

Year 6

Curriculum Overview



World War II
Autumn 1

Year 6 Curriculum Overview Autumn 1



This is a brief overview of the curriculum that will be taught in Year 6 this half term. There will be daily English and Maths lessons which may include cross-curricular learning. The other subjects are taught in a more fluid manner in order to make as many purposeful links as possible. For example, in some weeks we may teach no history, whereas in other weeks a substantial proportion of the timetable will have a history focus.

On occasions, some elements of this curriculum plan may be adapted to meet the needs and interests of the children.

Topic	World War II (Autumn 1)
Literacy	<p>We will read a wide range of fiction including classic fiction We will write our own autobiographies, scientific reports and descriptive writing. Reading will incorporate comprehension of a variety of texts and genres. Higher level reading skills including sourcing evidence from a text. We will focus on grammar, punctuation and spelling - applying grammar, punctuation and spelling to writing. Types of clauses, expanded phrases, adverbials and higher level punctuation (, - : ; ...) will be taught and used in writing.</p>
	<p>Key skills to practise at home Handwriting at pace. Speaking in a grammatically correct way. Spelling rules sent home to learn and to be tested. Reading a range of genre via own reading and 'Bug Club' The children will write their own autobiography as homework.</p>



World War II (Autumn 1)	
Numeracy	<p><u>Number:</u> Number and Place Value 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 Solve number and practical problems that involve all of the above.</p> <p><u>Addition, Subtraction, Multiplication & Division</u> 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 Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p><u>Statistics</u> Interpret and construct pie charts and line graphs and use these to solve problems</p> <p><u>Ratio & Proportion</u> Solve problems involving the relative sizes of two quantities where missing values can be Found by using integer multiplication and division facts Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p><u>Fractions</u> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <hr/> <p>Key skills to practise at home Know all Multiplication tables. Quick recall of number bonds to 1000 (900+100=1000,etc). Application of the four rules of number in real life situations (+ - X /). Names for 2D and 3D shapes. Real life money situations, practice using larger sums of money, calculating change, working out % discount). Comparisons of units of measures (cm – m, m-m-km, etc., including length/distance, volume, weight/mass). Understanding data in real life situations (timetables, charts and graphs showing height or weight etc). Telling the time in analogue and digital form, reading and understanding calendars and timetables. Knowing mathematical vocabulary.</p>
Science	<p>Pupils learn about the life and work of Charles Darwin and what is meant by the terms evolution and survival of the fittest. They learn how animals and plants are adapted to their environment. They investigate camouflage and find out how humans evolved. They carry out a simple investigation to model evolution and selective breeding. Where possible children will be asked to bring in photographs of their ancestors to compare features and characteristics.</p>
History	<p>Historical autobiography. How and why World War II happened. The impact of world War II on children in Great Britain. We are evacuated to Shugborough Hall (In costume, only for the day!)</p>
Art	<p>War art—painting inspired by the work of other artists.</p>

Topic	World War II (Autumn 1)
Computing	E safety – safer searching. How use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Spanish	We will be looking at clothes using adjectives for size and colour, reinforcing grammar rules for using masculine / feminine words. We will be reinforcing weather vocabulary. We will be looking at sentence structure and constructing our own sentences.
Music	WWII singing as part of Shugborough visit and VE day celebrations
R.E.	We will investigate human rights across the world and the approach of different faiths to this subject
P.E.	Hockey, netball, volleyball, dance – formulating their own dances using skills taught.
Growth Mindset	Understanding how the brain makes connections. The power of 'yet'. Learning that failure is an important part of success. Teaching ourselves to use positive attitudes when faced with a challenge.

Year 6 children have the opportunity to visit Redridge in the first half term. Those who opt not to take part in the visit have a World War II week incorporating WWII cooking, shopping, rationing and building models of WWII homes.

Below are our agreed **whole school values** which are positive, shared and highly prized by us all.

And...

because values are worth more when they are passed on, we share them with you here.

Ambition

Happiness

Respect

Equality

Friendship

Individuality

Honesty

Innovation

Co-operation

Self-Esteem

Celebration

Responsibility