

Curriculum overview 2021 - 22 Year 6	Our Changing World	AUTUMN TERM
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English	<p>Teaching will be based on the Talk for Writing approach.</p> <p>Class texts Fiction - Finding Tale & Warning Tale Non-Fiction: Information & Explanations Poetry: <i>What are you?</i> Class Reads: <i>Boy in the Tower</i> and <i>Letters from the Lighthouse, How Lighthouses Work, Darwin's Voyage of Discovery</i></p>	<p>The focus at the start of term will be to ensure that Y5 skills are secure and that the children are confident readers.</p> <p>Grammar: Consolidation of sentence punctuation • Secure the use of simple and embellished simple sentences with noun phrases • Secure compound and complex sentences correctly punctuated • Use of active and passive verbs • use of semicolons, colons and dashes to link clauses • Use of hyphens to avoid ambiguity • to develop the use of formal or informal structures in speech. Spelling: Ambitious vocabulary using synonyms and antonyms Reading: To read a variety of high-quality texts • Use evidence to support opinions • To expand vocabulary by exploring root words and word families • To read daily Speaking & Listening: Using drama to develop points of view • To use story maps to internalise a range of texts</p>
Maths	<p>Using White Rose teaching programmes, the following concepts will be covered: place value up to tens of millions and negative numbers, all formal calculation methods, ordering and comparing fractions, calculation with fractions, and finishing with direction and position.</p>	
Science	<p>We will start the term by looking at Evolution and Inheritance: the children will 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; and identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. We will use the novel <i>Boy in the Tower</i> as a stimulus for considering how a plant might evolve.</p> <p>Electricity: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. The children will use their knowledge of electricity when designing and building their lighthouses in DT.</p>	
Art/DT	<p>Art: Linking themes from our geography and science topic and a stimulus for the novel <i>Letters from the Lighthouse</i>, the children will use pen and colour, printing and weaving to explore themes of the seaside. They will also look at the work of the artists Alfred Wallis & Hokusai.</p> <p>DT: To research the early engineers who built the first lighthouses and consider the challenges they faced. To design, construct and build a model lighthouse, using knowledge of electrical circuits and exploring ways of joining materials.</p>	
PE	<p>Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Invasion Games: The unit recaps on the fundamental skills needed to play a range of invasion games focusing on football and rugby, such as dribbling with the ball, passing and keeping possession. It also covers attacking skills, such as shooting and changing direction with the ball in football. Defending skills such as shadowing, and tackling are also covered. In addition, we will look at choosing and making the best pass in a game situation and link a range of skills together with fluency; think ahead and create a plan of attack or defence; work as a team to develop fielding strategies to prevent the opposition from scoring; and communicate plans to others during a game. Dance: Linking with the music unit the children will explore rhythm and beat in dance, creating and performing their own compositions.</p> <p>Gymnastics: Demonstrate precise and controlled placement of body parts in their actions, shapes and balances; confidently use equipment to vault and incorporate this into sequences; apply skills and techniques consistently, showing precision and control; and develop strength, technique and flexibility throughout performances.</p>	
Humanities	<p>Geography: In this unit, children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children will explore how landscapes change. In the final lesson of this unit, children will have the chance to predict the future and look at which might change again in their lifetimes.</p> <p>History: Picking-up on the last lesson in geography, the children will explore the Battle of Britain and how it changed</p>	

	the course of modern British and European history. Skills will focus on using artefacts to understand the past, evaluate evidence and how people now, as then, have points of view which can affect their interpretation of events. We will finish the unit by looking at artefacts from individuals involved in the Kindertransport and what this tells us today of the impact of events on individuals.
Computing	Pupils will be introduced to spreadsheets, using different spreadsheet templates to learn skills in formatting and entering specific formulae. They will finish off by using these skills to solve specific problems such as managing budgets. After half-term they will move on to learning about programming with Kodu, a simple visual programming language made specifically for creating games.
French	We will apply previous knowledge of topics already studied before learning how to express emotions and use the future tense. We will then look at key grammatical features such as the position of adjectives. Over the term, children will develop their confidence in having conversations in French.
Music	Using the Music Express resources pupils will get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music: World Unit. After half-term the theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.
RE	Beliefs and Practices: Islam Key Question: What is the best way for a Muslim to show commitment to God? Understanding Christianity: Gospel Key Question: What would Jesus do?
PHSE	Using the Coram Life Education – Scarf – resources, the children will start the term by exploring Me and My Relationships where we will consider issues around feelings, emotions, conflict resolution and friendships. Using this we will devise our Class Charter. This will be followed by the unit Valuing Difference where we will look at British Values.
Enrichment	Spirituality day: Christmas. The children will be looking at scenes of the Nativity and learning about journeys Christian values: Compassion and Generosity. Children In Need, Carol Singing – Bradford Abbas Sports and Social Club.