



## Year 6 Autumn Termly Curriculum Overview

	Week 1 31.08	Week 2 07.09	Week 3 14.09	Week 4 21.09	Week 5 28.09	Week 6 05.10	Week 7 12.10	Week 8 19.10 <b>Assessment Week</b>		Week 9 02.11	Week 10 09.11	Week 11 16.11	Week 12 23.11	Week 13 30.11	Week 14 07.12	Week 15 14.12				
<b>Growth Mind-set</b>	Always ready to learn (SML)			I want to get better and learn for me. <b>Growth Mind-set</b>	I can take control of my own destiny. <b>Growth Mind-set</b>		There is no such thing as can't at St. Mary's. I just can't do it yet. <b>Growth Mind-set</b>			There is no such thing as can't at St. Mary's. I just can't do it yet. <b>Growth Mind-set</b>	Enthusiastic, willing to take part and speak up (SML)			A Risk taker - always confident to have a go (SML)						
<b>Value</b>	Respect -Respect for self, others, world, Manners, Reverence, unity				Thankfulness -Creation, Awe and wonder, Humility					Self esteem -Special, belonging, peace/ hope Creativity. Individual liberty				Christmas						
<b>PSHE</b>										<b>SCARF: Rights and Responsibilities</b>										
<b>English</b>									<b>HALF TERM</b>											
	<b>Text:</b> The Egg  <b>Genres:</b> Narrative / balanced argument  <b>Writing Objectives:</b> Draft and write narratives by describing characters, setting and atmosphere  Draft and write by linking ideas across paragraphs using a wider range of cohesive devices  Evaluate and edit by proposing reasoned changes to vocabulary, punctuation and grammar to enhance effect and clarify meaning  Use expanded noun phrases to convey complicated information concisely  Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.  Draft and write by using organisational and presentational devices to structure text and to guide the reader  <b>Reading Objectives:</b> Participate in discussions about books that are read to them and those that can be read for themselves building on their own and others' ideas and challenging views courteously and with clear reasoning.				<b>Text:</b> The Tear Thief  <b>Genres:</b> Narrative  <b>Writing Objectives:</b> Confidently perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.  Draft and write by selecting appropriate vocabulary understanding how such choices can change and enhance meaning.  Evaluate and edit by ensuring consistent and correct use of tense  <b>Reading Objectives:</b> Discuss and evaluate how authors use language, including figurative language, considering the impact of the reader  Prepare poems and plays to read aloud to perform showing understanding through intonation, tone and volume so that the meaning is clear to an				<b>Text:</b> The Tear Thief  <b>Genres:</b> Poetry  <b>Writing Objectives:</b> Confidently perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.  Draft and write by selecting appropriate vocabulary understanding how such choices can change and enhance meaning.  Evaluate and edit by ensuring consistent and correct				<b>Text:</b> Macbeth  <b>Genres:</b> Narrative / Newspaper Report  <b>Writing Objectives:</b> Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.  Draft and write by selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning.  Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.  Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.  Distinguish between the language of speech and writing and choosing the appropriate register.  Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).  <b>Reading Objectives:</b> Prepare poems and plays to read aloud to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience  <b>Spelling Objectives:</b> Spell most of the year 5 and 6 words correctly				<b>Text:</b> Loteria De Navidad – Christmas Lottery (Literacy Shed)  <b>Genres:</b> Fiction – Narrative  <b>Writing Objectives:</b> Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.  Plan his/her writing by noting and developing initial ideas.  Write effectively for a range of audiences and			



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								<p>audience</p> <p><b>Spelling Objectives:</b> Use a thesaurus with confidence</p> <p>Use a dictionary to check the spelling of more ambitious vocabulary</p>							<p>use of tense</p> <p><b>Reading Objectives:</b> Discuss and evaluate how authors use language, including figurative language, considering the impact of the reader</p> <p>Prepare poems and plays to read aloud to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p><b>Spelling Objectives:</b> Use a thesaurus with confidence</p> <p>Use a dictionary to check the spelling of more ambitious vocabulary</p>	<p>purposes.</p> <p><b>Reading Objectives:</b> Maintain positive attitudes to reading and understanding of what is read by reading a wide range of books.</p> <p><b>Spelling Objectives:</b> Spell most of the year 5 and 6 words correctly</p> <p>Distinguish between homophones and other words which are often confused</p>
<b>Spelling</b>		Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Short vowel sound /i/ spelled y	Long vowel sound /i/ spelled with a y	Adding the prefix 'over' to verbs		
<b>Maths</b>				Number – Place value		Number – addition, subtraction, multiplication and division			Number – addition, subtraction, multiplication		Number – Fractions			<b>Objective:</b> Geometry –		



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				<p><b>Objectives:</b> Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve ordering and comparing numbers to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.</p> <p>Demonstrate an understanding of place value including decimals e.g. <math>28.13 = 28 + ? + 0.03</math>.</p>	<p><b>Objective:</b> Perform mental calculations with mixed operations to carry out calculations involving the four operations.</p> <p>Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?</p> <p>Solve problems involving addition and subtraction.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>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.</p>	<p>and division</p> <p><b>Objective:</b> Perform mental calculations with mixed operations to carry out calculations involving the four operations.</p> <p>Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?</p> <p>Solve problems involving addition and subtraction.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>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.</p> <p>Divide numbers up to 4</p>	<p><b>Objectives:</b> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions <math>&gt; 1</math>.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. <math>1/4 \times 1/2 = 1/8</math>.</p> <p>Divide proper fractions by whole numbers e.g. <math>1/3 \div 2 = 1/6</math>.</p> <p>Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as <math>7/21</math> and that this is equal to <math>1/3</math>, and 0.375 is equivalent to <math>3/8</math>.</p> <p>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as <math>1/5</math> or 0.2 or 20% of the whole cake.</p>	<p>Position and direction</p> <p><b>Objective:</b> Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.</p>
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			Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information					Use variables, sequences, selection and repetition in programmes. Use technology respectfully and responsibly. Design and create a range of programmes, systems and content for a given audience.								
<b>Geography</b>			<p><b>Objectives:</b> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six figure references, symbols and key to build knowledge of the UK and the wider world.</p> <p>Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Use maps, charts etc. to support decision making about the location of places.</p>													
<b>History</b>									<p><b>What invasions have there been throughout the eras?</b></p> <p>Which invasion has had the most impact?</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>							
<b>DT</b>	TBC due to Covid restrictions															
<b>Art</b>			<b>People in Action – Marcel Duchamp &amp; Keith Haring</b>							<b>People in Action – Marcel Duchamp &amp; Keith Haring</b>					<b>Christmas</b>	



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			<p><b>Objectives:</b> Investigate ideas, methods and approaches in showing movement in pictures.</p> <p>Create a sense of movement by using a variety of techniques and materials.</p> <p>Create a mixed media picture with a sense of movement, in the style of Marcel Duchamp.</p> <p>Adapt final work following feedback or discussion based on preparatory ideas.</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary, and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists.</p>	<p><b>Objectives:</b> Adapt final work following feedback or discussion based on preparatory ideas.</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary, and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists.</p>	<b>Art</b>
<b>Music</b>			<p><b>Charanga Unit: Happy</b></p> <p><b>Objectives:</b></p> <p>Appropriately discuss the dimensions of music and recognise them in music heard.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>Charanga Unit: Classroom Jazz 2</b></p> <p><b>Objectives:</b></p> <p>Appropriately discuss the dimensions of music and recognise them in music heard.</p> <p>Develop a deeper understanding of the history and context of music.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	
<b>PE</b>		<p><b>Circuits</b></p> <p><b>Objective:</b> To compare performances with previous ones and demonstrate improvement.</p> <p><b>Attacking &amp; Defending – PPA cover</b></p>		<p><b>Athletics</b></p> <p><b>Objective:</b> To develop technique, control and balance.</p> <p><b>Catching, Throwing, Running &amp; Jumping – PPA cover</b></p>	
<b>MFL</b>	<p><b>Spanish – PPA cover</b> (Following Language Angels Scheme)</p>			<p><b>Spanish – PPA cover</b> (Following Language Angels Scheme)</p>	
<b>RE</b>		<p><b>Hinduism</b></p> <p><b>Objectives:</b></p> <p>To explore the views of others including different religious perspectives.</p> <p>To explain how religious beliefs and ideas influence practices and lifestyles.</p> <p>To explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</p>	<p>How is God three and yet one?</p> <p><b>Objectives:</b></p> <p>To explore the views of others including different religious perspectives.</p> <p>To explain how religious beliefs and ideas influence practices and lifestyles.</p> <p>Begin to use some philosophical language and increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.</p>	The Christmas Story	
<b>Events</b>	<p>Macbeth Virtual Workshop</p>			<p>5/11 – Outdoor Classroom Day</p> <p>13/11 – Children in Need</p>	