

Year 6 – Mrs Little and Mr Johnston
Curriculum Overview
Second Half of the Autumn Term 2022-23

<u>English</u>	<u>Maths</u>	<u>Topic</u>	<u>Science</u>
<p>Biographies and autobiographies Key individuals: Charles Dickens, George Cadbury</p> <ul style="list-style-type: none"> • Explore different sources of information for biographies. • Create fact file about a famous Victorian. • Create a list of questions they would like to ask a famous Victorian. • Identify the features of a biography. • Create own biography of Queen Victoria including a timeline, diagrams, tables and text. <p>Historical Stories Key texts: Street Child by Berlie Doherty</p> <ul style="list-style-type: none"> • Describe 19th century London using the text as evidence • Research living conditions at the time and compare to now • Discuss Jim’s family situation- role play as different characters • Write continual diary entries as Jim or someone in the workhouse Write in role as Rosie or Doctor Barnardo. 	<p>Number</p> <ul style="list-style-type: none"> • Continue a sequence, including negative numbers. • Using related facts • Use the four operations mentally and with increasingly larger numbers. • Missing number sums. • Recap multiplying and dividing by 10, 100, 1000. • Multiplication – <ul style="list-style-type: none"> ○ formal methods, including decimals • Division – <ul style="list-style-type: none"> ○ short and long division • Problem solving – <ul style="list-style-type: none"> ○ Operation and method <p>Geometry and number facts</p> <ul style="list-style-type: none"> • 3D shapes and their properties <ul style="list-style-type: none"> ○ pyramids and prisms ○ nets of open and closed cube, ○ nets of 3D shapes 	<p>Victorian Brentford</p> <ul style="list-style-type: none"> • To place the history of Brentford within a Victorian context -education, transport and work • To understand and research life conditions in Victorian London • Changes in Brentford from a rural market town to an industrial part of London • To understand the difference between St. Paul’s school today and in Victorian times • To role play a Victorian school day • To make (to a given design brief as from the Victorian era) a toy 	<p>Evolution</p> <ul style="list-style-type: none"> • 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 with some variation • Identify how animals and plants are adapted to suit their environment

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<u>PE</u>	<u>Computing</u>	<u>French</u>	<u>RE</u>
<p>Dance</p> <ul style="list-style-type: none"> To copy and repeat a set dance sequence, showing growing confidence. Work collaboratively with a partner to develop a dance idea. To use changes in levels and speed in choreography. To create actions using a prop. To select movements and dynamics to convey characters and a story. To communicate a story through a set, original dance. <p>Other skills/Fitness (FUNS)</p> <ul style="list-style-type: none"> Improve co-ordination and general fitness levels. Work co-operatively to achieve a goal or complete a physical activity. Understand that exercise can improve health, overall wellbeing and reduce stress. 	<p>Multimedia Presentation</p> <ul style="list-style-type: none"> Research and recognise features of good web page design Use Keynote to simulate a web page based on a specific topic Create hyperlinks between pages Discuss and understand copyright <p style="text-align: center;"><u>RSHE</u></p> <p>Relationships</p> <ul style="list-style-type: none"> Recognising and dealing with peer pressure Exploring what makes someone a good role model Understand what consent means Listening to and respecting other points of view Managing conflict positively 	<p>'Les Vetements' (Clothing)</p> <ul style="list-style-type: none"> Names of items of clothing Saying what we want to buy Saying what we like and don't like Describing clothing <p style="text-align: center;"><u>Music</u></p> <p>Classroom Jazz 2</p> <ul style="list-style-type: none"> Listen and appraise pieces of Jazz Music from different artists Identify style of Jazz and commonly used instruments Improvisation to a piece of Jazz Music Compose a section of Jazz music and perform to the class Evaluate the musical performance of others 	<p>How would Christians advertise Christmas to show what Christmas means today?</p> <ul style="list-style-type: none"> Discuss the values that different Christmas advertisements promote. Compare different Christian beliefs about the birth of Jesus, drawing upon the different Gospel accounts. Analyse and express Christian beliefs about Christmas in a range of styles of Church advertisements. Express the Christian festival of Christmas to share the meaning, central beliefs and concept of it.