



Year 6 Curriculum Overview Autumn Term 2020

English

Reading

We will be:

- Exploring the author, Michael Morpurgo
- checking that the book makes sense, discussing our understanding and exploring the meanings of words in context
- drawing inferences such as from character's feelings, thoughts and motives for their actions and justifying inference with evidence
- predicting what might happen from details stated and implied
- using evidence from the text to support an answer

Fiction Writing

We will be:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance the meaning
- understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
- linking ideas across paragraphs using a wider range of cohesive devices
- ensuring the consistent and correct use of tense throughout a piece of writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Non-Fiction Writing

We will be:

- noting and developing initial ideas, drawing on reading and research where necessary
- revising how to write a non-chronological report on our class birds.
- revising how to write a detailed set of instructions
- developing our knowledge and use of vocabulary
- assessing the effectiveness of our own and other's writing

Spelling and Phonics

We will be:

- learning synonyms, antonyms, homophones, the use of the hyphen and words from the Statutory Y5/6 list.

TOPIC: History and Geography

History

What was life in Britain like in World War Two?

We will be learning:

- about what Britain was like in the 1930's
- when WWII started and why
- who Hitler was and his effect during WWII
- about bombing raids in Britain (Blitz) and how people protected themselves
- the need for evacuation
- what rationing was and how it worked
- about life in Yeovil during WWII

The History key skills we will be using are:

- Choosing and collecting the most reliable sources of information to find out about the past
- Giving reasons why changes may have occurred, backed up by evidence that we have found

Science

'Evolution and Inheritance and Light'

We will be:

- Planning different types of scientific enquiries to answer questions.
- Recognising that living things have changed over time and that fossils provide information about living things
- Recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identifying how animals and plants are adapted to suit their environment in different ways
- Understanding that light travels in straight lines and use this to explain why shadows have the same shape as the objects that cast them
- Explaining that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Maths

Number and place value

- read, write, order and compare numbers to 10,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 10,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative numbers
- round any number up to 10,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems

Using the Four Operations

- solve multi-step problems
- multiply multi-digit numbers up to 4-digits
- divide numbers up to 4 digits by a 2-digit number and interpret remainders appropriate for the context
- use rounding as appropriate for the context
- identify common factors, common multiples and prime numbers
- understand squared and cubed numbers
- understand the order of operations
- use estimation to check answers to calculations
- reason from known facts

Fractions

- use common factors to simplify fractions
- 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
- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Geometry: position and direction

- describe positions on the full co-ordinate grid (all four quadrants)
- draw and translate simple shapes on the co-ordinate plane and reflect them in the axis



Physical Education

In P.E. we will be doing gymnastics, swimming and invasion games:

- Developing flexibility, strength, technique, control and balance by learning and performing a range of different gymnastic jumps and leaps, rolls and vaults
- Attending swimming lessons with the aim to achieve their 25m (if not completed in year 5).
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.

Music

In **Music** we will be:

- Playing and performing in solo and ensemble contexts – Harvest and Christmas Performances
- Researching a composer during WWII
- Exploring why music was important during WWII
- Composing a piece of music to reflect the Blitz

Spanish

In **Spanish** we will be:

- Talking about ourselves and our family in Spanish.
- Describing our physical features, taking part in role plays and reading short texts.
- Writing sentences about our families.
- Writing to pen pals in Spain.
- Joining in with a retelling of a familiar story and adapting it to create our own stories.

Computing

In **COMPUTING** we will be:

- E-Safety - agree class internet rules based on personal responsibilities
- Scratch – create a times tables quiz
- Technology in Our Lives – looking at the different Internet services we use for different purposes
- Multimedia – create a presentation that combines a range of media using PowerPoint and Keynote

R.E.

In **R.E.** we will be looking at:

- Hinduism with a focus on Diwali and Holi.
- understanding that Hinduism is a pluralistic religion that offers a vast variety of concepts of God
- being able to recall the Hindu greeting Namaste and its meaning: 'I respect you'
- understanding that Hindus believe the same God is inside every heart and must be treated as one world-family

PSHE

In **PSHE** we will be:

- identifying goals for the year – thinking about their place in the class, school and local community
- understanding what bullying is with a focus on cyber bullying

Art

In **Art** we will be:

- creating a paper collage
- drawing a portrait thinking about the correct proportions
- creating graffiti lettering
- making a wire poppy
- creating a Blitz skyline picture
- creating artwork inspired by the artist Eduardo S Tingatinga
- making a fabric Christmas tree decoration

Design Technology

In **Design Technology** we will be:

- Looking at the effects of WW2 on food in Britain
- Planning a wartime celebratory meal
- Devise, create and evaluate a baked product – carrot scones

Trips and Visits

Nothe Fort - TBC

World War Two Evacuation Experience

The children will experience life as a World War Two evacuee, learning how the war affected towns such as Weymouth. They will take part in school lessons, help with housework and gathering rations from the shop and take cover during an air raid.

