



Y6 Autumn Term Curriculum Overview



English

Subject skills:

- Confidently read most unfamiliar words and predict the meaning of related words using knowledge.
- Use knowledge of word history and the link between words to suggest meaning.
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Ask higher order questions to improve their understanding.
- Recognise more complex themes in what they read (such as loss or heroism).
- Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
- Make predictions based on details stated and implied, justifying them in detail with evidence from the text.
- Confidently summarise the main ideas of the text using examples from the text.
- Retrieve, record and present information from fiction and non-fiction.
- Identify relevant points from the text and generally support comments with relevant quotations.
- Understand how characters change and develop through texts by drawing inferences based on indirect clues.
- Understand how the author uses hidden messages to imply what might happen.
- Comment on and compare the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
- Identify how the author has created messages, moods, feelings and attitudes through vocabulary choices.

Texts: *Tornado Chasers* by Ross Montgomery

Skellig by David Almond

Classic Fiction with excerpts from: *Treasure Island*, *Oliver Twist*, *Goodnight Mr Tom*, *Macbeth*, *The Hound of the Baskervilles*, *Alice in Wonderland*.

Subject knowledge:

- Establishing and maintaining a viewpoint and sustaining the voice of character.
- Selecting, using and sustaining advanced features of non-fiction writing.
- Creating atmosphere and integrating dialogue to convey character and advance the action in narratives.
- Planning, drafting and editing their writing.
- Using adverbials, prepositional phrases and expanded noun phrases to add detail.
- Using a wide range of clause structures.
- What classic fiction is and what novels are considered classic fiction.
- How to analyse a text looking at language choices.
- How and when to use different formalities in writing.
- How to use dialogue to advance the action in writing.

Grammar

- Noun phrases.
- Clauses/Parenthesis.
- Confusing words.
- Silent letters.
- Commas for clauses.
- Tenses.
- Hyphens.

- Identify the ways in which one paragraph is linked to the next.
- Identify the effect the structure has on a reader, and begin to explain how this impact has been created.
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- Prefixes.

Maths

Subject skills:

Number: Place Value

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve number and practical problems that involve all of the above.

Number- addition subtraction, multiplication + division

- Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.
- Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

Subject knowledge:

Number: Place Value

- Know the place value of numbers up to 1,000,000

Number- addition subtraction, multiplication + division

- Know strategies for dividing numbers up to 4 digits by a 2-digit whole number.
- Know how to interpret remainders.
- Know Order of Operations.

Fractions

- Know strategies for simplifying fractions and comparing fractions greater than 1.
- Understand fraction sequences.
- Know strategies calculating with fractions (adding/subtracting with different denominators, multiplying fractions).
- Know equivalence between simple fractions, decimals and % (0.25, 0.5 and 0.75).

Geometry- Position and Direction

- Recognise coordinates in all 4 quadrants.

Fractions

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1
- Generate and describe linear number sequences (with fractions)
- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $14 \times 12 = 18$]
- Divide proper fractions by whole numbers [for example $13 \div 2 = 16$]
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 38]
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Geometry- Position and Direction

- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and, reflect them in the axes.

Science

Subject skills:

- Plan enquiries, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.

Subject knowledge:

Living Things & Their Habitats

- The differences in the life cycles of a mammal, amphibian, insect and bird.
- Life processes and reproduction of plants: Germination, Growth, Fertilisation, Seed production, Seed dispersion.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

<ul style="list-style-type: none"> • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas. • Identify scientific evidence that has been used to support or refute ideas or arguments. 	<ul style="list-style-type: none"> • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
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Art - Landscapes

<p>Subject skills:</p> <ul style="list-style-type: none"> • Sketch a simple outline drawing of a landscape with background, middle-ground and foreground horizons. • Use graduated shading to work up the tonal values of a landscape. • Sketch a series of small landscapes. • Add a silhouette to landscape drawing. • Use graduated shading to colour a landscape. • Make a pale first wash. • Experiment with different colours and tones. • Graduate from hard black into mid and light tones using the 'stippling' technique. • Graduate from hard black into mid and light tones using the 'hatching' technique. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> • The link between tonal values and distance in a greyscale landscape. • Understand how colour is affected in landscapes. • How to blend colours to darken tonal values. • The 'wet in wet' technique. • How to create tone with line. • How to apply Indian Ink for the darkest areas of a shadow.
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Computing

<p>Subject skills:</p> <p>E-Safety</p> <ul style="list-style-type: none"> • Reflect on how balanced they are in their daily lives. • Consider what "media balance" means and how it applies to them. • Create a personalised plan for healthy and balanced media use. • Use strategies for avoiding clickbait. • Define "the curiosity gap". • Explain how clickbait uses the curiosity gap to get your attention. • Understand the purposes of different parts of an online news page. 	<p>Subject knowledge:</p> <p>E-Safety</p> <ul style="list-style-type: none"> • Social media and its dangers. <p>Programming</p> <ul style="list-style-type: none"> • Zelda Scratch. • Complex Scripting • Broadcasts • Variables • Lists • Conditional statements • Graphic design • Animation
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<ul style="list-style-type: none"> • Identify the parts and structure of an online news article. • Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements. <p>Programming</p> <ul style="list-style-type: none"> • Animate in scratch using costume changes. • Create a simple physics engine that will replicate gravity. • Create, add to and query a list. • Use a list and when to use a variable. • Use lists to create an in game inventory system. 	<ul style="list-style-type: none"> • Image manipulation • Boolean Logic
<p>Design Technology – E-Textiles</p>	
<p>Subject skills:</p> <ul style="list-style-type: none"> • Generate, develop and communicate their ideas through discussion, annotated sketches and prototypes. • Select from and use a wide range of tools and equipment to perform practical tasks. • Make a simple circuit using conductive thread and LEDs. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> • How and why electronics can be used in textiles. • Incorporate this knowledge when designing and making a product using textile materials. • How to evaluate their product and their own practical skills through evaluation.
<p>Food Technology - Cooking & Nutrition</p>	
<p>Subject skills:</p> <ul style="list-style-type: none"> • Select from and use a wide range of tools and equipment to perform practical tasks. • Select from and use a wider range of ingredients according to their functional properties. • Evaluate their ideas and products and consider the views of others to improve their work. • Use the grill safely. • Make a cake using the creaming method. • Recognise when a cake is cooked. • Use the rubbing-in method. • Add liquid correctly to form a dough. • Conduct a sensory analysis of bread. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> • Use a wider range of equipment and ingredients including the grill. • Consider the presentation of their dishes. • Explore ingredients and how they get from farm to fork. • Creaming and rubbing-in method. • Portioning. • How to form a dough. • Presentation of food.
<p>Geography – Rivers</p>	
<p>Subject skills:</p> <ul style="list-style-type: none"> • How to complete a field sketch. • Compare OS maps to aerial photographs. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> • Rivers: flooding, deposition, erosion, transportation, river landforms.

- Interpret geographical data (floods).
- Read and interpret rainfall maps.
- Use fieldwork to observe, measure, record and present the physical features in the local area using sketch maps, plans and graphs and digital technologies.

- The water cycle.
- River uses.
- Flood data for Ovingham.
- How to carry out fieldwork safely and effectively.

History – Crime & Punishment

Subject skills:

- Describe some similarities and differences between periods studied.
- Describe and make links between the relevant causes and consequences of events and changes.
- Beginning to select and organise information to produce structured work.
- Beginning to make appropriate use of dates and terminology.
- Comment with confidence on the value of a range of different types of sources for enquiries.

Subject knowledge:

- Different types of crime in Ancient Rome and how the punishments were different for different groups in society.
- Important features of the Roman legal system and how these differed from today.
- Changes which took place between the Roman period and Anglo-Saxon England.
- Anglo-Saxon innovations such as trials by ordeal and Weregild.
- Differences to laws brought about by the Norman Conquest, and the types of crimes punished at the new Manor Courts.
- Ways in which towns and villages kept the peace, and some ways in which Medieval criminals were punished.
- Exploration of what an outlaw was, and whether Robin Hood should be considered a criminal, with some consideration of differing portrayals of this legendary character.
- Consideration of changing ideas about crime, with a focus on the poor law, and reasons for growing poverty, as well as how beggars were treated in Tudor England.
- Torture methods used at the Tower of London, with some understanding of why these were used, and their relative infrequency.
- Know why people in the Stuart period held such a strong belief in witches, and what led people to be accused of witchcraft.
- Changes in crime and punishment and comparison to present day.

Modern Foreign Languages

Subject skills:

- Understand the main points and some detail from a short, spoken passage or a short written text and respond to them.

Subject knowledge:

- How to greet someone and give basic information about themselves.

- Retell or discuss ideas which have been spoken.
- Recognise familiar words and phrases from sentences/spoken passages which also contain unfamiliar language.
- Recognise who is being talked about in the sentence from the pronoun and identify some common verbs.
- Write down single words from spoken French and transcribe some short phrases.
- Say phrases/sentences from memory.
- Prepare and perform a short talk or role play on a familiar subject.
- Read aloud/speak in a clear, audible voice and use tone and gestures to help convey meaning.
- Identify individual phonic sounds and attempt to repeat sounds or words.
- Decipher some new words and/or deduce meaning from texts.
- Recognise familiar singular and plural nouns.
- Use familiar sentence structures to write new sentences from memory.
- Use some connectives to extend sentences and make writing more detailed.
- Check spellings using vocabulary list or a dictionary (with support).
- Use the correct article to match the gender of the noun.
- Use the alphabet to spell out French and English words.

- Give information about emotions.
- Recall phonic sounds covered in Year 5.
- Numbers: counting 1 – 31; counting in tens up to 100.
- Ages and birthdays, days of the week, and, months of the year.
- Names of body parts.
- Describe someone giving a physical description, as well as one of their character/personality.
- Christmas-themed vocabulary.

Music – Peter & The Wolf

Subject skills:

- How and what to listen for.
- Listening with respect.
- Articulating responses.
- Responding to a pulse within pieces of music.
- Performing simple rhythmic patterns.
- Basic vocal techniques.
- Singing as part of a group.
- Singing with confidence.
- Increase familiarity with a wide range of music and songs from a range of cultures and traditions.

Subject knowledge:

- The symphonic fairytale, Peter and the Wolf.
- The work of composer Sergei Sergeyevich Prokofiev.
- The four instrumental families that make up an orchestra.
- Pulse and rhythm.
- Graphic scores.
- Rhythmic patterns.
- Different types of voices.
- Warming up voices.
- Good posture when singing.
- A range of musical genres.

PE	
<p>Subject skills:</p> <p>Netball</p> <ul style="list-style-type: none"> • Perform a range of passes with increasing speed and accuracy. • Perform footwork rule in skills and match situation. • Perform a range of attacking skills of dodge, sprint etc with a passive and active defender. • Perform basic defending skills. • Develop basic shooting action into a netball post. • Play a HIGH 5 Netball match being able to play in at least 2 different positions and understand the basic rules. <p>Hockey</p> <ul style="list-style-type: none"> • Dribble the ball with increasing speed and accuracy. • Push pass the ball and be able to stop the ball correctly and combine the dribble with the push pass. • Perform a basic tackle from head on and be able to regain the ball from a tackle. • Beat an opponent with a ball. • Play a small-sided game , understanding the rules and play in attacking and defending positions in the game. <p>Football</p> <ul style="list-style-type: none"> • Become familiar with using the ball with both feet. • Reinforce control of the ball and passing. • Run with the ball correctly, using both feet. • Practise running with the ball and controlling it. • Dribble the ball, using both feet. • Practise turning with the ball to find a new space. • Reinforce/clarify various turning techniques. • How to do the stepover and practise it. • Move onto the ball, control it and pass it. • Shoot with a stationary ball. • Shooting with a moving ball. • Run with the ball and shoot. 	<p>Subject knowledge:</p> <p>Netball</p> <ul style="list-style-type: none"> • The complex rules within a game of netball. <p>Hockey</p> <ul style="list-style-type: none"> • The rules of a game of hockey. • Ball familiarisation • Passing • Dribbling and turning • Shooting <p>Football</p> <ul style="list-style-type: none"> • Ball familiarisation and passing. • Dribbling and turning. • Shooting.

Gymnastics

- Perform a range of travelling actions eg rolls, jumps and balances on a range of different types of apparatus.
- Link together the travelling actions and movements on hands and feet to perform a sequence on apparatus eg cartwheel, round off etc.
- Use large apparatus to develop their travelling skills and hands and feet and jumping skills further.
- Take on a coaching role, helping others to be able to improve their performance.

Health Related Fitness

- Complete a timed cross-country run looking at changes in their heart rate.
- Perform a range of indoor athletics events - Triple jump, Long jump, Speed bounce, Chest push, range of relay sprint events, howler throw being able to take on the role of coach, measuring and timing each of the activities.
- Perform a circuit of different activities working on developing their fitness levels with increasing intensity being able to name the muscles being used.

PSHE

Being Me in My World – pupils will have the opportunity to develop the following skills:

- Identify their goals for the year.
- Know how to express their fears and worries.
- How to make others feel welcome and valued.
- Identify their own wants and needs.
- Make choices about their own behaviour because they understand how rewards and consequences feel and the understand how these relate to their rights and responsibilities.
- Demonstrating care towards other people.
- Helping others to follow our school rules and promote our school values by modelling them myself.

Celebrating Difference – pupils will have the opportunity to develop the following skills:

Being Me in My World – pupils will have the opportunity to develop their knowledge about:

- Their fears and worries about the future.
- The universal rights for all children.
- For many children the universal rights are not met.
- How their actions affect other people locally and globally.
- How they can function best as a whole.
- How democracy and having a voice benefits the school community.

Celebrating Difference – pupils will have the opportunity to develop their knowledge about:

- The different perceptions about what 'normal' means.
- How one person or a group can have power over another.
- Why people use bullying behaviours.
- People with disabilities who lead amazing lives.

<ul style="list-style-type: none"> ● Empathise with people who are living with disabilities. ● Aware of their attitude towards people with disabilities. ● Articulate a range of strategies in managing feelings in bullying situations. ● Appreciate people for who they are. ● Show empathy with people in conflict and celebration situations. 	<ul style="list-style-type: none"> ● How difference can be a source of conflict and a cause for celebration.
RE - Creation	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Raising and discussing questions about the origins of the universe. ● Raising questions of meaning, purpose and truth, suggesting answers to such questions. ● Retelling religious teachings and describing /explaining key beliefs. ● Retelling religious accounts of the origins of the universe. ● Familiarising with new religious and symbolic language. ● Explaining and accounting for different ways of interpreting creation accounts. ● Investigating beliefs about the origins of the universe. ● Understanding that for religious people the existence of the universe is evidence of a creator God and that this belief gives their life a sense of meaning and purpose. ● Expressing their own beliefs and values about the origins of the universe. ● Analysing and evaluating religious teachings. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● The complexity of 'Creation' as an event/concept. ● Understanding that religious stories are a 'matter of belief'. ● Knowing that there are a variety of creation stories. ● Understanding Christian beliefs about God as revealed by Christian version of Creation. ● Understanding Jewish beliefs about God as revealed by Jewish version of Creation. ● Considering how Jewish story of creation effects Jewish lifestyles i.e. Shabbat. ● Understanding the Hindu story of creation. ● Awareness of the belief in a deity who is a creator and protector. ● Understanding the Buddhist and Islamic stories of creation. ● Identifying similarities and differences between stories of creation. ● Understanding the Chinese Creation story of Pan-Ku. ● Understanding that creation stories affect the world view of religious followers. ● Making links between their learning in R.E. and their own experience of the world.