

St Luke's CE Primary – Curriculum Overview

Year 6 Autumn 1



Curriculum Aims

The purpose of our curriculum is to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

Curriculum Approach

- Learning reviewed daily (retrieval practice);
- New content taught in small chunks;
- Effective teacher questioning;
- Lots of teacher modelling;
- Regular opportunities for children to think, apply and practise key skills and knowledge;
- Support for difficult tasks;
- Develop long term memory, whilst respecting the limitations of the working memory.

Discrete Learning Subjects

Main Learning Focus in English:

Fiction: Kensuke's Kingdom & Hansel and Gretel narratives

Speaking and listening.

- Participation in class and group discussions
- Explaining and justifying opinions about texts
- Discussing information inferred from a text

Reading

- Shared Reading – reading Kensuke's Kingdom
- Guided Reading – reading with the teacher in small groups
Individual reading – follow-up tasks from guided reading sessions
- Focus on using information from the text to build written responses, infer information from the text and retrieve facts from within the text.

Writing

- Build atmosphere and mood within narrative
- Describe characters
- Describe setting
- • integrate dialogue in narratives to convey character and advance the action

Grammar and Punctuation

- • use verb tenses consistently and correctly throughout their writing
- use colons and semi-colons to separate independent clauses
- use colons to indicate a list and semi-colons to separate items in a list

Spelling

- Developing a range of spelling strategies
- Using words with spelling patterns from Y5&6 list
- Using knowledge of prefixes and suffixes to spell words

Handwriting

- maintain legibility in joined handwriting

Main Learning Focus in Mathematics:

Children will learn to:

- 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 all of the above
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- 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

- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime number
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve problems involving addition, subtraction, multiplication and division

Main Learning Focus in Science:

Year 6 will be exploring the new 'Reach out Curriculum' and focusing on Particles in physical and chemical changes.

By the end of this term the children will:

- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Main Learning Focus in History:

Year 6 will be looking at the Industrial Revolution, focusing on living and working conditions, inventions and they will specifically look at the key features of the 'Victorian Society'.

The children will learn:

- The key dates in the period.
- The nature of the class system.
- That population grew massively through this period.
- How housing changed as people moved to cities
- What caused the pollution that emerged in the Industrial Revolution?
- How were people's lives and health affected?
- What types of jobs people did.
- What factory conditions were like in this period.
- What laws were passed in this period to improve working conditions.

Main Learning Focus in Computing:

Using purple mash Year 6 will look at the importance of online safety.

They will:

- To identify secure sites by looking for privacy seals of approval.
- To identify the benefits and risks of giving personal information.
- To review the meaning of a digital footprint.
- To have a clear idea of appropriate online behaviour.
- To begin to understand how information online can persist.

**Main Learning Focus in Religious Education:**

Throughout Autumn 1 Year 6 will be looking at and exploring whether there is life after death.

- The children will be looking at Christianity, Hinduism, Islam and non-religious views on life after death.
- They will be able to:
 - Analyse the significance of life after death, according to different various religions teachings.
 - To reflect on Hindus, Christians and Muslims teachings of life after death.
 - To explain the nature of resurrection and judgement.
 - To describe non-religious beliefs about life after death
 - To explain some of the reasons why non-religious people believe and/or do not believe in life after death.

Main Learning Focus in PSHE:

The children will follow the scheme 'SCARF.'

They will focus on 'Me and my relationships'

- Learn and explore some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Main Learning Focus in Physical Education:

The children will be focusing on health-related fitness, focusing on activities to increase their heart rate such as:

- Fitness tests
- Circuits
- HIIT

Main learning Focus in Music:

Learning to play African drums with Rochdale Music service.

Main learning Focus in ART:

The children through our scheme 'Kapow' will be learning about a variety of different artists.

They will learn:

- To understand how to analyse a famous painting.
- To understand how to find meaning in painting.
- To apply drama techniques to explore the meaning of a painting.
- To apply interpretation skills to analyse and respond to an abstract painting.
- To develop starting points for creative outcomes.
- To demonstrate an understanding of painting techniques to make personal choices.

Main learning Focus in French:

The children, through out scheme, Language Angels will learn to:

- Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.
- understand better how to change a singular noun to plural form.
- Perform a short role-play ordering what they would like to eat and drink