



# Year 6

## Termly Curriculum Overview

### Autumn Term 2

<h3>Religious Education</h3>	<p><b>Collective Worship weekly themes</b></p> <ul style="list-style-type: none"> <li>• Saints</li> <li>• Remembrance</li> <li>• Courage</li> <li>• Peace</li> <li>• Advent</li> <li>• Hope</li> <li>• Gift/Giving</li> <li>• Christmas/Love</li> </ul> <p><b>Religious Education</b></p> <p><b>Vocation and Commitment</b> – The children will examine how their own and others’ commitment to service and care of others are influenced by beliefs and values. They will examine a number of roles in society and examine the level of commitment required. Through visits and discussions with local clergy, the children will discuss the similarities and differences between the roles of a priest and a vicar and understand the level of commitment required to be a messenger of God.</p> <p><b>Expectations</b> – The children will explore the importance of Advent and how we can prepare for the arrival of Christmas, the celebration of the birth of our Saviour and the return of Jesus. By the end of the topic, the children will be able to show how their own and others’ decisions and hopes are informed by their beliefs, viewpoints and values.</p> <p><b>Sikhism</b></p> <p>The children will also learn about the guidelines Sikh people live their lives by.</p>
<h3>Maths</h3>	<p><b>Calculation Problems</b></p> <p>Understand the use of brackets</p> <ul style="list-style-type: none"> <li>•Use knowledge of the order of operations to carry out calculations</li> <li>•Generate and describe linear number sequences</li> <li>•Express missing number problems algebraically</li> <li>•Solve equations with unknown Values</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>•Deepen understanding of equivalence</li> <li>•Order, simplify and compare</li> </ul>

	<p>fractions, including those greater than one</p> <ul style="list-style-type: none"> <li>• Recall equivalence between common fractions and decimals</li> <li>• Find decimal quotients using short division</li> <li>• Add and subtract fractions</li> </ul> <p><b>Missing Angles and Length</b></p> <ul style="list-style-type: none"> <li>• Compare and classify a range of geometric shapes</li> <li>• Use angle facts to find unknown angles</li> </ul> <p><b>Basic Skills</b></p> <p>Number, place value, times tables and calculation strategies, as well as recapping key learning, are revisited during daily Maths Meeting sessions.</p>
<p>English Reading</p>	<p><b>Hansel and Gretel</b></p> <p>The children will be reading Hansel and Gretel by Neil Gaiman. During this narrative they will be able to make links to other versions of the fairy tale. They will also be expected to make predictions about the story based on other fairy tales they have read. The children will read a dual narrative based on Hansel and Gretel and explore the structure and layout of running two sets of events simultaneously to one another. The children will also read a range of persuasive letters. They will identify common language and literacy devices used to persuade and create their own bank of ideas. These will then be used in their own writing.</p> <p><b>Guided reading sessions:</b> Pupils will analyse a range of texts and answer questions linked to the different assessment focus. Pupils will retrieve information, visualize scenes, explore the use and effect of vocabulary, summarize main ideas and ask questions. They will also develop their skills of inference and deduction, justify their answers with evidence and predict what may happen from details stated and implied.</p> <p>The themes this half term are:</p> <ul style="list-style-type: none"> <li>• World War 2</li> <li>• Children's Classics 1</li> <li>• Magic</li> <li>• Liverpool</li> <li>• Katherine Rundell</li> <li>• Poetry Volume 1</li> <li>• Songs from musicals</li> </ul>
<p>English Spelling, Punctuation, Grammar</p>	<p><b>Grammar</b></p> <p>Continuing revision of basic sentence components; tenses; synonyms and antonyms; and pronouns.</p> <p><b>Punctuation</b></p> <p>Brackets, dashes, ellipses, inverted commas</p> <p><b>Spelling</b></p> <p>Statutory spelling list for Year 6</p>
<p>English Writing</p>	<p><b>Hansel and Gretel</b></p> <p><b>Dual narrative</b></p> <p>The children will write a dual narrative text based on two characters from the story. They will use personal pro nouns and the name of the character to distinguish the main</p>

	<p>subject of the paragraph. The children will also be encouraged to use expanded noun phrases to describe the action and the setting to the reader.</p> <p><b>Persuasive letter</b> The children will write persuasive letters from the point of view of a main character in the story. They will be expected to use a range of persuasive devices drawn from their reading sessions. The children will be encouraged to use a range of punctuation in their writing including commas to avoid ambiguity.</p>
<p>Science</p>	<p><b>Light</b> Building on their work on light from year 3, children will explore the way that light behaves, including looking at light sources, reflection and shadows. They will talk about what happens and make predictions. Children will be able to recognise that light appears to travel in straight lines and use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. They will be able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Pupils will work scientifically by using the idea that light appears to travel in straight lines to explain how it works. They will investigate the relationship between light sources, objects and shadows by creating and answering their own questions about how to change the shape and size of a shadow. Children will also learn about lenses and how these are used in everyday life.</p>
<p>Geography</p>	<p><b>Mountains</b> In this unit, the children will use atlases, maps and globes to locate 'The Seven Summits'. They will describe the physical features of a mountain and how they are formed. They will also learn about the climate on mountain ranges and study the human geography of settlers and land use in and around mountainous regions. The children will then learn about mountains in the UK and compare these to the Himalayas, recognising how important this mountain range is for the people who live and work in that region.</p>
<p>Physical Education</p>	<p><b>Football</b> In this unit, the pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p><b>Swimming</b> The children will be assessed and either given support in learning to swim or have their swimming skills refined and improved. All children will then be tested to see if they can swim 25m unaided.</p>
<p>Computing</p>	<p><b>Online safety</b> In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Identify the benefits and risks of mobile devices broadcasting the location of the user/device.</li> <li>• Identify secure sites by looking for privacy seals of approval.</li> <li>• Identify the benefits and risks of giving personal information.</li> <li>• Review the meaning of a digital footprint.</li> <li>• Have a clear idea of appropriate online behaviour.</li> <li>• Begin to understand how information online can persist.</li> <li>• Understand the importance of balancing game and screen time with other parts of their lives.</li> <li>• Identify the positive and negative influences of technology on health and the environment.</li> </ul>

	<p><b>Spreadsheets</b></p> <p>In this unit, the children will be able to recognise common features of a spreadsheet, including the features of rows, columns and cells. They will learn how to enter data in cells, find cell locations and with this knowledge and create a table of data on a spreadsheet. They will then expand on this by formatting numbers entered into cells, including decimal places. They will also create graphs using the data in their spreadsheets.</p>
<p>Design Technology</p>	<p><b>Textiles: Combining different fabrics</b></p> <p>Linking in with their history topic on WW2 in Autumn 1, and the rationing of materials, the children will design, create and evaluate a textile bag that could be used to store items as an evacuee. They will formulate step-by-step plans and use a range of materials and craft items that could be found around the home. The children will select from – and use – a range of tools and equipment to make a product that is accurately assembled and well-finished. They will work within the constraints of time, cost and resources. Finally, the children will compare the final product to the original design specification and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p>
<p>French</p>	<p><b>At school</b></p> <p>In this unit, the children will learn to use and say vocabulary related to the subjects they study in school. They will write sentences using the vocabulary with an attempt use the correct article. By the end of the unit, the children will be able to talk in French about the subjects they like and dislike in school; what time they have a particular subject in school; and what time they go to school.</p>
<p>PSHE</p>	<p><b>Physical health and wellbeing</b></p> <p>In this unit, the children will be learning about oral health and the importance of practicing good dental hygiene routines. They will also learn about the role of medicine in keeping their body healthy. Pupils will also learn about healthy sleep habits and why sleep is important. Throughout the topic, the children will also have chance to discuss their feelings and share strategies they use to manage their emotions.</p>