



CURRICULUM OVERVIEW & KEY INFORMATION

Year 6

Autumn Term 2023

MATHEMATICS

TOPIC NAME: Place Value

- RECAP- numbers to 10,000
- RECAP- numbers to 100,000
- RECAP- numbers to a million
- Numbers to 10 million
- Compare and order any numbers
- RECAP- round numbers to 10, 100 & 1000
- Round any number
- Negative numbers

TOPIC NAME: Number- 4 operations

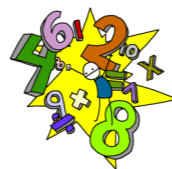
- Add and subtract integers
- Multiply up to a 4-digit number by a 2-digit number
- Short division
- Division using factors
- Long division
- Common factors
- Common multiples
- Prime numbers to 100
- Square and cube numbers
- Order of operations
- Mental calculations and estimation
- Reason from known facts

TOPIC NAME: Fractions

- Equivalent fractions and simplifying
- Equivalent fractions on a number line
- Compare and order
- Add and subtract fractions
- Add and subtract mixed numbers
- Multi-step problems
- Multiply fractions by integers
- Multiply fractions by fractions
- Divide fractions by an integer
- Fractions of an amount

TOPIC NAME: Converting units

- Metric measures
- Convert metric measures
- Calculate with metric measures
- Miles and kilometres
- Imperial measures



Welcome to Year 6

Hi everyone and welcome to Year 6! Our Year 6 Team and I are very much looking forward to the year ahead. We have a great curriculum this year details of which can be found on the next few pages There are also lots of exciting opportunities and events throughout the year too, so please look at the terms and diary dates on the school website. We look forward to working with you over the next year!

ENGLISH

FOCUS TEXT: Hansel and Gretel by Neil Gaiman

(Please do not read/purchase this text for your child – thank you!)

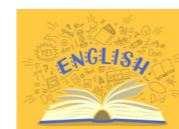
UNIT:/GENRES: Dual text narrative

- Make links between objects and make predictions. Pg 8 Literacy Counts document. (To be displayed on the working wall)
- Find the meaning of unknown vocabulary
- Write a setting description
- consider the thoughts and feelings of the characters.
- recognise the structure and language features of a dual narrative.
- write a third person narrative
- identify writer's hints in the model text.
- plan a dual text narrative
- write our first draft Dual text narrative.
- Spelling rules-silent letters
- Use semi colons
- Use expanded noun phrases
- Recognise abstract nouns
- Use modal verbs

UNIT:/GENRES: Persuasive letters

- use drama to establish the thoughts and feelings of the character
- identifying writer's hints and language features.
- Plan a persuasive letter
- to write a persuasive letter

In addition to Writing sessions, there will a key handwriting focus each week. and whole class reading focus activities.



French

UNIT: Everyday life

- Revisiting me
- Time
- Daily life of a superhero/pupil

UNIT: Where I live, Where you live.

- Spooky house/space house
- Hopes and aspirations
- Paddington's xmas sandwiches



KEY INFORMATION

HOMEWORK

- Your child has been given a copy of their ICT passport to bring home earlier this year – please keep this in a safe place but if you require another copy please let us know.
- English/Maths homework will run from **8.30am, MONDAY to MONDAY.**
- Homework will be a range of different activities across the academic year, with Reading, Spelling, Timestables (Y2-Y6) and Mental Maths being our weekly 'non-negotiables.' These may be supplemented with our range of online learning tools which children have access to throughout the year; login details can be found on children's ICT Passports. There may also be some project work, where appropriate.
- **Please also see our 'Homework Policy'.**

Google Classroom

- Google Classroom can be accessed via children's individual logins.
- Google Classroom contains a range of useful resources, as well as being a key point of access for homework information and resources too. Please check this weekly.
- If you need to contact your child's class teacher, please DO NOT use Google Classroom, instead, please contact the school office who will be happy to arrange a follow-up call/appointment for you.

PE Kits & Trainers – to be worn on PE Days:

Our PE Day this term will be: **MONDAY/FRIDAY**

Please ensure that children are in a suitable PE kit - inline with our policy; for example, they should not come into school in football kits. Children will need an indoor and outdoor kit. We advise putting an extra pair of socks into your child's book bag.

Resources

Please provide your child with the following:

- Book Bag that should be brought into school each day.
- Water bottle pre-filled with water before your child comes into school each day.
- Suitable, warm, waterproof coat.
- Sunhat in warmer weather. If hot weather is forecast, please remember to apply sunscreen to your child prior to the school day. A labelled bottle of sunscreen can be sent in for your child to reapply (if required) - this should be given to staff.
- Set of headphones (to remain in school during term time).
- Lunch box if they are having a packed lunch.
- All items should be clearly labelled with your child's name, including uniform and shoes!

Please encourage your child to become more independent and take responsibility for their homework and resources. Thank you.

For more detailed information about our curriculum, please see the Curriculum section on our school website. You can also find a range of other information about school on our website too!

'In God's love, aspire and achieve to be the best'
1 Corinthians 16:14 'Do everything in love'.

Science

UNIT: Evolution and Inheritance

Key focus questions:

- What is inheritance?
- How do animals and plants adapt to suit their environment? What is adaptation?
- What are the theories of evolution? Who are Darwin and Wallace?
- How have humans evolved?
- What are the advantages and disadvantages of adaptation

and evolution?

UNIT: Light

Key focus questions:

- How do we see?
- How does light travel?
- What is refraction?
- Can I create a light spectrum?
- How do we see colours?
- Why do shadows have the same shape as the object that cast them?



Religious Education (R.E.)

UNIT: Life as a journey

- What does it mean to go on a journey
- Can you connect the life journey of Jesus to Christian beliefs?
- What impact does being a Christian have on a person's life?
- What are the similarities and differences between Christian journeys in other countries?
- How is a pilgrimage a life journey?
- Can you share the journey of your life so far?

UNIT: Advent

- What is Advent?
- Why is Advent a time for preparation?
- What do we know about Mary?
- What is the importance of Mary during Advent?
- What is the connection between John the Baptist and modern-day life?
- What are the similarities and differences between what Christians hold about the importance and status of Mary?



Physical, Social, Health & Economic Education (P.S.H.E.)

My Happy Mind: Meet your Brain

- Why is it important to understand how our brains work?
- What are the key parts of the brain?
- What happens in our brain when we experience different emotions?
- How we can deepen our understanding of what is going on in our brains.
- How to manage our thoughts.
- How to develop strategies for managing our emotions.
- How to manage our brains in times of stress and to use strategies to help us when we are feeling worried.
- How our brains can help us.

Belonging to a Community

- What is prejudice?
- How are we different?
- How to recognise acts of discrimination?
- How to recognise stereotypes in different context and the influence they have on attitudes and understanding of different groups?



History

UNIT: World War II

- What events caused World War II? How did Hitler rise to power? **Historical Significance**
- How significant was the Blitz? **Cause and Consequence/ Sources and Evidence**
- When, where and why were children evacuated in World War II? **Change and Continuity**
- Did evacuees go to school? What was life like for an evacuee? **Similarity and Difference**
- How well does a fictional story tell us what it was like to be an evacuee? **Similarity and Difference/ Historical Interpretation**
- Why was rationing introduced and how did this affect people's diets? **Change and Continuity**
- New opportunities? How significant was the impact of World War II on women? **Cause and Consequence**
- What did men do in the war? Did all men have to fight? **Similarity and Difference/ Cause and Consequence**
- What were the key events of World War II? **Chronology**
- How did anti-Semitism rise in Germany in the 1930s? What was the Holocaust? **Historical Significance**
- Who was Anne Frank and why is her diary so important? **Historical Interpretations/ Historical Significance/ Sources and Evidence**
- What was the impact of World War II on our local area? **Change and Continuity**
- How did World War II come to an end? **Historical Significance**
- Where do these key figures/events fit on our historical timeline? **Chronology**



Computing

UNIT: Online Safety- Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.

UNIT: Coding- Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals



Art & Design

UNIT: UNIT: 2D drawing to 3-D Making

Key Concepts:

- That drawing and making have a close relationship.
- That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.
- That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.
- That we can use methods such as the grid method and looking at negative space to help us draw.
- That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.



Music

UNIT: Brass lessons with Mr Lloyd

- Pulse, rhythm, pitch
- Play a brass instrument along to the focus song for the unit
- Improvise, compose, perform, reflect



Geography

UNIT: Our local area- Field study

- How do my local area and region fit into the wider world?
- Can I identify and locate the main features of my region?
- How might our region meet people's needs?
- FIELD WORK: Warrington town Centre: Is this place fit for purpose?
- Can I create a needs map of the place that I have visited?
- How does our region meet people's needs?



Design & Technology (D.T.)

Process: Design/Make/Evaluate/Technical Knowledge

UNIT: Food Celebrating culture and seasonal cooking

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



Physical Education (P.E.)

UNIT: Netball

- To develop passing and moving.
- To be able to using the attacking principle of creating and using space.
- To be able to change direction and lose a defender.
- To be able to defend the ball side and know when to go for interceptions.
- To develop the shooting action.
- To be able to change direction to get free from a defender and receive a pass.
- To learn the position of 5-a-side netball.



UNIT: Rugby

- develop attacking principles, understanding when to run and when to pass.
- be able to use the 'forward pass' and 'offside' rules.
- be able to play games using tagging rules.
- develop dodging skills to lose a defender.
- develop drawing defence and understanding when to pass.
- be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.

UNIT: Gymnastics

- To develop the straddle, forward and backward roll
- To develop rolling into sequence work and on apparatus
- To develop counter balance and counter tension
- To develop counter balance and counter tension into sequence work with apparatus
- To develop jumps and explore the effect of height
- To explore jump sequence work with consideration of performance tools
- To develop inverted movements with control
- To use flight from hands to travel over apparatus
- To create a sequence using formations and apparatus

UNIT: Football

- Dribble with control
- Select the appropriate skill, choosing when to pass and when to dribble
- Move into and create space to support a teammate
- Use the appropriate defensive technique for the situation