



Y6 Curriculum Overview - Autumn

ENGLISH

Pupils will have the opportunity to develop the following skills:

- Make comparisons across books.
- Provide reasoned justifications for their views.
- Explain and discuss their understanding of what they have read through presentations and debates.
- Recommend books they have read to peers and give reasons for their choices.
- Prepare poems to read aloud and perform using intonation, tone and volume so that the meaning is clear to an audience.
- Recite part of *The Lady of Shalott* by heart.
- Discuss how authors use figurative language, considering the impact on the reader.
- Recognise how language, structure and presentation contribute to meaning.
- Recognise simple recurring literary language in stories and poetry.
- Predict what might happen from details stated and implied.
- Draw inferences such as characters' feelings, thoughts and motives from their actions and justify my detailed inferences with evidence.
- Distinguish between statements of fact and opinion.
- Retrieve and record information succinctly from non-fiction texts.
- Summarise the main ideas drawn from a chapter within a novel.

Main Texts: 'Arthur – High King of England' by Michael Morpurgo
'King Arthur and the Knights of the Round Table' by Marcia Williams
'The Lady of Shalott' by Alfred, Lord Tennyson
'Robin Hood' by Robert Muchamore

Pupils will have the opportunity to develop their knowledge about:

- Well-known myths and legends.
- Story openings and using language for impact.
- The legend of King Arthur and associated characters, places and events.
- The battle of Mount Bladon.
- How to alter atmosphere within a passage of writing.
- How to plan and write a story modelled on another read.
- Features of typical myths and legends.
- Narrative poetry.
- A modern-day version of *Robin Hood*.
- Words ending /shus/ and different spellings of this suffix.
- Words with silent letters and their etymology to try to explain spellings.
- Mnemonics to support spellings of words with silent letters.
- Modal verbs.
- Adverbs.
- Words that end with '-ible', and '-able'.
- Suffixes to create nouns from adjectives.
- Homophones.

MATHS	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Develop fluency in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, allowing them to develop understanding and the ability to recall and apply knowledge rapidly and accurately. • Reason mathematically by following a line of enquiry, exploring relationships, finding patterns and developing an argument and justifying their findings using mathematical symbols and language • Solve problems by applying their mathematics to a variety of routine and non-routine problems, across a range of subject areas, with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Place value</u></p> <ul style="list-style-type: none"> • Reading, writing, ordering and comparing numbers up to 10 000 000 and determining the value of each digit. • Rounding any whole number to a required degree of accuracy. • Using negative numbers in context, and calculate intervals across zero • Solving number and practical problems that involve all of the above. • Reading and writing Roman numerals. <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> • Using column addition to add large numbers, decimal numbers and amounts of money • Solving problems involving numbers up to 3 decimal places, • Choosing an appropriate method to solve decimal addition. • Adding and subtracting negative numbers. <p><u>Mental Strategies</u></p> <ul style="list-style-type: none"> • Using mental addition, column subtraction and counting up to solve subtraction problems. • Using mental addition strategies to solve additions including decimal numbers. • Developing mental multiplication strategies to multiply by numbers such as 4, 8, 5, 25, 19, 29 and 99, • Using mental strategies to divide by 2, 4, 8, 5, 20 and 25 <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> • Using short multiplication to multiply 4-digit numbers by 1-digit numbers and use this to multiply amounts of money • Solving word problems involving multiplication including two-step problems • Using long multiplication to multiply 3-digit and 4-digit numbers by teens numbers.

- Using short division to divide 3- and 4-digit numbers by 1-digit numbers, including those which leave a remainder and express a remainder as a fraction, simplifying where possible.
- Multiplying and divide fractions less than 1 by whole numbers
- Solving word problems involving fractions.

Mental Strategies

- Developing mental multiplication strategies to multiply by numbers such as 4, 8, 5, 25, 19, 29 and 99,
- Using mental strategies to divide by 2, 4, 8, 5, 20 and 25
- Using mental strategies to find percentages of amounts, including money

Fractions

- Simplifying fractions and recognise and form equivalent fractions
- Converting between improper fractions and mixed numbers
- Comparing and ordering fractions
- Adding and subtracting fractions, including mixed numbers.
- Multiplying fractions by fractions and by integers
- Dividing fractions by integers
- Finding the fraction of an amount and being able to find the whole.

SCIENCE	
<p>Pupils will have the opportunity to develop the following skills, working scientifically:</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 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><u>Living things and their habitats/classification</u></p> <ul style="list-style-type: none"> • How classification keys are used to describe characteristics of living things. • The effectiveness of a classification key as a way of classifying living things. • How to classify living things based on their similarities and differences. • The characteristics of different types of animals. • How to classify a creature based on its characteristics. • Carl Linnaeus. • How living things are classified using the Linnaean system. • Types of microorganism. • Helpful and harmful microorganisms. • Characteristics of different types of microorganisms. <p><u>Light</u></p> <ul style="list-style-type: none"> • How light travels and how it is reflected. • A periscope. • How light is refracted. • The effects of refraction. • How a prism affects a ray of light. • What Isaac Newton discovered about light.
ART/DT	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Observational sketching. • Blending. • Secondary colour mixing. • True colour matching. • Creating movement and texture with paint. • Evaluate others work and use it in their own study. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Landscape Art</u></p> <ul style="list-style-type: none"> • Free line drawing of the landscape around them. • Blending appropriate colours to the colours they see in nature. • Mixing primary and secondary colours. • Adding texture and movement to their painting. • Making a real-life observation of a natural landscape.

	<ul style="list-style-type: none"> Artists - John Constable, JMW Turner, Andy Goldsworthy, Nathan Walsh, Georgia O'Keeffe, April Gornik, Claude Monet and Vincent Van Gogh.
COMPUTING	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Further practice and develop their touch-typing skills. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Information Technology</u></p> <ul style="list-style-type: none"> Recognising how the world wide web can be used to communicate and search to find information. Speed typing using two hands - developing their typing skills with increasing confidence and control. School 360 in order to complete computing work electronically culminating in an online digital assessment. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Exploring variables when designing and coding games. <p><u>Digital literacy & Citizenship</u></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.
FOOD TECHNOLOGY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Select from and use a wide range of tools and equipment to perform practical tasks. Select and use a wider range of ingredients according to their functional properties. Use knowledge of ingredients to adapt recipes. Prepare some recipes. Evaluate their ideas and products against their own design. criteria consider the views of others to improve their work. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> How to work safely and hygienically within the food technology room. Health, safety and importance of washing up correctly. Health and safety for storing ingredients. The names of some basic equipment. A basic understanding healthy diet using the Eatwell Guide. A basic understanding of seasonality and know where some ingredients are grown and processed.

GEOGRAPHY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Locate Yosemite National Park on a map. • Use photos to identify the physical features of the park. • Describe the journey of water from a mountain glacier to the ocean. • Use appropriate vocabulary to describe the journey of a river. • Use graphs and charts to identify how climates differ. • Compare the different biomes and vegetation zones of Yosemite National Park with Northumberland National Park. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Is Yosemite National Park similar to Northumberland National Park?</p> <ul style="list-style-type: none"> • Why some areas of land are protected. • The state of California in the USA. • How the major physical features of Yosemite National Park were formed, including the Sierra Nevada mountains, Half Dome and El Capitan. • The landscape of Yosemite and how it is constantly changing due to glaciers, erosion and other factors. • The water system at Yosemite National Park. • How humans harness water in the park, such as the O'Shaugnessy Dam and Hetch Hetchy Reservoir. • Biomes and vegetation zones. • The major physical features of Northumberland National Park and how they were formed. • The importance of Kielder reservoir.
HISTORY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British and world history. • Develop the appropriate use of historical terms. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Note connections, contrasts and trends over time. • Regularly address and devise historically valid questions about significance. • Establish clear narratives within and across the periods. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Was the Anglo-Saxon period really a dark age?</u></p> <ul style="list-style-type: none"> • Who the Anglo-Saxons were and why and when they chose to settle in England. • What archaeological evidence can tell us about the Anglo-Saxons. • The limitations of using archaeological evidence. • The discovery of the Sutton Hoo ship burial and why it was so important. • The Staffordshire Hoard and why it was so significant. • The importance of the Lindisfarne Gospels, Beowulf and Bede's History. • Reasons for calling this period a 'Dark Age'. • How archaeologists work. <p><u>What happened when the Vikings raided Britain in 793AD?</u></p> <ul style="list-style-type: none"> • The events at Lindisfarne on 8th June 793 AD.

	<ul style="list-style-type: none"> • What the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave. • Where and why the Vikings settled in Britain. • Viking settlements. • King Alfred and whether he deserved the title, 'Great'. • The majority of the written evidence about the Vikings being biased.
MFL – FRENCH	
Pupils will have the opportunity to develop the following skills: <ul style="list-style-type: none"> • Describing their local area and region. • Telling the time to the nearest quarter of an hour. • Creating a school timetable. • Expressing positive and negative opinions. • Wider use of bilingual dictionaries, equipping them as more independent language learners. 	Pupils will have the opportunity to develop their knowledge about: <ul style="list-style-type: none"> • The Belgian school system and drawing comparisons with their pen pals' learning experience. • Letter writing to introduce themselves. • Francophone Christmas traditions, such as festive music and the celebration of Saint Nicolas.
MUSIC	
Pupils will have the opportunity to develop the following skills: <ul style="list-style-type: none"> • How and what to listen for. • Listening with respect. • Articulating responses. • Responding to a pulse within pieces of music. • Performing simple rhythmic patterns and ostinato. • 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. • Staff notation. 	Pupils will have the opportunity to develop their knowledge about: <ul style="list-style-type: none"> • <i>Mars</i> from The Planet Suite. • Mass in Eb minor. • The song Rockin' Around the Christmas Tree. • The composers Gustav Holst, Amy Beach and songwriter Jonny Marks. • The four instrumental families that make up an orchestra. • The order of pitch of orchestral instruments. • Pulse and rhythm. • Rhythmic patterns including ostinato. • Different types of voices. • Warming up voices. • Good posture when singing. • The treble clef and staff notation. • A range of musical genres.

PE

Pupils will have the opportunity to develop the following skills:

Football

- 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.

Rugby

- Run, find a space and hold a rugby ball.
- Run with a ball and pass successfully.
- Attack and defend.
- Make decisions in game, both defensively and whilst attacking.
- Use the space on a rugby pitch.
- Use the skills and techniques learnt in a game situation.

Basketball

- Perform dribbling skills accurately with control.
- Change direction whilst dribbling.
- Different types of passing; chest pass, shoulder pass and bounce pass.
- Perform each type of pass with greater accuracy and confidence.
- Combine passing skills with shooting skills.

Pupils will have the opportunity to develop their knowledge about:

Football

- Ball familiarisation and passing.
- Dribbling and turning.
- Shooting.

Rugby

- Passing.
- Attack and defending.

Basketball

- Dribbling.
- Passing and shooting.

Cross-Country

- Warm-ups.
- Working as a team.
- How to analyse performance.

<ul style="list-style-type: none"> • Develop shooting skills from different ranges and angles. • Effectively work together as a team to score a basket. • Combine dribbling, passing and shooting skills. • Develop the accuracy of dribbling, passing and shooting skills. • Apply dribbling, passing and shooting skills against a defender. <p><u>Cross-Country</u></p> <ul style="list-style-type: none"> • How to conduct a warm up, and different methods. • Running on different terrain. • Pacing a run. • How to run and work as a team. • Develop fitness. • Set a goal to achieve. 	
PSHE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Being Me In My World</u></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><u>Celebrating Difference</u></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. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Being Me In My World</u></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><u>Celebrating Difference</u></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.

<ul style="list-style-type: none"> • Appreciate people for who they are. • Show empathy with people in conflict and celebration situations. 	
RELIGIOUS EDUCATION	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Islam – What is the Qur'an and why is it important to Muslims?</u></p> <ul style="list-style-type: none"> • Reflect on what is important in their own lives. • Reflect on their own ideas about the characteristics of God. • Suggest similarities and differences between guidance from the Qur'an and other religious texts. • Make connections with the hopes that the adults in their lives have for them. • Use specialist vocabulary in communicating their knowledge and understanding. <p><u>Christianity – Where does the Christian Bible come from?</u></p> <ul style="list-style-type: none"> • Ask and respond to questions about the Bible. • Explain why the Bible is still relevant to Christians today. • Evaluate and discuss Bible verses and what they mean. • Recognise the emotions experienced by other people and the reasons for those emotions. • Reflect on their own emotions in relation to a story. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Islam – What is the Qur'an and why is it important to Muslims?</u></p> <ul style="list-style-type: none"> • The word 'sacred'. • Why the Qur'an is sacred to Muslims. • What the Qur'an teaches about God. • The words 'compassionate' and 'merciful' within the Bismillah and what they mean before looking at the '99 Beautiful Names of Allah'. • How Muslims' behaviour is influenced by the Qur'an. • Madrasah and what Muslim children do there. <p><u>Christianity – Where does the Christian Bible come from?</u></p> <ul style="list-style-type: none"> • How the Bible is the best-selling book of all time. • The history and layout of the Bible. • Some of the oldest written Bible texts. • The Old and the New Testaments. • The different genres of the Bible and their purpose. • The original languages the Bible was written in until The Reformation. • The meaning of the word 'truth'. • The difference between literal and symbolic truth. • The Christian creation story.