

Year 6 - Mr Lacy and Mrs Little  
Curriculum Overview  
First Half of the Autumn Term 2021-22

<u>English</u>	<u>Maths</u>	<u>Topic</u>	<u>Science</u>
<p><b>Classic Poetry</b> <b>Key texts:</b> The Highwayman by Alfred Noyes</p> <ul style="list-style-type: none"> <li>• Settings of the poem</li> <li>• Key characters</li> <li>• Investigating figurative language</li> <li>• Making deductions on characters using drama</li> <li>• Performing the poem</li> </ul> <p><b>Traditional and Oral Story-telling</b> <b>Key texts:</b> Robin Hood</p> <ul style="list-style-type: none"> <li>• Common themes of myths, legends, fables and traditional stories</li> <li>• Possible openings for these types of stories</li> <li>• Story style</li> <li>• Short and long sentences and tension graphs</li> <li>• Writing traditional tales</li> <li>• Heroes</li> <li>• Villain</li> <li>• Mythical objects</li> <li>• Moral</li> <li>• Oral retelling of own stories</li> </ul>	<p><b>Counting, partitioning and calculating</b></p> <ul style="list-style-type: none"> <li>• Amounts up to ten million</li> <li>• Identify change in place value.</li> <li>• Continue a sequence.</li> <li>• Positions on a numberline</li> <li>• Doubling and halving.</li> <li>• Recap multiplying and dividing by 10, 100, 1000.</li> <li>• Multiplication – <ul style="list-style-type: none"> <li>○ partitioning,</li> <li>○ formal methods</li> </ul> </li> <li>• Division – <ul style="list-style-type: none"> <li>○ short and long division</li> </ul> </li> <li>• Problem solving – <ul style="list-style-type: none"> <li>○ Operation and method</li> </ul> </li> </ul> <p><b>Geometry and number facts</b></p> <ul style="list-style-type: none"> <li>• Classify 2D quadrilaterals</li> <li>• 3D shapes and their properties <ul style="list-style-type: none"> <li>○ pyramids and prisms</li> <li>○ nets of open and closed cube,</li> <li>○ nets of 3D shapes</li> </ul> </li> <li>• Formal addition and subtraction with decimals <ul style="list-style-type: none"> <li>○ HTU, ThHTU</li> <li>○ Check calculations with the inverse</li> <li>○ Solve missing digit sums</li> </ul> </li> </ul>	<p><b>Surviving the Blitz</b></p> <ul style="list-style-type: none"> <li>• Key events time line</li> <li>• The experience of the Blitz</li> <li>• Recognise the importance of creating strength through use of arches and corrugation.</li> <li>• Be able to design several alternative structures and make one.</li> <li>• Being Evacuated</li> <li>• Rationing of Food</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• To identify and name the main parts of the human circularity system.</li> <li>• To describe the functions of the heart, blood vessels and blood.</li> <li>• To be able to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>• To describe the ways in which nutrients and water are transported within animals including humans.</li> </ul>

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<u>PE</u>	<u>Computing</u>	<u>French</u>	<u>RE</u>
<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Develop confidence when in the water.</li> <li>• Be able to swim a width or length without stopping.</li> <li>• Improve speed and agility in the water.</li> <li>• Use a range of techniques and strokes including front crawl, breaststroke and backstroke.</li> <li>• Know some basic water survival skills.</li> </ul> <p><b>Other skills/Fitness (FUNS)</b></p> <ul style="list-style-type: none"> <li>• Improve co-ordination and general fitness levels.</li> <li>• Work co-operatively to achieve a goal or complete a physical activity.</li> <li>• Understand that exercise can improve health, overall wellbeing and reduce stress.</li> </ul>	<p><b>Coding 1</b></p> <ul style="list-style-type: none"> <li>• Complex variables</li> <li>• Children will learn to use variables in more complex ways, and to manipulate inputs to create useful outputs</li> <li>• Entering code where user input creates mathematical calculators of number, shape and time</li> <li>• Create a mathematical app using skills learned</li> <li>• Debug more complex programs</li> </ul> <p style="text-align: center;"><u>RSHE</u></p> <p style="text-align: center;"><b>Please note that 'PSHE' is now known as RSHE.</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Attraction to others</li> <li>• Recognising and managing pressure</li> <li>• Expressing opinions</li> </ul>	<p><b>The Weekend</b></p> <ul style="list-style-type: none"> <li>• Recap key language</li> <li>• Listening games about what they did during the weekend</li> <li>• Answering questions about the weekend</li> <li>• Completing sentence bubbles</li> <li>• Sentences on what they didn't do</li> </ul>	<p><b>The journey of life and death</b></p> <ul style="list-style-type: none"> <li>• Recognising milestones in life that people may share (both faith and non-faith milestones)</li> <li>• Consider human responses to loss and bereavement</li> <li>• To learn about ways in which religions approach dealing with and understanding loss</li> <li>• To understand the importance of celebrating life and achievements</li> <li>• How to help those who are experiencing loss</li> </ul>