SHINE like the star you are. Year 6 Curriculum Map – Autumn 1

English

This half-term, we will be working on:

Writing

- Independent writing opportunities with a focus upon description of a sky-ship from our class text.
- Journalistic writing opportunity that includes reported / direct speech.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Distinguish between the language of speech and writing and choosing the appropriate register
- Scary story writing with a focus upon Macbeth and retelling a story from another perspective.

Spelling

- Focus on the ible / able and ibly / ably suffixes
- Adding suffixes beginning with vowels to words ending in -fer
- Focus upon revising Y3/4 statutory spelling words in classrooms

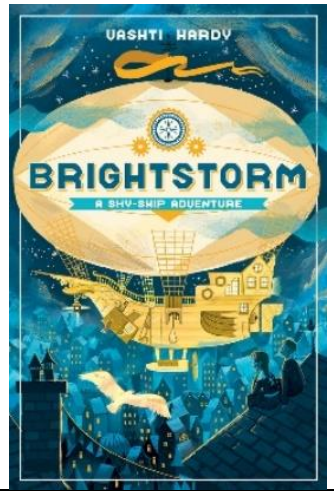
Reading

- Check that the book makes sense, discussing understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Provide reasoned justifications for views
- Retrieve, record and present information from non-fiction
- Ask questions to improve understanding

The United Kingdom

Class Book

Brightstorm by Vashti Hardy



Maths

In Maths, we'll focus upon securing our Place Value understanding by working on the following steps:

- Read and write numbers to 10,000,000
- Order and compare numbers up to 10,000,000
- Determine the value of each digit in numbers up to 10,000,000
- 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.

Following this, we work on our understanding with following steps related to the four operations:

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-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 two-digit number using the formal written method of short division where appropriate, 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 addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- 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.

Geography
United Kingdom

In this unit, we will exploring the United Kingdom and what makes it unique. During this exploration, we'll work on the following areas:

Pupils will learn to:
- Compare and contrast the different countries of the UK.
- Identify where they live in the UK and locate the UK's major cities.
- Identify physical characteristics of the UK
- Understand how people have affected the United Kingdom's landscape.
- Describe and explain the sorts of industries in which people in the UK work.

Pupils will know how to:
- Locate the four countries of the UK.
- Compare and contrast the four countries of the UK.
- Identify where they live in the UK.
- Locate the UK's counties and cities.
- Identify the physical characteristics of the UK.
- explain how human activities have affected the UK's landscape.
- Describe the sort of industries in which people in the UK work.

PHSE
Y6: Me and My School

As part of our focus on 'Me and My School, we'll be looking at the following objectives and working towards having a secure knowledge of how to:

- Recognise their worth as individuals, see their mistakes, make amends and set personal goals.
- Identify that there are different kinds of responsibilities, rights and duties at home, in school and in the community and sometimes they conflict with each other.
- Identify that there are different kinds of responsibilities, rights and duties at how, in school and in the community and sometimes they conflict with each other.

From this, we'll achieve the following outcomes:
- Recognise some of their strengths.
- Identify challenges.
- Suggest ways to overcome challenges
- Describe the role of a School Council representative.
- Describe how people apply for jobs.
- Recognise the different roles they take on in school and at home.
- Identify when there maybe conflicts between these.

RE

Religious Education lessons will involve the children studying the Christian theme of Salvation by focussing on the big question of:

Creation and Science: conflicting or complementary?

By the end of this unit, pupils will be able to:
- Identify the type of text that Psalm 8 is, and its purpose.
- Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.
- Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.
- Show understanding of why some Christians find science and faith compatible.
- Respond to the idea that humans have great responsibility for the Earth.
- Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints

Pupils will know that:
- There are many scientists through history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

Science
Electricity

In Science, our area of study will be *Electricity* and we will be focussing on the following learning goals:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.

During our work, we will also be addressing the following areas of *Working Scientifically*.

- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

PE
Athletics

P.E. lessons focussing upon Athletics skills will be delivered by Mr Redfern and will work on the following objectives:

- I can compete within the rules showing fair play and honesty.
- I can help others to improve their technique using key teaching points.
- I can identify my own and others' strengths and areas for development and can suggest ways to improve.
- I can perform jumps for distance using good technique.
- I can select and apply the best pace for a running event.
- I can show accuracy and good technique when throwing for distance.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I use different strategies to persevere to achieve my personal best

PE
Health Related Exercise & Fitness

P.E. lessons focussing upon Health Related Exercise & Fitness will be delivered by Mr Vincent and will work on the following objectives:

- I can change my running technique to adapt to different distances.
- I can collect, record and analyse scores to identify areas where I have made the most improvement.
- I can work with others to organise, manage and record information at a station.
- I encourage and motivate others to work to their best.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I understand the different components of fitness and ways to test and develop them.
- I work to my maximum consistently when presented with challenges.

Links will also be made to our Science topic *Animals including Humans*.

German
Describing Me and Others

Vocabulary

Greetings, personal pronouns, question words, nouns for people, adjectives to describe things, colours, nouns for possessions, 'That is not my…' story.

Phonics

The SSC (sound-symbol correspondences) taught this term are: long & short forms of [a] [e] [i] [o] [u]; [ei] & [ie]; [w] [z]; soft & hard [ch].

Grammar

Sein (singular), subject-verb inversion with questions, definite and indefinite articles (singular, nominative), possessive adjective (singular), negation (nicht + adverb / definite article / possessive adjective), capitalisation of nouns.

Music
We've got rhythm – rhythmic devices and structure

Exploring time signatures and performing together

- To begin to understand the construction of 6/8 time signature
- To maintain a steady beat in 6/8
- To maintain a steady pulse in different time signatures (4/4 and 6/8)
- To maintain a part in a small group
- To perform rhythmic patterns to the pulse
- To copy and create rhythms

To identify characteristics of a jig (gigue)

Art
2D Drawing to 3D Making

In this unit, we will explore how 2D drawings can be transformed to 3D objects and work towards a sculptural outcome and will focus on the following 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.