# Curriculum Overview for Year 6: Autumn Term

## English

### Writing

*'Gaslight' by Eloise Williams*

**Skills:**
Noting and developing initial ideas, drawing on reading and research where necessary.
Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
Precising longer passages
Using a wider range of devices to build cohesion within and across paragraphs
Using further organisational devices to structure text and to guide the reader
Assessing the effectiveness of their own and other's writing.
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Use a thesaurus
Using expanded noun phrases, modal verbs and adverbs.
Using hyphens to avoid ambiguity
Using colons, semi-colons and dashes to mark boundaries between independent clauses
Using a colon to introduce a list

**Knowledge:**
**Reports** (Victorian children's jobs).
**Recount/Diary** – a witness statement about the murder of Constance
**Letter** – a letter from Nansi's mum in the asylum
**Persuasion**- A letter convincing Sid not to make a green dress
**Explanation**- What are the effects of arsenic?
**Biography**- A fictional biography about Nansi's life
**Balanced discussion**- Should children have to work?
**Stories by significant children's authors**- The Little Matchstick Girl
**Newspaper**- Nansi burgling a local house
**Extending narrative** (Write a brief synopsis of a text, write a brief review tailored for real audiences, write an extended story worked on over time on a theme identified in reading).

### Reading

*The Holiday by Steve Johnson*
*The Octopus – section of 2014 SATs paper*
*The Dream Asylum by Matthew Watson*

**Skills:**
Understand what is read by reading and discussing a range of texts
Ask questions to improve understanding of texts
Participate in discussions about books
Discuss how authors use language, including figurative language, to affect the reader
Identify how language, structure and presentation contribute to meaning
Retrieve, record and present information from non-fiction
Distinguish between statements of fact and opinion
Understand root words, prefixes and suffixes and understand the meaning of new words
Understand the meaning of new words
Summarise ideas drawn from more than one paragraphs, identifying key details
Infer about a character's feelings using evidence from the text
Predict future events from details stated and implied
Discuss understanding including meaning of words in context
Ask questions to improve understanding of texts
Participate in formal presentations and debates about reading
Identify and discuss themes and conventions across a wide range of writing
Provide reasoned justifications for views

**Knowledge**
Understanding of language (especially vocabulary).
Read and discuss a wider range of fiction
Reading books that are structured in different ways
Increasing familiarity with a wide range of books including *modern fiction*

## Religious Education

***Teachings, Wisdom and Authority:*** *Christianity & Hinduism*

**Subject Endpoints**
**Skills**
Respond thoughtfully to a range of sources of wisdom, beliefs and teachings from different religions
Consider some texts from the Bible and the Qu'ran and respond with own ideas
Consider moral codes and express thoughtful ideas
Create personal wisdom
**Knowledge**
Impact of Bible stories on the life of a Christian
Impact of Diwali on the life of a Hindu
Understanding Victorian knowledge and wisdom

***Religion, Family and Community Religions:*** *Judaism*

**Subject Endpoints**
**Skills**
Investigate and research historical figures
Develop own imaginative and creative ways of expressing some questions and ideas
Explore case studies

**Knowledge**
Find out about the Jewish religion and community before WW2
Investigate aspects of the persecution of Jewish people
Understand the meaning of 'Never Again'.

## Art

***Study, recreate and design a print in the style of William Morris***

**Subject Endpoints**

**Skills**
Create a repeating pattern
Use a tile cutter carefully and accurately
Effectively print using paint and a roller/paintbrush
Develop techniques including control
(cutting the design out of the tile with a tile cutter)

**Knowledge**
Learn about great artists from the past – William Morris
Learn about great artists. Improve mastery of techniques including painting with a range of materials
(using paint to create a print)
Know the features of wallpaper
Review and revisit ideas (reviewing designs to choose a chosen design).
Record observations (comment on existing art and experiment with different designs).

## Maths

### Place Value

**Knowledge**
Understand how to read, write, order and compare numbers to 10,000,000
How to use negative numbers in context
Rounding numbers
Solve word and practical problems

**Skills**
Read and write numbers to 10,000,000
Order and compare numbers to 10,000,000
Identify the value of each digit up to 10,000,000
Round any whole number to required degree of accuracy
Use negative numbers in context and calculate intervals across zero
Solve number and practical problems

### Addition and Subtraction

**Knowledge:**
Recap formal written methods

**Skills:**
Add and subtract whole numbers with more than 4-digits (including using a formal method)
Using column addition and subtraction
Add and subtract numbers mentally with increasingly large numbers
Use rounding to check answers
Solve addition and subtraction multi-step problems in contexts

### Multiplication and Division

**Knowledge:**
Recap formal written methods

**Skills:**
Multiply multi-digit numbers up to 4-digits by 2-digit whole number using a formal written method for long multiplication
Divide multi-digit numbers up to 4-digits by 2-digit whole number using a formal written method for short and long division
Perform mental calculation
Identify common factors, common multiples and prime numbers
Solve problems involving addition, subtraction, multiplication and division

### Number: Fractions

**Knowledge**
Understand how to simplify fractions using common factors
Compare and order fractions
Add and subtract fractions with different denominators including mixed numbers

**Skills**
Add and subtract fractions with different denominators
Multiply simple pairs of proper fractions
Divide proper fractions by whole numbers

### Problem Solving

**Knowledge**
Apply knowledge of 4 operations

**Skills**
Solve addition and subtraction multi-step problems
Solve problems involving addition, subtraction, multiplication and division.

### Geometry: Properties of Shape

**Knowledge**
Understand and recognise 2D and 3D shapes
Understand angles

**Skills**
Draw 2D shapes
Describe and build 3D shapes
Compare and classify geometric shapes
Illustrate and name parts of a circle
Recognise angles that meet at a point
Recognise angles on a line
Recognise which are vertically opposite
Find missing angles

## Science

### Evolution and Inheritance

**Subject Endpoints**
**Skills (Working Scientifically)**
Identifying scientific evidence that has been used to support or refute ideas or arguments. Recording data and results of increasing complexity using scientific diagrams and labels

**Knowledge**
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### Light

**Subject Endpoints**
**Skills (Working Scientifically)**
Plan scientific experiments work in teams to ask and solve questions.

**Knowledge**
Recognise that light appears to travel in straight lines
Use the idea that light travels in straight lines
Understand that objects are seen because they give out or reflect light into the eye.
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Explore phenomena such as: rainbows and coloured filters.

## Design & Technology

### Bridges (Structures)

**Subject Endpoints**
**Skills**
Research famous bridges around the world.
Research the different types of bridges and the features they have
Design and make a bridge that meets the success criteria
Evaluate the effective of the bridge against the success criteria
Use research and develop design criteria to inform the design
Select from and use a range of tools and equipment/select and use a range of

**Knowledge**
Learn about Isambard Kingdom Brunel and the impact of his work materials
Investigate and analyse a range of existing products/evaluate products against their own design criteria
Understand how individuals in design and technology have helped shape the world
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## Geography & History

### Geography

**City Fieldwork Study**
**(link History) Victorian buildings in Nottingham city**
Draw a sketch of key features of topic studied with increasing accuracy.

**Skills**
Collect and record evidence unaided.
Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it.
Draw a sketch of key features of topic studied with increasing accuracy.
Select and use a range of measuring instruments and investigations.

**Knowledge**
Draw a variety of thematic maps based on their own data.
How to draw a sketch map using symbols and a key.
How to draw plans of increasing complexity.

### History

**The Industrial Revolution**
*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.*

**Subject Endpoints**
**Skills**
Place key events, people and changes into correct periods of time.
Identify a primary and secondary source of information and give reasons.
Use dates, the passing of time in both ancient and modern History.
Ask questions about change, cause, similarity, difference, and significance.

**Knowledge**
Sympathise with the ideas, beliefs, attitudes and experiences of the people and societies in the past
Answer questions about the past using information I have gathered
Understand the social, cultural, religious and ethnic diversities in the past
Identify and describe reasons for and against historical events, situations and changes
Note connections, contrasts and trends over time
Create my own structured accounts, including written narratives and analyses.
Recall, select and organise information

## Music

**R&B**
*Let your Spirit Fly by Joanna Mangona*
**Subject Endpoints**
**Skills**
Listen & Appraise.
Begin to recognise styles.
Find the pulse.
Recognise instruments, discuss, listen.
Discuss other dimensions of music.
Explore the link between sound and symbol.

**Knowledge**
Singing: continue to sing
learn about singing and vocal health.
Improvisation: continue to explore and create own responses melodies and rhythms.
Composition: continue to create own responses, melodies and rhythms and record them in some way.
Perform/Share: Continue to work together in a group/band/ensemble and perform to each other and an audience.

## PE

### Play competitive Games: Netball

**Subject Endpoints**

**Skills**
Improve ball handling skills and become more confident holding and moving with the ball.
Continue to improve and expand a range of passing techniques.
Communicate with teammates in order to achieve a common goal.
Use running, jumping, throwing and catching in isolation and in combination.

**Knowledge**
Build on and consolidate the application

### Play Invasion Games: Tag Rugby

**Subject Endpoints**
**Skills**
Improve ball handling skills and become more confident holding and moving with the ball.
Know about the importance of agility and evading, defending players
Gain an understanding of the need to move into space in order to keep possession of the ball.

**Knowledge:**
Understand the importance of finding space and playing in assigned positions
Build on and consolidate the application of principles suitable for attacking and defending
Play competitive games of Tag Rugby

**Athletic Activities (Gymnastics).**
**Subject Endpoints**
**Skills**
Improve the height achieved from a vertical jump with a standing start position.
Improve in a range of physical activities focused on improving agility, control and balance.
Collaborate and compete with others in pursuit of personal bests.
Develop agility, balance and co-ordination skills

**Knowledge**
Compare performances with previous ones and demonstrate improvement to achieve their personal best.

## Computing

**Information Technology - Word Processing/Presentations**
**Subject Endpoints:**
**Skills**
In this unit, children will use PowerPoint to create a game by programing the timings and effects. They will describe what a text adventure is mapping out and creating a story-based text adventure. Whilst doing this they will learn how to add hyperlinks, Gifs, sound and timed transitions and animations.
**Knowledge**
Children will create a text/presentation which includes a range of elements for a specific purpose.

**Computer Science – Programming - Webpage Creation using HTML a text based computing language**
**Subject Endpoints:**
**Skill**
In this unit, children will explain that webpages are written using HTML. They will write and debug a program using HTML tags to create a webpage adding different colour and size of text. They will underline the text and make it bold, add a different page colour and add bullet points and numbered lists.
**Knowledge**
Code a webpage using HTML.

**Digital Literacy**
**Online Reputation**
**Knowledge**
To describe what a reputation is and why is it important.
To describe what the difference between private and public.
To understand why it is important to think before sharing personal information about yourself.
To understand the difference between banter and trolling.
To understand everybody should have a positive online experience regardless of appearance, gender, race, religion and sexual orientation.

**Copyright and Ownership.**
**Knowledge**
To demonstrate the use of search tools to find and access online content which can be reused by others.
To demonstrate how to make references to and acknowledge sources I have used from the internet.

**Online Bullying**
**Knowledge**
To describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.
To explain how someone would report online bullying in different contexts.

**Managing Online Information**
**Knowledge**
To explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.
To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).
To demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
To describe the difference between online misinformation and dis-information.

## Foreign Languages

### French

### À l'école & Manger et Bouger

**Subject Endpoints**
**Skills**
Listen to longer text and more authentic foreign material, learn to 'gist listen' even when hearing language that has not been taught or covered, learn to recall previously learnt language and incorporate in with new language, engage in short conversation on familiar topics, respond with opinions and justifications, tackle unknown language with increased accuracy, write a piece of text using language from a variety of units, incorporate conjugated verbs and learn to be comfortable using connective/conjunctions, adjectives and possessive adjectives, consolidate our understanding of gender and nouns use of negative, adjectival agreement and possessive adjectives

**Knowledge**
Discuss what subjects you like and do not like at school and give a reason why

Discuss a healthy lifestyle

## PSHRE

### Being Me In the World

**Subject Endpoints**

**Skills**
Identify my goals
Make choices about my behaviour
Know when my rights are not being met

**Knowledge**
Know how universal rights
Understand my actions affect others locally and globally
Understand democracy
Learn how to have a voice in my school community

### Celebrating Differences

**Subject Endpoints**

**Skills**
Accept everyone
Include others in work and play
Try to solve problems
Try to use kind words
Give compliments

**Knowledge**
Understand different perceptions about what normal is
Understand how being different could affect someone's life
Know some of the reasons why people use bullying behaviour
Know why differences can be a source of conflict