

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

YEAR 6	
ENGLISH <u>Recovery Curriculum</u> Spelling: <ul style="list-style-type: none"> Words ending in 'cious' Words with silent letters Words containing the letter string 'ough' Complex homophones including who's/whose and stationary/stationery Grammar: <ul style="list-style-type: none"> Change nouns or adjectives into verbs Recap on word class (noun, verb, adjective...) 	
Pupils will have the opportunity to develop the following skills: <ul style="list-style-type: none"> Read whole novels which are structured in different ways and are of different genres. Check understanding of texts through discussion and exploration of the meaning of words in context. Identify and discuss themes and conventions in and across a wide range of writing. Ask questions to improve understanding of a text. Increase familiarity with a wide range of books and books from other cultures and traditions. Make predictions what might happen from details stated and implied. Use a dictionary and a thesaurus efficiently. Understand how words can be built from root words. 	Reading: <ul style="list-style-type: none"> Discuss vocabulary used by the author to create effect including figurative language To make predictions based on details stated and implied To show an awareness of audience when reading out loud using intonation, tone and volume Writing: <ul style="list-style-type: none"> Revise handwriting/presentation standards Proofreading work to make necessary corrections and improvements Linking ideas across paragraphs Correct and accurate use of dialogue Use a range of adverbs and modal verbs
	Journeys Text: 'Goodnight Mr Tom' – Michelle Magorian. Apollo 13 (research and film) Selection of Robert Frost Poetry Pupils will have the opportunity to develop their knowledge about: <ul style="list-style-type: none"> The process of evacuation during WW2. The Apollo 13 journey and why it is labelled as 'the successful failure'. Robert Frost and some of his most famous work. How to write formally. Features of a balanced argument. Features of a formal letter. How words are related as synonyms and antonyms. Parenthesis using brackets, dashes and commas. Modal verbs.

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

<ul style="list-style-type: none"> • Review their writing, identify strengths and areas for development for future writing. • Write for a range of audiences and purposes. • Make changes in vocabulary, grammar and punctuation that need to be made to enhance writing. • Assess the effectiveness of their writing against the context and purpose. • Use what they have read, seen and listened to when considering what to write. • Use adverbials of time, place and number within and across paragraphs. • Identify the audience and purpose of different writing. • Write longer passages. • Structure and organise writing in a variety of ways. • Use bullet points in lists. 	<ul style="list-style-type: none"> • Using inference and how to justify their thoughts with evidence from the text. • How to perform poetry, using intonation, tone and volume so that the meaning is clear to an audience. • How to use and sustain advanced features of non-fiction writing.
<p>MATHS</p> <p><u>Recovery Curriculum:</u></p> <p>Place Value:</p> <ul style="list-style-type: none"> • To read, write, order and compare numbers up to 10 000, 100,000 and 1,000,000 and determine the value of each digit. • To round numbers to 10, 100 and 1000. <p>Four Operations:</p> <ul style="list-style-type: none"> • To add and subtract whole numbers with more than 4 digits • To use inverse operations to check addition and subtraction problems • To carry out multistep addition and subtraction problems • To multiply 4-digits by one digit • To multiply 2 digit by 2 digits • To multiply 3 digits by 2 digits • Divide a 4 digit number by a single digit and divide with 	<p>Fractions:</p> <ul style="list-style-type: none"> • To identify equivalent fractions • To add and subtract mixed numbers • To convert between improper fractions and mixed numbers <p>Geometry - Position and Direction:</p> <ul style="list-style-type: none"> • Identify and plot coordinates in the first quadrant.

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

<p>remainders</p> <ul style="list-style-type: none"> ● To identify all the factor pairs of a number 	
<p>Place Value - Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● 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. <p>Number- addition subtraction, multiplication + division</p> <ul style="list-style-type: none"> ● 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. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Number: Place Value</p> <ul style="list-style-type: none"> ● Know the place value of numbers up to 1,000,000. <p>Number- addition subtraction, multiplication + division</p> <ul style="list-style-type: none"> ● Know strategies for dividing numbers up to 4 digits by a 2-digit whole number. ● Know how to interpret remainders. ● Know Order of Operations.

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

<ul style="list-style-type: none"> • 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. <p>Fractions</p> <ul style="list-style-type: none"> • 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. <p>Geometry- Position and Direction</p> <ul style="list-style-type: none"> • 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. 	<p>Fractions</p> <ul style="list-style-type: none"> • 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) <p>Geometry- Position and Direction</p> <ul style="list-style-type: none"> • Recognise coordinates in all 4 quadrants
<p>SCIENCE</p> <p><u>Recovery Curriculum:</u></p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. 	

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

<p>Pupils will have the opportunity to develop the following skills; Continue building on the Year 5 Working Scientifically skills and include:</p> <ul style="list-style-type: none"> • Ask questions and develop lines of enquiry based on observations. • Make predictions using scientific knowledge and understanding. • Plan and design investigations and experiments to make observations and test predictions. • Identify independent, dependent and control variables and other factors to be taken into account when collecting evidence and data. • Select appropriate techniques, apparatus, and materials during fieldwork and laboratory work, working safely. • Make and record observations and measurements using a range of methods for different investigations. • Evaluate the reliability of methods and suggest possible improvements. • Present observations and data using appropriate methods, including tables and graphs. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Living things and their habitats (Classification)</p> <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 microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. • Different types of microorganisms. <p>Light</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines. • 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. • 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. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
<p>COMPUTING</p> <p><u>Recovery Curriculum:</u></p> <ul style="list-style-type: none"> • How to stay safe online • Sharing of personal information online • Using School 360 	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Formatting text to indicate relative importance. • Justifying text where appropriate. • Cutting and pasting between applications. • Knowing how to delete/insert and replace text to improve clarity and mood. • Making corrections using a range of tools (eg spell check, find and 	<p>Throughout the term pupils will have the opportunity to develop their knowledge about:</p> <p>PowerPoint: how to describe features of a PowerPoint; how to use features of a PowerPoint such as hyperlink, animations and transitions between pages; what makes a good PowerPoint presentation, evaluating the effectiveness of a PowerPoint.</p> <p>Computational thinking (Scratch): how to design, write and debug programs that accomplish specific goals, use sequences, selection and repetition in programs,</p>

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

<p>replace)</p> <ul style="list-style-type: none"> • Developing confidence using both hands when typing. • Using powerpoint to create a learning journal by adding new slides, changing font style and size, adding text and cutting and pasting between applications as well as using screenshots to evidence work. • Develop an understanding of programming logo. • Experiment with code available. • Creating secure passwords in order to protect their private information and accounts online. • Working collaboratively to outline common expectations in order to build a strong digital citizenship community. 	<p>use logical reasoning to explain how some simple algorithms work.</p> <p><u>Touch Typing</u>: how to further develop their typing skills with increasing confidence and control, develop their speed typing with both hands.</p> <p><u>Digital literacy & Citizenship</u>: Throughout the year students will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Their self-awareness by reflecting critically on their behaviour and its impact on others. • Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help. <p>Throughout this term pupils will have the opportunity to develop their knowledge about:</p> <p><u>Talking safely online</u> - the differences between online and real-life friendships, observe an online chat and discuss whether anyone is revealing personal information, and report back to the class to think about ways to chat online safely.</p> <p><u>What is Cyberbullying?</u>- explore how it feels to be cyberbullied, know how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p> <p><u>Super digital citizen</u>- explore SpiderMan's motto, "with great power comes great responsibility" through the lens of digital citizenship, know how to create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</p>
<p>FOOD TECHNOLOGY</p> <p>Recovery Curriculum –</p> <ul style="list-style-type: none"> • Weights and measures. • Hygiene routines. 	<p><i>Practical lessons will be carried out <u>only by Y6 pupils</u> in the Food technology room. We are following guidelines from the CLEAPSS GL344 Guidance on practical work:</i></p> <ul style="list-style-type: none"> • <i>The food technology room has been “zoned” to produce areas for pupils to access fixed equipment whilst maintaining social distancing.</i> • <i>The guidance states that equipment can be shared within a bubble, therefore only Y6 pupils will be using the food technology room this term.</i> • <i>Each pupil will have their own working area and equipment assigned to them</i>

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

	<p><i>under the social-distancing rules.</i></p> <ul style="list-style-type: none"> <i>All equipment used will be cleaned frequently and meticulously.</i>
<p>Fabulous Fruit and Veg – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Being able to work hygienically and safely to produce recipes and ensure all equipment, utensils and work area is fully clean and tidy, specifically linking to the current guidelines. Teamwork and communication. Following personal hygiene rules. Apply the principles of a healthy and varied diet. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. A range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]. Food hygiene. Demonstrating accurate measuring of liquids and solids. Producing Fruit crumble (pupils can add locally sourced fruit if they wish); Country vegetable soup (again, pupils can use locally sourced vegetables); Apple and banana muffins; Pasta ratatouille bake. Knife skills including bridge hold and claw grip, slicing and dicing, julienne, batons, and vegetable preparation. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Seasonality and source. Sensory analysis and taste testing of different fruits. The Eatwell Guide. Methods of heat transfer, what happens when food is cooked. Vegetable preparation including peeling, mashing, grating, dicing and chopping. Food packaging and labelling.
<p>HUMANITIES</p> <p><u>Recovery Curriculum</u> – History:</p> <ul style="list-style-type: none"> The usefulness and reliability of historical sources. 	<p><u>Recovery Curriculum</u> – Geography:</p> <ul style="list-style-type: none"> Features of a map. Locating continents around the world.
<p>History – Anglo Saxons</p>	<p>History – Anglo Saxons</p>

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

Pupils will have the opportunity to develop the following skills:

- Explain how and why it is possible to have different interpretations of the same event.
- Comment with confidence on the value of a range of different types of sources for enquiries.
- Make appropriate use of dates and terms.
- Select and organise information to produce structured work.

Geography – The United Kingdom and Trade

Pupils will have the opportunity to develop the following skills:

- Locate some major cities, countries and regions on physical and political maps.
- Describe key physical and human characteristics of places studied.
- Locate and describe several physical environments in the UK.
- Locate the UK's major urban areas, knowing some of their distinct characteristics.
- Understand that products we use are imported as well as locally produced.
- Know information about a region, its physical environment and

Pupils will have the opportunity to develop their knowledge about:

- How England changed after the Romans left before discovering about the Viking and Anglo-Saxon struggle for the kingdom of England.
- Where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting led eventually to England becoming a unified country which ultimately led to the kingdom of England we know today.
- The Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country.
- Alfred the Great and his laws.
- how Danelaw was introduced and how they fought for territory and power.
- how their fighting ultimately led to the kingdom of England we know today.
- The Sutton Hoo ship burial.
- The Staffordshire Hoard.
- The Lindisfarne Gospels, Beowulf and Bede's history.

Geography – The United Kingdom and Trade

Pupils will have the opportunity to develop their knowledge about:

- The country they live in and how the UK is organised into countries, counties and cities, as well as learning about the human and physical features of Great Britain, such as population, life expectancy, tallest mountains, longest rivers, coastlines.
- Aspects of surrounding global trade including: How did trade get global? The global supply-chain and what the UK imports & exports.
- The organisation, Fairtrade.

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

<p>climate, and economic activity.</p> <ul style="list-style-type: none"> • 	
<p>MFL – FRENCH</p> <p>Recovery Curriculum:</p> <ul style="list-style-type: none"> • Numbers, colours, classroom commands, personal information, pets. 	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Write a few simple sentences from memory to describe a place, person or thing. • Use familiar words and sentence structures to construct new sentences. • Use knowledge of French phonics to help spell familiar words. • Understand the main points and some detail from a short spoken passage. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Labelling parts of the body. • How to describe their classroom. • Telling the time. • Different nationalities and countries. <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Recognise whether some nouns are plural or singular including some irregular plurals. • Recognise some basic adjectives. • Use the 1st, 2nd or 3rd person of common verbs in the present tense.
<p>MUSIC</p>	
<p>Keyboarding Skills – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Play the keyboard using an efficient hand posture using all 5 digits on their right hand. • Develop dexterity and coordination in right hand keyboard playing. • Read notes from sheet music and find those notes on the keyboard. • Understand and be able to read rhythm from musical notation. • Perform pieces of music on keyboards in a solo and ensemble setting. 	<p>Keyboarding skills – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Increasingly challenging repertoire on keyboard. • Major harmony and how the major scale is constructed. • The correct technique and posture for playing keyboard. • How to read music notation from a stave.

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

PE

Recovery Curriculum:

- Continue to promote levels of fitness – Daily Mile, Cooper's Test.
- Benefits of working as part of a team.
- Rules of football games.
- Basic rules of hockey.

Pupils will have the opportunity to develop the following skills:

Hockey –

- Dribble a ball with control.
- Demonstrate a legal tackle in a game.
- Demonstrate a push and a hit with control.
- Beat an opponent with the ball.

Football –

- Make accurate short passes and some accurate longer passes.
- Control the ball when receiving from longer distances.
- Dribble effectively with control.
- Dribble and pass with your stronger foot with increased confidence and effectiveness in practice and game situations.
- Shoot with greater power and control.

Cross Country / Orienteering –

- Complete a complex orienteering course.
- Plan a complex course with help.
- Identify markers in front of them on the map.
- Conduct a warm-up.
- Set realistic goals.

Pupils will have the opportunity to develop their knowledge about:

- The techniques in how to pass the ball correctly.
- The technique of a legal tackle.
- What makes a good performance and why.
- The names of all symbols on a map.
- The benefits of a warm-up.
- How to run as a team effectively.
- How to analyse performance and use results to set targets.

PSHE

Recovery Curriculum:

- Opportunities to talk about themselves and their experiences.
- British Values

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

<ul style="list-style-type: none"> • Positive Mental Wellbeing – daily Wellbeing sessions • Dealing with anxiety and stress – daily Wellbeing sessions • Puberty 	
<p>Being Me in My World – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • 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 they 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. 	<p>Being Me in My World – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • 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.
<p>Celebrating Difference – pupils will have the opportunity to develop the following skills:</p> <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 	<p>Celebrating Difference – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • 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. • How difference can be a source of conflict and a cause for celebration.
<p>RELIGIOUS EDUCATION</p> <p><u>Recovery Curriculum:</u></p> <ul style="list-style-type: none"> • Opportunities to talk about their own feelings and experiences. • Opportunities to reflect on beliefs about God in other religions. • Opportunities to think and talk about their own beliefs. 	
<p>Pupils will have the opportunity to develop the following skills:</p>	<p>Islam - pupils will have the opportunity to develop their knowledge about:</p>

Bellingham Middle School – Y6 Autumn Curriculum Overviews – September 2020

- Describe the impact of beliefs and practices on individuals, groups and communities.
- Ask relevant questions and comment on issues raised in response to learning.
- Respond to issues raised and relate some of them to aspects of own life.
- Describe how people can inspire and make a positive difference to the lives of others.
- Explain reasons why people have beliefs and why we learn about different religions and faiths.
- Describe how people celebrate different religious practices or festivals.
- Describe similarities and differences within and between religions, beliefs and actions.

- The importance of 'The Five Pillars of Islam' and how they shape the lives of Muslims and show commitment
- The second pillar 'Salah' in greater detail and how Muslims pray
- Why prayer is important and the different reasons people perform this ritual.
- The important features of a prayer mat.

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

- Different Christmas traditions and their reference and relevance to Christian beliefs in Jesus.
- The Christian belief in the Virgin birth.
- The Incarnation.
- Luke's gospel.
- The reliability of sacred texts.

