

Year 6 Autumn Curriculum Overview

2023

Subject	Autumn	
RE	Mission Prayer Linking the mission prayer to our lives. Year of Diversity Beginning with the Church Elements of sacramental celebrations (e.g., blessing, exchanging greetings, praise) Signs and symbols and their significance in liturgy. Celebrations which mark significant events in people's lives. Sunday as a significant day in the life of the local Church. Some ways people enter into the communion of the Church. The rites of Baptism and Confirmation and the response they invite. The structure of the Eucharist. Respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers.	Advent to Christmas How do we remember and wait for the birth of Jesus? How does the Gospel of Luke record the birth of Jesus? How does the local community celebrate the birth of Jesus today? Prepare for the Advent Service
Maths	Place value Multiply and divide by 10, 100 and 1,000 in different contexts Choosing effective mental calculation strategies Problem solving with four operations Application of factors, multiples and primes	Fractions (simplifying, comparing, ordering, adding, subtracting) Fraction/decimal/percentage equivalence Formal written methods of multiplication and division Area Properties of shape
English	Persuasive letter writing (SPaG: formal and informal speech and vocabulary, use of ellipses, subordinating conjunctions, modal verbs, adverbs of possibility, emotive language, cohesive devices, register) Narrative based on Goodnight Mister Tom by Michelle Magorian	Explanation texts- linked to the Science curriculum (SPaG: use of the passive to affect the presentation of information in a sentence, formal and informal speech and vocabulary, bullet points to list information, layout devices) 3rd person narrative based on the short film Alma (SPaG: sentence constructions, precise vocabulary, cohesive devices)

	<p>(SPaG: modal verbs, subjunctive form, dialogue, cohesive devices)</p> <p>Recount based on Windrush Child by Benjamin Zephaniah</p> <p>(SPaG: dialogue, formal and informal speech and vocabulary, linking ideas across paragraphs using a wide range of cohesive devices: repetition of a word or phrase and grammatical connections, use of adverbials)</p>	
Science	<p>Animals, including Humans</p> <p>Identify and name the main parts of the human circulatory system and describe their functions.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain why shadows have the same shape as the objects that cast them.</p>
Computing	<p>Online Safety</p> <p>Explain the impact of Cyberbullying</p>	
History	<p>Potters Bar at War</p> <p>When did the World Wars take place and what were the key events in Potters Bar?</p> <p>How did the locality of Potters Bar impact the residents' experiences of war?</p> <p>How was our parish affected by war?</p>	
Geography		<p>Who are Britain's National Parks for?</p> <p>Know what a national park is which is our closest one.</p> <p>Know the function of national parks are to protect and conserve.</p> <p>Know what cultural heritage means and how national parks conserve this.</p> <p>To know why farmers are important to national parks.</p> <p>To use the OS maps to understand the elevation of a location.</p>

Art	<p>Activism: Printing, drawing and collaging</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. • That artists acting as activists often use print because it allows them to duplicate and distribute their message. • That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. • That through art as activism we can come together. <p>Outcomes:</p> <ul style="list-style-type: none"> • See how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. • Explore how I can find out what I care about and find ways I might share my ideas with us. • See how my classmates may have different things they care about, or share things we care about, but they are all valid. • Create visuals and text which communicate my message. • Use line, shape and colour to make my artwork. • Use typography to make my messages stand out. • Combine different techniques such as print, collage and drawing. • Reflect and articulate about my own artwork and artwork made by my classmates. 	
Design and Technology		<p>Textiles</p> <p>Focus: Design, make and evaluate a final product, as a result of combing different fabric shapes.</p>
Music	<p>Focus 1: Swing music, syncopation, swing rhythm, big band instruments, scat singing,</p>	<p>Focus 2: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p>

	<p>social and historical context (WWII, segregation) progression snapshot 1.</p> <p>Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary</p>	<p>Explore the influences on an artist by comparing pieces of music from different genres. Identify features of timbre, instrumentation, and expression in an extract of recorded music. Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. Create a shadow movement piece in response to music.</p> <p>Focus 3: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p> <p>Create their own song lyrics. Fit their lyrics to a pulse, creating a chant. Write a melody and sing it. Structure their ideas into a complete song.</p>
PE	<p>Swimming Team building / problem solving Gymnastics</p>	
RSE	<p>Created and Loved by God Story Sessions: Based on 'Calming of the Storm' Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep</p>	