Curriculum Overview 2019-2020

Year: 6 **Term**: Autumn

	Autumn 1: Overview Title							Autumn 2: Overview Title					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Book	The Tunnel				From a Railway Carriage			Friend or Foe			Coming Home		
English – Genres	Fantasy Story Poetry				Poetry			Instructions News Report			Narrative		
English - Objectives / Skills	Plan their writing by: •identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own •noting and developing initial ideas, drawing on reading and research where necessary •in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed •draft and write by: •selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning •in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action •précising longer passages •using a wide range of devices to build cohesion within and across paragraphs •evaluate and edit by: •assessing the effectiveness of their own and others' writing •proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning •ensuring the consistent and correct use of tense throughout a piece of writing				•continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •identifying and discussing themes and conventions in and across a wide range of writing •preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience •discuss and evaluate how authors use language, including figurative language, considering the impact on the reader •identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own			•distinguish between statements of fact and opinion •selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning •recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms •using passive verbs to affect the presentation of information in a sentence •using the perfect form of verbs to mark relationships of time and cause			Plan their writing by: •identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own •noting and developing initial ideas, drawing on reading and research where necessary •in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed •draft and write by: •selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning •in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action •précising longer passages •using a wide range of devices to build cohesion within and across paragraphs •evaluate and edit by: •assessing the effectiveness of their own and others' writing		

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Science – Unit	**Evolution and Inheritance**		**Light**
Science - Objectives / Skills	• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution		•recognise that light appears to travel in straight lines •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 •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 •use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
History – Unit	**World War 2**		
History- Objectives / Skills	Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create own structured accounts including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. Learn about a significant turning point in British History.		
Geography - Unit			
Geography Objectives / Skills			
ICT – Unit	**E Safety**		**Audacity**
ICT - Objectives / Skills	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 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
RE – Unit	**Islam**		**Christianity**

RE - Objectives / Skills	To learn to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.	To learn to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.				
PHSE – Unit	**Being in my World**	**Celebrating Difference**				
PHSE - Objectives / Skills	To understand goals for this year, understand fears and worries about the future and know how to express them. To know how to use a jigsaw journal. To feel welcome and valued and know how to make others feel the same. To know that there are universal rights for all children but for many children these rights are not met. To understand own wants and needs and compare these with children in different communities. To understand that actions affect other people locally and globally. To make choices about own behaviour and understand how rewards and consequences feel. To understand how actions can affect others and to empathise with other people's feelings. To understand how an individual's behaviour can affect a group. To be able to contribute to a group and understand how to function best as a whole. To understand how democracy and having a voice can benefit the school and community.	To understand there are different perceptions about what normal means. To empathise with people who are living with disabilities. To understand how a disability could affect someone's life. To be aware of how your attitude can have an affect towards people with disability. To explain some of the ways in which one person or group can have power over another. To know how it can feel to be excluded or treated badly by being different in some way. To know some of the reasons why people use bullying behaviours. To be able to use a range of strategies for managing feelings in bullying situations. To give examples of people with disabilities who lead amazing lives. To appreciate people for who they are. To explain ways in which difference can be a source of conflict and a cause for celebration.				
ART- Unit	**People in Action**	**Art Illusions**				
ART - Objectives / Skills	To be able to record from first hand observation. To study facial expressions related to movement. To study the techniques of artists when portraying movement. To be able to create a montage to portray movement. To be able to use printing to create movement art. To be able to use the ideas gathered from different artists, methods and techniques to create a piece of movement art.	To explore how artists create perspective in their work. To be able to use perspective to create realistic interiors. To explore how artists use foreshortening to give perspective. To explore how artists use trompe l'oeil to create illusions. To explore how artists create illusions by playing with perspective. To explore and create optical art.				
DT- Unit						
DT - Objectives / Skills						
PE- Unit	**Dance/Rugby**	**Indoor Athletics**				
PE - Objectives / Skills	• use running, jumping, throwing and catching in isolation and in combination	• use running, jumping, throwing and catching in isolation and in combination				

	• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.		• compare their performances with previous ones and demonstrate improvement to achieve their personal best. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	
Maths – Unit	**Number and Place Value**	**Number and Calculation**	**Fractions, Decimals and Percentages**	**Measures**
Maths - Objectives / Skills	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit 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.	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 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.	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3] Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Multiply one-digit numbers with up to two decimal places by whole numbers	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].

								Use written division methods in cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.					
Trips / Workshops/ Speakers / Events / Assemblies / Specific Days													
Trips / Workshops/ Speakers / Events / Assemblies / Specific Days -Objectives / Skills													
Outdoor Learning / Eco opportunities													