

## Year 6 Curriculum Overview Cycle A, Autumn 1 2021

Reading	Writing	Maths	Science	History
<p>Apply their growing knowledge of root words, prefixes and suffixes</p> <p>Checking the book makes sense to them by discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions</p> <p>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p> <p>Retrieve, record and present information from non-fiction</p> <p>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words</p> <p>Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Provide reasoned justifications for their views</p> <p>Evaluate how successfully the organisation of a text supports the writer's purpose</p> <p>Predict what might happen from details stated and implied</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience</p>	<p><b><u>Tail End Charlie</u></b></p> <p><b>Use expanded noun phrases to convey complicated information concisely (Y5)</b></p> <p><b>Use expanded noun phrases effectively for qualification and precision (Y6)</b></p> <p><b>Use relative clauses beginning with who, which, where, when, whose, that (Y5)</b></p> <p><b>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (Y6)</b></p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use a thesaurus</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify audience for, and purpose of, the writing</p> <p>Proof-read for spelling and punctuation errors</p> <p><b><u>Heroes:</u></b></p> <p><b>Use commas to clarify meaning or avoid ambiguity in writing</b></p> <p><b>Make deliberate choices of sentence length and structure for impact on the reader</b></p> <p><b>Fronted prepositional phrases for greater effect Throughout the stormy winter ...Far beneath the frozen soil ...</b></p> <p>Editing sentences by either expanding or reducing for meaning and effect.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Securing formal methods for addition, subtraction, multiplication and division</p> <p>Using the four rules to solve problems</p> <p>Reasoning with prime numbers, multiples and factors</p> <p>Reading, writing and rounding numbers to 1 million</p> <p>Investigating perimeter and area</p> <p>Addition, subtraction, multiplication and division of fractions</p>	<p><b>Enquiry Question: How does light behave and how do we see?</b></p> <p><b>Knowledge/understanding:</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><b>Skill(s)/process(es) to be practised:</b></p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of</p>	<p><b>Enquiry Question:</b></p> <p>What was WW2 like for people in Wickham?</p> <p>Why should Wickham remember WW2?</p> <p><b>Key Learning:</b></p> <p>Add important local historical events/ people to the timeline e.g. at their anniversaries.</p> <p>Explore important historical events that had an impact (changed something) in your locality</p> <p>Explore important historical events/ people that are remembered locally</p> <p>Examine how aspects of national history are reflected locally e.g. by monuments</p> <p>Explore how typical your town's/ school's past is in national terms</p> <p>Examine how aspects of national history are reflected locally e.g. by monuments</p> <p>Explore how typical your town's/ school's past is in national terms</p>

<p>Evaluate authors use of language</p> <p>Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words</p> <p>Make comparisons within and across books</p>	<p>Viewpoint is established and generally maintained.</p> <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>		<p>scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	
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RE	PSHE	Art	Music	PE	Computing	MFL (French)
<p><b>Concept:</b> Islam: Submission</p> <p><b>Theme/Unit:</b> 5 Pillars of Islam</p> <p><b>Questions:</b> Enquire: What does submission mean? Contextualise 1: What are the five pillars of Islam? Contextualise 2 : What do the five pillars of Islam tell us about submission in the Islamic faith? Communicate: What do I think about submission? Apply: How does submission affect our lives?</p>	<p><b>Enquiry Question:</b> What affects me and my relationships?</p> <p><b>Key Learning:</b> I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.</p>	<p><b>Enquiry Question:</b> Who is Anni Albers?</p> <p><b>Key Learning:</b> Be able to line up and overlay print block to build up image using several colours. Understand how to use light pencil marks, then a wash, before adding layers and detail. To study a famous artist and produce a personal response to their work</p> <p><b>Skill(s)/process(es) to practise:</b> Be able to mix a full range of secondary, tertiary colours, tints and tones.</p>	<p><b>Unit Name:</b> Happy</p> <p><b>Key Learning:</b> <b>Knowledge:</b> Listen &amp; Appraise: Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song.</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>Perform &amp; Share - Children can: contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.</p>	<p><b>Key Learning:</b> <b>Netball and football</b> I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I recognise my own and others strengths and areas for development and can suggest ways to improve</p>	<p><b>Unit name:</b> Word processing</p> <p><b>Key Learning:</b> Understands that symbols on the top of a key can be accessed by holding down shift Knows how to delete both ways Know how to undo and redo Can use save and save as. Can highlight text Can make text bold, italic or underline it and know when to use these Can change font type, size of the font &amp; colour of the font and know when to use these Can align text left, right, centre and justify and know when these are used Can build a list by using a bullet or numbered points Can move a word or sentence by lassoing the text and dragging it to a new position</p>	<p><b>Unit name:</b> French Festivals</p> <p><b>Key Learning:</b> Say the months of the year in sequence Describe a French fête and say which month it happens in</p> <p><b>Listening:</b> Listen attentively to spoken language and show understanding by joining in and responding</p> <p><b>Grammar:</b> Key features and patterns of the language: month words do not have capital letters</p> <p><b>Language learning skills:</b> How the patterns, grammar and words of the new language are different from or similar to English – similarity of the months words</p>

			<p>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Evaluate performance.</p>		<p>Can move a word or section of text within the document Can check spelling and grammar Can insert a picture, Word Art or clip-art</p>	
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