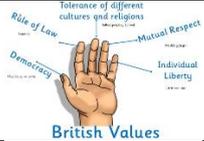
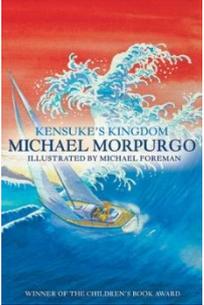
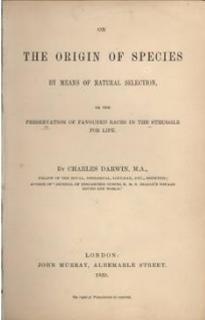
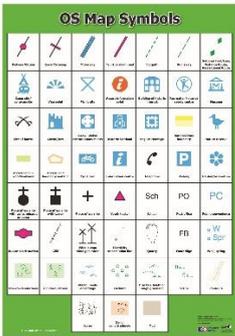
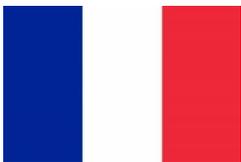
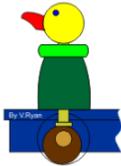


# Curriculum Information: Year 6 - Autumn Term

<p><b>British Values</b></p>	<p>The British Values underpin all aspects of learning.</p>	 <p>British Values</p>
<p><b>English</b></p>	<p><b><u>Class Text: Kensuke's Kingdom (Michael Morpurgo)</u></b></p> <ul style="list-style-type: none"> <li>• Letters - formal and informal</li> <li>• Narrative descriptions (Storms at sea)</li> <li>• Diary</li> <li>• Poetry imagery ('In Flanders Field')</li> <li>• Journalistic writing</li> <li>• Persuasive writing (leaflets)</li> <li>• SPAG - Formal and informal, dialogue, active and passive voice, colons, semi colons, brackets and dashes, synonyms and antonyms)</li> </ul>	
<p><b>RE</b></p>	<p><b><u>Prayers in the Lives of the Followers of Christ</u></b></p> <ul style="list-style-type: none"> <li>• Children will know a range of traditional prayers used by the Church and discuss the meaning of the words contained in them.</li> <li>• Children will write their own Psalm prayer and identify important actions and gestures associated with prayer.</li> <li>• They will know that the Mass is the central prayer of the Catholic faith.</li> </ul> <p><b><u>The story of the People of God</u></b></p> <ul style="list-style-type: none"> <li>• Children will have a greater knowledge of the structure of the Bible and identify and use different styles of literature found in the Bible.</li> <li>• Children will know some stories of significant people from the Old Testament and discuss the relationship these people had with God</li> <li>• They will understand and explain why the Commandments are important for life.</li> </ul> <p><b><u>Advent</u></b></p> <ul style="list-style-type: none"> <li>• Children will know that there are two parts to the Season of Advent and understand some reasons why it is important for Christians to prepare for Christ to come again.</li> <li>• They will have a greater understanding of the meaning of some Old Testament images that have been used to describe the coming of Christ into the world.</li> </ul> <p><b>Class Faith - Sikhism</b>  <b>Class Saint - St Margaret Ward</b></p>	

<p><b>Maths</b></p>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition, Subtraction, Multiplication and Division</li> <li>• Fractions</li> </ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>• Position and direction - co-ordinate, reflection and translation</li> </ul>	
<p><b>Science</b></p>	<p><b><i>Could Spiderman really exist?</i></b>  <b><u>Biology: Classification of living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>• Children will be able to describe how living things are classified into groups based on observable characteristics and similarities or differences</li> <li>• They will be able to give reasons for classifying plants and animals based on their characteristic</li> </ul> <p><b><i>Have we always looked like this?</i></b>  <b><u>Biology: Evolution and Inheritance</u></b></p> <ul style="list-style-type: none"> <li>• Children will know that animals and plants are adapted to suit their environment and that adaptation may lead to evolution</li> <li>• They will know that fossils provide information about living things in the past</li> <li>• They will recognise that living things produce offspring of the same kind (normally not identical to parents)</li> <li>• Learn about the work of scientist Rosalind Franklin</li> </ul> <p>The children will also have the opportunity to plan different types of scientific enquiry and know how to control variables in an experiment. They will also know how to explain a conclusion from an enquiry.</p>	  
<p><b>History</b></p>	<p><b>The Viking and Anglo-Saxon struggle for England from the time of Edward the Confessor. (The Normans 1066-1154)</b></p> <ul style="list-style-type: none"> <li>• The children will know how to place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>• They will know where the Vikings originated from and show this on a map.</li> <li>• The children will also know that the Vikings and Anglo-Saxons were often in conflict and why the Vikings frequently won battles with the Anglo-Saxons.</li> </ul>	

<p><b>Geography</b></p>	<p><b>Do I Know my Way Around the World?</b>  <i>Work will be linked to our class novel Kensuke's Kingdom</i></p> <ul style="list-style-type: none"> <li>• The children will know about time zones and work out differences.</li> <li>• They will use Google Earth, maps and topological maps</li> <li>• They will know what most of the ordnance survey symbols stand for and know how to use six-figure grid references. (Local area study)</li> </ul>	
<p><b>Music</b></p>	<p><b>Charanga: 'Happy' and 'Classroom Jazz2'</b></p> <p>Music continues to be taught by our specialist music teacher, Mr. Balzerano</p>	
<p><b>Computing</b></p>	<p><i>The children will attach documents to emails and learn how to use Microsoft Teams. Online safety will be taught throughout.</i></p> <p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• Plan a program before coding, create and debug.</li> <li>• Code programs that take text input from the user and use this in the program.</li> <li>• Follow flow charts to create and debug code</li> <li>• Explore how 2Code can be used to make a text-based adventure game.</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• Identify benefits and risks of mobile devices broadcasting the location of the user/device.</li> <li>• Identify secure sites by looking for privacy seals of approval.</li> <li>• Review the meaning of a digital footprint.</li> <li>• Have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</li> <li>• Understand the importance of balancing game and screen time with other parts of their lives.</li> <li>• Identify the positive and negative influences of technology on health and the environment.</li> </ul>	
<p><b>French</b></p>	<p><b><u>Quel temps fait-il? (What is the weather like?)</u></b></p> <ul style="list-style-type: none"> <li>• The weather, climate and seasons.</li> <li>• Poetry of the different seasons spoken and performed.</li> </ul> <p><i>French will be taught by a specialist teacher from SMWCA.</i></p>	

<p>PE</p>	<ul style="list-style-type: none"> <li>• Handball</li> <li>• Types of Training</li> <li>• Netball</li> <li>• Gymnastics</li> </ul>	
<p>Art</p>	<p><b>Can I paint in the style of Lowry?</b></p> <ul style="list-style-type: none"> <li>• Know which media to use to create maximum impact</li> <li>• Use a full range of pencils, charcoal or pastels</li> <li>• Know how to use feedback to make amendments and improvement to art</li> <li>• Explain the style of art used and how it has been influenced by a famous artist</li> </ul>	
<p>Design and Technology</p>	<p><b>Moving toys - mechanical systems (cams)</b></p> <ul style="list-style-type: none"> <li>• Investigate existing products and cam mechanisms</li> <li>• Experiment with different shaped cams</li> <li>• Consider target market and plan mechanism using design criteria</li> <li>• Make and evaluate moving toy cam mechanism</li> </ul>	
<p>PSHE</p>	<p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• Children can identify their goals for the year, understand their fears and worries about the future and know how to express them.</li> <li>• Children know that there are universal rights for all children but for many these rights are not met.</li> <li>• Children understand how their actions affect other people locally and globally.</li> <li>• Understand how democracy and having a voice benefits the school community.</li> </ul> <p><b><u>Celebrating Differences</u></b></p> <ul style="list-style-type: none"> <li>• Children can empathise with people who are living with disabilities and understand how this could affect someone's life.</li> <li>• Children can explain some of the ways in which one person or a group can have power over another and know how it can feel to be excluded or treated badly by being different in some way.</li> <li>• They understand the effects of bullying behaviours and how to seek help.</li> <li>• Children can give examples of people with disabilities who lead amazing lives.</li> <li>• They can explain ways in which difference can be a source of conflict and a cause for celebration.</li> </ul>	