

Year 6 Curriculum Information Autumn 1 2024

English

Fiction: To write detailed descriptions based on Shaun Tan's 'The Arrival'

- Read a range of character, animal and setting descriptions
- Explore the use of expanded noun phrases, metaphors, similes, onomatopoeia and alliteration to add detail and effect
- Chunk a description into sections to understand the structure
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Non-Fiction: Explanation Text – Why do people migrate?

- Immerse the children in explanation texts, including writing and shared reading
- Use organisational devices to structure the text - headings, introduction, paragraphs, conclusion, diagrams / pictures
- Build a list of technical vocabulary

Spelling, Punctuation and Grammar

- Review of Year 5 spellings
- Challenge words
- Use the semicolon, colon and dash to mark the boundary between independent clauses, for example; It's raining, I'm fed up
- Use the passive to affect the presentation of information in a sentence. For example; I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)
- Link ideas across paragraphs using a wider range of cohesive devices
- Punctuate using bullet points to list information

Maths

- 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
- Use negative numbers in context, and calculate intervals across zero
- Solve number and practical problems that involve the above
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Solve problems involving addition, subtraction, multiplication and division
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Identify common factors, common multiples and prime numbers
- Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication
- Divide numbers up to four digits by a 2-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
- Perform mental calculations, including with mixed operations and large numbers

Science - Living Things and their Habitats - Classifying Living Things

- In this topic, children build on their learning about grouping living things in Year 4 by looking at the classification system in more detail
- The topic is divided into two units, Children first revisit their knowledge of classification and creating keys, before developing their knowledge by looking at fungi and bacteria
- Children also look at the work of Carl Linnaeus, the scientist who first made important the function of naming and classifying to 'identify' organisms

Geography - South America: The Amazon - What is life like in the Amazon?

- In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected
- The unit builds on previous work the children may have done in Key Stage 1 on rainforests and climate, and the units of work on North America and Climate, earlier in this series

PSHE – Being Me in my World

In this Puzzle (unit), the children discuss their year ahead, they learn to set goals and discuss their fears and worries about the future. The class learns about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how they feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it.

Computing – iSafe

- Talking about the risks and benefits of different forms of communication
- Identifying personal and private information
- Understand SMART rules for being online
- How to search safely and that not all information online is reliable
- Differences between talking in real life and chatting online
- Define cyberbullying, identifying different forms and what to do when confronted with it

R.E - Believing - What do religions say to us when life gets hard?

- Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life
- Give simple definitions of some key terms related to different ideas about life after death
- Express ideas about how and why religion and cultural traditions can help believers and non-believers when times are hard

Art – Street Art

- Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering
- Through sketching, to develop ideas for improving a public space with street art
- To express ideas through a satirical work of art designed for public spaces
- To develop techniques for creating street art using stencils
- To create street art using stencils

PE - Evade, Invade, Capture (Lacrosse)

The 'evade, invade, capture' unit has an important focus upon pupil's movement skills. Pupils consider how they can use evading and invading skills to find space, retrieve objects and score points. The learning in this unit builds on fundamentals in KS1 and LKS2 and will prepare them for other units which

focus on attacking and defending and invasion games.

Block, Guard, Support (Basketball)

The 'block guard support' unit builds on pupil's experiences from the 'duel win lose' unit in Key Stage One. Pupils will learn how to work as an individual or as a team to defend an area. Children will gain a greater understanding of how to slow down opposition attacks and use this knowledge to score points.

Music 'Happy' (Trafford Music Service - Mr Sandiford)

The focus of the first half term is upon music as a medium to express happiness, listening to a variety of songs from different genres around the theme and performing 'Happy' by Pharrell Williams. The influence of IT in music upon musical structure will be investigated, and used to create new backing tracks to perform along to. After half term, the focus is upon Jazz as a musical genre, continuing to develop skills from Year 5 and expanding into scat singing as a further improvisational tool.

Spanish

Revision & consolidation of previous learning:

- How to ask about & express likes and dislikes, including the level of like/dislike
- Adjectives and adjectival agreement
- New verb infinitives, locations & conjunctions
- Future tense
- Pronunciation - hard/soft c and g, qui/que
- Time - quarter past and quarter to
- Numbers 32-99
- Dictionary work
- Exploring storybooks

Home Learning Opportunities

- Homework is set on a **Friday** and should be completed by **Wednesday morning**
- Practising spellings and times tables everyday has the most impact on learning
- Please bring your reading book and record every day & write in it every time you read
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
- PE kits should be worn on **Tuesdays** and **Wednesdays** - to be worn all day (don't forget to put trainers/pumps in your bag)