

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:

Range: Adventure story; twist on a fairtale

Speaking and listening.

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



Reading

Shared Reading – Kensuke's Kingdom & Hansel and Gretel
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

Grammarsaurus Place Value of Punctuation

Developing writing for a range of purposes and audiences

Using appropriate grammar and vocabulary for specific genres of writing.

Creating atmosphere and mood

Grammar and Punctuation

□ Nouns

Verbs – to be, to have, verb phrases

Building single and multi-clause sentences

Spelling

Developing a range of spelling strategies Using words with spelling patterns from Y5&6 list

Handwriting

Writing legibly with speed and fluency

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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 Classifying Living Things

By the end of this term the children will:

- **Key skills**
- Grouping and classifying
- Grouping in a broader range of contexts.
- Organising the layout of number and branching keys.
- Formulating appropriate questions for classification keys.
- **Key knowledge**
- To know that 'organism' is a term used to refer to an individual living thing.
- To know that micro-organisms are incredibly small and cannot usually be seen by the naked eye.
- To know the characteristics of the different groups of vertebrates and commonly found invertebrates.
- **Science in action**
- To know about famous scientists throughout history.

Main Learning Focus in Geography:

Year 6 will be looking at Local fieldwork study.

The children will learn:

- Give examples of issues in the local area.
- Identify questions to be asked to find the relevant data.
- Justify which data collection method is most suitable.
- Design an accurate data collection template.
- Identify areas along a route that are best for data collection.
- Discuss how to mediate potential risks.
- Collect data at points located on an OS map.
- Manage risks during a fieldwork trip.
- Identify any outcomes from data collected.
- Map data digitally.
- Describe the enquiry process.

Main Learning Focus in Computing:

- Excel Spreadsheets.
- • To know what a spreadsheet looks like.
- • To navigate and enter data into cells.
- • To introduce some basic data formulae in Excel for percentages, averages and max and min numbers.
- • To demonstrate how the use of Excel can save time and effort when performing calculations.
- • To use a spreadsheet to model a real-life situation.
- • To demonstrate how Excel can make complex data clear by manipulating the way it is presented.
- • To create a variety of graphs in Excel.
- • To apply spreadsheet skills to solving problems.



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 SCARF unit: Me and My Relationships:

Working together

Solve the friendship problem

Behave yourself

Assertiveness skills

Don't force me

Acting appropriately

Main Learning Focus in Physical Education:

The children will be focusing on Netball and football:

Lesson 1 How can you perform a chest, shoulder and bounce pass in netball?

Lesson 2 How can you react quickly in netball?

Lesson 3 How can you shoot in netball?

Lesson 4 How can you defend?

Lesson 5 How can you dodge into a space?

Lesson 6 How can you land when receiving a ball?

Lesson 1 How can you control a ball using your feet?

Lesson 2 How can you pass a ball over a longer distance?

Lesson 3 How can you dribble and turn with a ball?

Lesson 4 How can you defend in a 2v2?

Lesson 5 How can you kick a ball to score a goal?

Lesson 6 How can you work in a team in different match situations/scenarios?

Main learning Focus in Music:

Boomwhackers with Rochdale Music service.

Main learning Focus in ART:

Understand a narrative and use descriptive language to tell a story.

Suggest ideas for the meaning behind a picture.

Identify different features within a painting and use the formal elements to describe it.

Be creative and imaginative in finding their own meaning in a painting.

Use their own art or personal experiences to justify their ideas.

Read a picture well and see beyond the first glance, analysing and evaluating it successfully.

Reflect on personal experiences to convey through their own piece of abstract art.

Contribute to discussions to either the class, group or talk partner.

Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.

Select an appropriate artist.

Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.

Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.

Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.

Experiment and revisit ideas, drawing on creative experiences.

Work in a sustained way to complete a piece, making evaluations at each stage.

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