

Year 6 Curriculum Overview Cycle B, Autumn 2 2024

Reading	Writing	Maths	Science
<p>The Boy at the Back of the Class by Oniali Q Rauf The Thing by Simon Puttock A Christmas Carol by Charles Dickens</p> <p>Key Learning: Ask questions to improve their understanding of a text Retrieve, record and present information from non-fiction Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen Distinguish between statements of fact and opinion and understand why this is important to interpreting the text Provide reasoned justifications for their views Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identify how language, structure and presentation contribute to meaning Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas Retrieve, record and present information from non-fiction 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 Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose Predict what might happen from details stated and implied</p>	<p>The Arrival by Shaun Tan</p> <p>Key Learning: Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use brackets, dashes or commas to indicate parenthesis Know the difference between passive and active voice and when to use the passive Produce internally coherent paragraphs in logical sequence. Note and develop initial ideas, drawing on reading and research where necessary Select the appropriate form and use other similar writing as models for their own In narratives, describe settings, characters and atmosphere (P2) assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors (Y5 & Y6)</p> <p>A Christmas Advert</p> <p>Key Learning: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Addition, subtraction, multiplication and division of fractions Position and direction – translating and reflecting shapes Find 1 and 10% of any amount Finding unknown angles Round any whole number to a required degree of accuracy Identify the value of each digit to three decimal places Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three dps Solve problems involving the calculation and conversion of units of measure, using decimal notation, and linking to PV understanding Use, read, write, and convert between standard units, converting measurements of mass and capacity from a smaller unit to a larger unit and vice versa Identify common factors and multiples and prime numbers to 100 Understand and use equivalences between metric units and common imperial units such as pounds and pints Use knowledge of the order of operations to carry out calculations involving the four operations Round any whole number to a required degree of accuracy Identify the value of each digit to three decimal places</p>	<p>Enquiry Question: How is sound made, how does it travel and can it be changed?</p> <p>Knowledge/understanding: Identifying how sounds are made, associating some of them with something vibrating Recognising that vibrations from sounds travel through a medium to the ear Finding patterns between the pitch of a sound and features of the object that produced it Finding patterns between the volume of a sound and the strength of the vibrations that produced it Recognising that sounds get fainter as the distance from the sound source increases.</p> <p>Skill(s)/process(es): Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>

<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words</p>	<p>Link ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) (P2).</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>Know the difference between passive and active voice and when to use the passive</p>	<p>Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three dps</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation, and linking to PV understanding</p> <p>Use, read, write, and convert between standard units, converting measurements of mass and capacity from a smaller unit to a larger unit and vice versa</p>	<p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</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	DT	PE	Computing	MFL (French)
<p>Concept: Incarnation</p> <p>Key question:</p> <p>Was Jesus the Messiah?</p> <p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible</p> <p>Identify Gospel and prophecy texts, using technical terms</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p>	<p>Unit name: Valuing difference</p> <p>Key Learning:</p> <p>Describe the benefits of living in a diverse society</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples</p> <p>Understand that the information we see online, either text or images, is not always true or accurate;</p> <p>Reflect on the impact social media puts pressure on peoples' life choices</p> <p>Consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour</p>	<p>Unit name: The Singing Bones</p> <p>Which story does the sculpture represent? Looking at how Shaun Tan represents characters in the text 'The Singing Bones'</p> <p>Key Learning:</p> <p>Practise sketching including shading and using shapes to build a picture</p> <p>Sketch skulls linking to the text</p> <p>Create a background for the story</p> <p>Explore modelling techniques</p> <p>Use other materials to add to the impact of the sculpture</p> <p>Technical knowledge and understanding</p> <p>Shade</p> <p>Use faint lines and shapes to improve proportions when sketching</p> <p>Shade to add detail and perspective</p> <p>Skills:</p> <p>Designing</p> <p>Design and make a sculpture to describe a story</p> <p>Describe each section of the sculpture and link to the story</p> <p>Evaluating</p>	<p>Cricket and Football</p> <p>Key Learning:</p> <p>Create and use space to help my team</p> <p>Dribble, pass, receive and shoot the ball with increasing control under pressure</p> <p>Select the appropriate action for the situation and make this decision quickly</p> <p>Use marking, tackling and/or interception to improve my defence</p> <p>Use the rules of the game consistently to play honestly and fairly</p> <p>Work collaboratively to create tactics with my team and evaluate the effectiveness of these</p> <p>Recognise my own and others strengths and areas for development and can suggest ways to improve</p> <p>Bowl and field accurately</p> <p>Strike the ball with accuracy</p>	<p>Unit name:</p> <p>Spread sheets</p> <p>Key Learning:</p> <p>Understand what a spread sheet does</p> <p>Know how to graph successfully</p> <p>Know how to manipulate numbers using formulas and other techniques</p> <p>Understand what a spreadsheet does</p> <p>Identify key elements of a spreadsheet (cells, columns, rows and formula's)</p> <p>Know how to manipulate rows and columns</p> <p>Spread sheet Vocab</p> <p>Change row and column size and width</p>	<p>Unit name: All about France and French Culture</p> <p>Key Learning:</p> <p>Respect and understand cultural diversity</p> <p>Understand how different countries and different cultures celebrate</p> <p>Identifying shared celebrations and those that are different.</p> <p>Grammar:</p> <p>Match sound to print by reading aloud familiar words and phrases</p>

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