unit 6.2 Online Safety – Programs; 2DIY 3D, 2Code, 2Investigate <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. 				COMPUTING STRAND: Computer Science, Information technology, Digital Literacy Unit 6.6 Networks – Programs; 2Connect, 2Code <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 hold. 				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. 							
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 • 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. 								<u>Gymnastics</u> <ul style="list-style-type: none"> • To complete a 6-element sequence containing flight, contrasting shapes and balances • To take weight on hands to land on apparatus from flight • To include twists, turns and changes of speed and direction • To dismount from varying heights • To make simple judgements about own work and choose what level to work • To organise equipment in small groups to create flight sequence • To express cannon in sequences • To work collaboratively to assign a leader and share ideas for sequence • To refine individual aspects of sequence including jumps, starting and finishing position and use canon • To perform sequence to an audience • To devise pulse raising warm ups which develops flexibility • To create a paired flight sequence demonstrating both unison and cannon • To recap unison in relation to gymnastics sequences • To create a 6-element sequence including cannon, unison, dismount a piece of equipment. 							

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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> <ul style="list-style-type: none"> • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> • 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. <p>Performing</p> <ul style="list-style-type: none"> • 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. 	<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 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	SRE/ PSHE	<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) • To identify their strengths and set high aspirations and goals. <p><u>Cross-Curricular Link with English / Floella Benjamin's Autobiography/Black History Month</u></p> <ul style="list-style-type: none"> • 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

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	<ul style="list-style-type: none"> 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. <p><u>Awareness Days/Weeks</u></p> <p>Black History Month</p> <p>Wellbeing Wednesdays</p> <p>10th October – World Mental Health Day</p>	<p><u>Road Safety Week</u></p> <ul style="list-style-type: none"> 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. <p><u>British Values – Democracy</u></p> <ul style="list-style-type: none"> 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). <p><u>Awareness Days</u></p> <p>Anti-Bullying Week Wellbeing Wednesdays Christmas Appreciation</p>
<p style="text-align: center;">FRENCH</p>	<p>Quelle Est La Date Aujourd’hui?</p> <ul style="list-style-type: none"> To repeat and recognise the months of the year in French To ask when somebody has a birthday and say when they have their birthday To say the date in French To create a French calendar To recognise key dates in the French calendar. <p>La Phonetique (Phonetics - Lesson 3) 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.</p>	<p>Quel Temps Fait-il? (The Weather)</p> <ul style="list-style-type: none"> To repeat and recognise the vocabulary for weather in French To ask what the weather is like today To say what the weather is like today To create a French weather map To describe the weather in different regions of France using a weather map with symbols.
<p style="text-align: center;">JS</p>	<p>Chagim: Rosh Hashanah</p> <ul style="list-style-type: none"> 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 <u>regret</u> 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. <p>Chagim: Yom Kippur</p> <ul style="list-style-type: none"> 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 	<p>Chagim: Chanukah</p> <ul style="list-style-type: none"> 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. <p>Parasha:</p> <ul style="list-style-type: none"> Vayetze – making Israel central in our lives as Jews Vayishlach –living up to one’s Jewish identity Vayigash – keeping promises

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- 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 Arba'ah Minim throughout Sukkot.

Parasha

- Bereshit – self-improvement
- Noach – every society needs laws
- Lech lecha – Jewish identity
- Vayera – facing difficult choices
- Chayei Sarah – comforting a mourner.

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.

- Vayechi – ahavat eretz Yisrael.

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
- To understand what happened in the first Aliyah.