



## HALF TERMLY CURRICULUM OVERVIEW Autumn Term (1) 2024 Year 6 **Skill for Success – Resilience**

Week	1	2	3	4	5	6	7	8
DATE	02/09/24 2 days	09/09/24	16/09/24	23/09/24	30/10/24	07/10/24	14/10/24	21/10/24
Events			Tues 17 <sup>th</sup> Sept Individual and sibling photos  Wed 18 <sup>th</sup> Sept Y6 Garden day		Parent consultations  Thurs 3 <sup>rd</sup> Oct Harvest Festival at St.Eustachius' Church	Wed 9 <sup>th</sup> Oct Goose Fair Day (school closed to pupils)		
Visits and Visitors				Wed 27 <sup>th</sup> Junior Life Skills				
English	Jabberwocky by Lewis Carroll Y6 Book for life - resistant text. Explore nonsense language and how it is created. Children write own version	Jabberwocky by Lewis Carroll Y6 Book for life - resistant text. Explore nonsense language and how it is created. Children write own version	Eye of the Storm (Visual Text from Literacy Shed) Extended narrative, manipulating time line for the reader, dialogue to advance action and develop character.  Constructing a timeline of events Learning figurative devices to impact on writing	Eye of the Storm (Visual Text from Literacy Shed)  Using examples from high quality texts to improve writing  Refreshing our editing and improving skills	Eye of the Storm (Visual Text from Literacy Shed)  Plan and begin to write stories  Constructing effective dialogue  Maintaining cohesion	Eye of the Storm (Visual Text from Literacy Shed)  Writing, editing and improving stories  Making informed decisions to engage our target audience	Eye of the Storm (Visual Text from Literacy Shed)  Writing, editing and improving stories  Sharing and discussing success	Eye of the Storm (Visual Text from Literacy Shed)  Sharing and discussing success
Phonics/ Spellings and fluency	Spelling books – model how they are to be used correctly. Best Bet  Phase 5 alternative graphemes – making considered choices	Words ending - able/ably and ible/ibly  Phase 5 alternative graphemes - Best Bet – how do you know?	Adding suffixes beginning with vowels to words ending in -fer	Proofreading strategies  Phase 5 alternative graphemes – revisit choice and how to use alternative grapheme chart	Homophones focusing on ce and se.	Adding suffixes spelt cious and tious.	Adding suffixes spelt cious and tious.	Review knowledge covered this half term.
Books for Life (focus books)	Jabberwocky Lewis Carroll	Jabberwocky Lewis Carroll	Wonder RJ Palacio	Wonder RJ Palacio	Wonder RJ Palacio	Wonder RJ Palacio	Wonder RJ Palacio	Wonder RJ Palacio
Maths	Exploring part- whole relationships	Creating stories which correctly match a structure	Calculate the value of a missing part	Exploring how numbers can be composed from	Counting forwards and backwards in	Explaining how 10 and 100000 are composed	Reading scales in graphing and measure contexts	Reading scales in graphing and measure contexts

	using models and representing this as an expression	presented in a model  Pupils use their knowledge of additive structures to solve problems	Represent an equation in a part-whole model  Adjust both addends to affect the sum in 2 digit numbers and fractions	10thousand to one million  Placing digits on a marked but unlabelled number line	steps of powers of ten from any multiple of 1000	and the relationship between these	by using knowledge of 10 and 100 thousand	by using knowledge of 10 and 100 thousand
No Nonsense Maths daily	Using addition and subtraction facts with whole and decimals	Adding and subtracting ones, tenths and hundredths	Using addition and subtraction facts for large numbers and decimals	Applying our understanding of adding and subtracting decimals	Applying our understanding of adding and subtracting decimals	Applying our understanding of adding and subtracting large numbers and decimals	Applying our understanding of adding and subtracting large numbers and decimals	Review and revisit
Science <b>The human body and the circulatory system</b>	Learning the functions of the heart within the circulatory system	Learning the types and functions of the different blood vessels	Learning the composition of blood and its role in the body	Learning how nutrients and water are transported and absorbed in the body.	Analysing the impact of exercise on our bodies' - complete prediction and investigation, record results	Analysing the impact of exercise on our bodies' - carrying out the experiment	Analysing the impact of exercise on our bodies' – Create line graph to represent results and write conclusion	Learning the impact of diet and drugs on the circulatory system.
Art <b>Painting and Collage</b>	<u>Gustav Klimt</u> Evaluate and study well known pieces by this artist.	Replicate some of the techniques used by this artist.	Create original pieces that are influenced by the study of Klimt.	<u>Paint &amp; Collage</u> Explore collage with a range of materials including paper and textiles	Combine visual and tactile qualities.	Use materials and techniques.	To extend use of collage materials revisiting texture pattern and shape.	To extend use of collage materials revisiting texture pattern and shape.
History <b>WW2</b>	Explore the long and short term causes of WW2.	Develop chronologically secure knowledge of history and historical events – construct timeline of WW2	Battle of Britain - use primary sources to construct an understanding of a major historical event.	<u>Own research of a further major event</u> - use primary sources to construct an understanding of a major historical event.	The life and work of Alan Turing – Understand the importance of cracking the code and the impact on the length of the war.	Produce fact file on Alan Turing	Propaganda and WW2 How was propaganda used to influence opinion	Propaganda and WW2 How was propaganda used to influence opinion
Computing / Online Safety <b>Computing systems and Networks – Communication and collaboration</b>	Online fraud	Online fraud	Internet addresses  What is necessary for effective communication and the importance of agreed protocols	Data packets  Introduce the concept of packets – the header and the data payload	Working together  How do people work together when they are not in the same location?	Shared working  How else can we work together online? Using and modifying work already completed.	How we communicate	Communicating responsibly

<p>Music</p> <p><b>'Happy' by Pharrell Williams</b></p> <p>Musician of the month – <b>Sept – Abba</b> <b>Oct - Jimi Hendrix</b></p>	<p>Musician of the Month – listen and appraise Stevie Wonder</p>	<p>Explore and appraise a range of music that makes you Happy! Listen to and learn a range of uplifting songs.</p>	<p>Explore rhythm and pulse through a range of copyback and question and answer games.</p>	<p>Learn the song "Happy" by Pharrell Williams. Improvise and compose using interactive score on Charanga. Use recorders and glockenspiels to accompany the rhythm of the song.</p>	<p>Musician of the Month – Listen and appraise Tracy Chapman</p>	<p>Perform the song "Happy" by Pharrell Williams, using voices, recorders and glockenspiels. Follow basic musical notation.</p>	<p>Perform and evaluate: Rhythm Pulse Composition Treble clef Semibreve Minim crotchet quaver <b>Notes: A, G</b> RECORDERS GLOCKENSPIEL S</p>	<p>Complete evaluation passport and review learning</p>
<p>Music - Clarinets</p>	<p>Provision over half term Charanga Unit - Clarinets</p>							
<p>PE Skills and Techniques</p>	<p>Run the mile – 2 day week</p>	<p>Mr Jones – Netball</p>	<p>Mr Jones – Tag rugby</p>	<p>Mr Jones – hockey</p>	<p>Mr Jones – basketball</p>	<p>Mr Jones - Handball</p>	<p>Mr Jones - Football</p>	<p>Tournament knockouts</p>
<p>PE</p> <p><b>Dance: Westside Story</b></p>		<p>Developing shapes and balance</p> <p>Developing group identity through dance</p>	<p>Developing shapes and circles</p> <p>Repeated phrases inc.balance and roll</p>	<p>Responding to musical phrases</p> <p>Developing a group entrance/starting position</p>	<p>Developing smooth transition between moves</p> <p>Action/reaction</p>	<p>Dance skills challenges</p> <p>Unison, canon, independent movement</p>	<p>Dance skills challenges</p> <p>Jumps and lifts</p>	<p>Refine and perform</p>
<p>Personal, Social, Health Economic and Relationships and Sex education</p>	<p>Class Agreements</p>	<p>Resilience – keeping going even when it's hard (link to worries about Y6)</p>	<p>Know about risk assessments – identifying risks and taking action to minimise risks</p> <p>Understand the facts and science relating to immunisation and vaccination</p>	<p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to report concerns or abuse and the vocabulary and confidence to do so</p> <p>Childline number NSPCC - Pants</p>	<p>Understand isolation and loneliness can affect children and that it is very important for children to discuss their feelings at times with an adult and seek support.</p>	<p>Extend their vocabulary to explain both the range and intensity of their feelings</p> <p>Recognise they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>	<p>Mental well being – self care</p> <p>Know simple self care techniques including the importance of rest, time with family and friends, and hobbies and interests</p>	<p>Know that it is common for people to experience mental health issues and that these can be resolved if the right support is made available.</p>
<p>RE</p> <p><b>Creation and Science: Conflicting or Complementary</b></p>		<p>Discuss whether religion and science are conflicting or complimentary</p>	<p>Explore different interpretations of the story of creation from Genesis</p>	<p>Discuss the co-existence of two beliefs.</p>	<p>Explore questions that can be answered by each belief.</p>	<p>Debate 'Genesis explores why the universe and life exists'. Plan and prepare a debate.</p>	<p>Debate 'Genesis explores why the universe and life exists'. Create a written response providing reasons and constructive response.</p>	<p>Write own opinion</p>

French		Welcome to School Super Learners	Greetings	Numbers	Numbers	Days and Months	School rooms	Classroom objects
Garden Days			18/9/24 Orienteering and signalling					