

# St Luke's CE Primary – Curriculum Overview

## Year 6 Autumn 2



### 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:

**Range:** Persuasive writing; diaries; essay writing. Activities will include:

#### 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 The Polar Bear Explorers' Club
- 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

#### Writing

Developing writing for a range of purposes and audiences

Using appropriate grammar and vocabulary for specific genres of writing.

Writing non-fiction texts: newspaper articles; information texts; persuasive letters.

Structuring different texts

#### Grammar and Punctuation

Grammatical structures used in more formal writing.

Punctuating sentences accurately with the full range of punctuation taught at KS2.

Using active and passive voice.

#### 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

- Writing legibly with speed and fluency



### Main Learning Focus in Mathematics:

Children will learn to:

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions  $> 1$
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example,  $1/4 \times 1/2 = 1/8$ )
- Divide proper fractions by whole numbers (for example,  $1/3 \div 2 = 1/6$ )
- Use their knowledge of the order of operations to carry out calculations involving the four operations
- Use written division methods in cases where the answer has up to two decimal places



### **Main Learning Focus in Science:**

Year 6 will be exploring the 'Reach out Curriculum' and focusing on Sustainability. The children will have the opportunity to explore what sustainability is focusing on key aspects of sustainability such as:

- What are everyday materials made from?
- Why is recycling important?
- What is a life cycle assessment?
- What happens when fuels are burnt?
- What is global warming?
- What is climate change?

The children will define key vocabulary linked to this topic and discuss/ suggest ways in which humans can reduce their impact on climate change, global warming and recycling.

### **Main Learning Focus in Geography:**

Year 6 will be looking at Local Fieldwork. Within this topic the children will discuss and define key vocabulary linked to the topic; this will support their understanding and knowledge.

Within the six different lesson children will discuss, read and divulge information regarding fieldwork; why geographers do field work? What are maps and the different types? How do we use maps and why are they important?

The children will also have the opportunity to collect, analysis and present data as geographers do.

### **Main Learning Focus in Computing:**

Throughout Autumn 2 the children will:

- Design a playable game with a timer and a score.
- Plan and use selection and variables.
- Understand how the launch command works.
- Use functions and understand why they are useful.
- Understand how functions are created and called.
- Use flowcharts to create and debug code.
- Create a simulation of a room in which devices can be controlled.
- Understand how user input can be used in a program.
- Understand how 2Code can be used to make a text-adventure game.



### **Main Learning Focus in Religious Education:**

Throughout Autumn 2 Year 6 will explore and discuss the question 'Is it better to express your religion in art and architecture or in charity or generosity?'

They will answer and discuss questions such as:

- What makes a special place? What is a sacred place?
- How do mosque buildings express Islamic beliefs and values?
- Muslim calligraphy, painting and poetry: what is inspiring?
- How do Christians use art in worship and in remembering Jesus?
- Can a Christian place of worship be a building for the 'glory of God'?
- How and why do Muslim charities try to change the world?
- How and why do Christian Aid try to change the world?

**Main Learning Focus in SCARF:**

- Children will focus on key questions:
- What is prejudice?
- Why do some people show prejudiced behaviour?
- What is empathy?
- Can empathy help people to be more understanding of those who are different? How?
- Understanding Bystander Behaviour
- How can a bystander's behaviour affect a bullying situation?
- When would it be unsafe to be an active bystander?
- When would it be safe to be an active bystander?

**Main Learning Focus in Physical Education: Forest School and Gymnastics**

- Use non-verbal communication to solve problems. Work as part of a team.
- Work with a partner to navigate successfully across and through obstacles whilst blindfolded
- Think creatively to find solutions to challenges.
- Work in a group of 4 to create a sequence of rolls.
- Perform in unison.
- Work as part of a team to create sequence where starting & finishing points are clearly defined.
- Create a sequence working at different levels and with different dynamics. Spin on a variety of points and patches.
- Take weight on my hands in different ways Travel on different body parts.
- Mirror asymmetrical body shapes within a group. Time my moves within a group sequence.

**Main learning Focus in Music:**

Learning to play drums (African drums) with Rochdale Music service.

**Main learning Focus in ART and Design Technology:****Art:**

- Collect a good range of imagery, adding annotated notes and sketches.
- Make relevant comparisons between different styles of art.
- Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing.
- Generate symbols that reflect their likes and dislikes with little support.
- Create a tile that is full of pattern, symbols and colours that represents themselves.
- Discuss ideas to create light and dark through drawing techniques.
- Explain the term chiaroscuro.
- Apply chiaroscuro to create light and form through a tonal drawing.
- Understand the impact of using techniques for effect.
- Participate in a discussion that examines the similarities and differences between different styles of art.
- Form their own opinions about what art is, justifying their ideas.
- Identify a cause and decide what message they want to convey.
- Understand artist's choices to convey a message. Review sketchbook and creative work to develop a drawn image.

**DT:**

- Find a suitable recipe for their course.
- Record the relevant ingredients and equipment needed.
- Follow a recipe, including using the correct quantities of each ingredient.
- Write a recipe, explaining the process taken.
- Explain where certain key foods come from before they appear on the supermarket shelf.

**Main learning Focus in French:**

- I will learn the nouns and determiners for 10 classroom objects in French.
- I will learn how to create a short phrase in French in a subject using I like and I do not like.
- I will learn how to answer the question 'Quelle heure est-il ?' (What time is it?) on the hour in French.
- I will learn how to say at what time I study a particular subject in French.
- I will use all my new knowledge from the unit to present my school preferences to the class in spoken and/or written form.