Berkswell Church of England Primary School Curriculum Overview
Year 6 Autumn Term – 'Skating on Thin Ice'

English

T4W – Non-fiction – Recount
Focus: Biography of an explorer exploring structure and formal language
(Look at different explorers including Captain Scott, Ernest Shackleton, Ranulph Fiennes)

Writing End Points:

- Retell a person's life in an interesting and engaging way
- A beginning, middle and end (where relevant) to their life in chronological order.
- Opening paragraph to orientate and hook the reader
- Past tense or present tense depending on the person
- Time signposts for coherence
- Specific and descriptive
- Formality of language including subject specific language
- Importance of pronouns

T4W The Highwayman by Alfred Noyes
Focus: Extended Narrative using the poem as a stimulus for exploring characterisation

Writing End Points:

- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Use a wide range of devices to build cohesion within and across paragraphs.
- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Handwriting

- **Speed and Fluency:** Writing legibly and with increasing speed to ensure composition is not hindered.
- **Joining Choices:** Using diagonal and horizontal strokes to join letters efficiently, while recognising when letters are best left un-joined.
- **Consistency:** Maintaining consistent size and spacing, including keeping ascenders and descenders consistent.
- **Presentation:** Using different styles - such as joined cursive for essays or un-joined for labelling - to communicate meaning clearly.
- **Posture:** Maintaining a correct posture and seating position to support comfortable, long-form writing.

Phonics and Spelling:

- **Prefixes and Suffixes:** Understanding how these change word meaning (e.g., -able/-ably, -ible/-ibly), including rules for adding them.
- **Silent Letters:** Learning to spell words containing silent letters (e.g., knight, psalm, solemn, doubt).
- **Homophones and Near-Homophones:** Correct usage of tricky words such as advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy.
- **Word Endings:** Special focus on -cial/-tial (e.g., special, artificial, initial) and -ce/-cy/-se/-sy.
- **Word Families**: Identifying and using related words to understand spelling patterns (e.g., connect, connection, connector).
- **Hyphens:** Using hyphens to join prefixes to root words, especially when the prefix ends in a vowel (e.g., co-ordinate, re-enter, sub-genre).
- **Vocabulary Mastery:** Demonstrating accuracy with the statutory Year 5 and 6 word list, which includes words like accommodate, conscious, exaggerate, neighbour, and stomach.
- **Dictionary Usage:** Confidently using dictionaries and thesauruses to verify spelling and explore word meanings.

Spelling Shed Objectives:

- Words with the short vowel sound /i/ spelled 'y'
- Words with the long vowel sound /igh/ spelled 'y'
- Adding the prefix 'over-'
- Words with 'cial'/shul/ after a vowel
- Words with 'tial'
- Words with the suffix '-ful'
- Words with an /oa/ sound spelled 'ou' or 'ow
- Words with a 'soft c' spelled 'ce'
- Words with unstressed vowel sounds
- Words with the /f/ sound spelled 'ph'

Punctuation:

- Use brackets, dashes or commas to indicate parenthesis
- Use commas to clarify meaning or avoid ambiguity in writing

Sentence Construction:

- Devices to build cohesion within and across paragraphs.
- Linking ideas across paragraphs using adverbials of time, place and number or tense choices.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with who, which, where, when, whose, that.

Additionally, each class studies a class book during BREAK (Berkswell Reading forEnjoyment and Knowledge) sessions. This term, children in Year 6 will be reading **'Kensuke's Kingdom.**

Maths

Number and place value

- Read and write numbers to 1,000,000.
- Identify the value of each digit in large numbers.
- Order numbers to 1,000,000.
- Round numbers to the nearest 10, 100, 1,000, 10,000, 100,000 and 1,000,000
- Compare positive and negative numbers.
- Calculate intervals across zero.
- Solve multi-step number problems.

Ratio and Proportion

- Understand ratio through practical contexts.
- Compare quantities using multiplicative relationships.
- Solve simple ratio problems.

Addition, subtraction, multiplication and division

- Perform mental addition and subtraction with large numbers.
- Perform mental multiplication and division using known facts.
- Use estimation to approximate answers.
- Revise efficient written addition and subtraction methods.
- Solve addition and subtraction calculations involving large numbers.
- Multiply up to 4-digit numbers by a 1-digit number.
- Multiply up to 4-digit numbers by a 2-digit number using long multiplication.
- Divide by a 1-digit number using short division.
- Divide by a 2-digit number using long division.
- Identify factors and multiples of numbers.
- Find common factors and common multiples
- Identify prime numbers.
- Solve multi-step addition and subtraction problems.
- Solve multi-step multiplication and division problems.
- Explain and justify calculation choices.

Statistics

- Read and interpret line graphs.
- Interpret pie charts.
- Answer questions using graph data.
- Solve problems using pie charts and line graphs.

Algebra

- Solve missing number problems.
- Use symbols to represent unknowns.
- Record simple equations.

Fractions Decimals and Percentages

- Simplify fractions using common factors.
- Identify equivalent fractions.
- Convert fractions to equivalent fractions with common denominators.
- Compare fractions with the same denominator and different denominators.
- Order fractions less than one.
- Multiply pairs of simple fractions.
- Divide fractions by whole numbers.
- Solve reasoning problems involving fractions.
- Identify the value of digits to three decimal places.
- Read and write numbers with three decimal places.
- Compare and compare decimal numbers.
- Multiply and divide decimals by 10, 100 and 1,000.
- Solve decimal calculations in context.
- Recognise percentages as parts per hundred.
- Recall common fraction, decimal and percentage equivalents.
- Find simple percentages of quantities.
- Solve multi-step percentage problems.

Measures

- Convert between metric units of length, mass and capacity.
- Convert between units of time.
- Solve simple conversion problems.
- Revise perimeter of rectangles and composite shapes.
- Compare shapes with equal perimeters and equal areas.
- Solve perimeter problems.
- Recognise volume as occupied space.
- Compare volumes practically.

Geometry

- Identify properties of regular polygons (2D shapes).
- Identify properties of triangles and quadrilaterals.
- Draw 2D shapes using given dimensions.
- Draw shapes with specified angles.
- Recognise and describe 3D shapes.
- Construct simple nets.
- Read coordinates in the first quadrant.
- Plot coordinates accurately.
- Translate shapes on a coordinate grid.
- Solve coordinate and transformation problems.

Science

Heart and Lungs

Pupils study the circulatory system, learning about the basic components that make up blood, how the heart works and how blood circulates round the body. They learn about the lungs and the process of breathing and investigate the effect of exercise on the heart and breathing rates. They learn about the effects of smoking and alcohol.

Key Concepts

1. That the circulatory system transports blood round the body.
2. That the heart is the pump that keeps the blood flowing
3. That the lungs allow gas exchange to take place in the body with oxygen entering the body and carbon dioxide leaving it.
4. Oxygen is taken into the blood in the lungs and carried to parts of the body where it is needed.
5. That some substances and activities such as smoking are harmful to the body and should be avoided.

Developing scientific thinking

This unit supports the following elements in particular:

- taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- recording data and results using tables and line graphs
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results

Unit 5 – Electricity

Pupils build on their learning from Year 4 to learn more about circuits, including how to use recognised symbols to represent circuits. They investigate how to change the amount of electricity flowing round a circuit, looking at how different components affect the flow of electricity and at the difference that the length and thickness of wires can make. They learn about series and parallel circuits and they use their knowledge of electricity to build games that use electric circuits.

Key Concepts

1. Circuits are a series of linked components that include an electricity supply.
2. Cells (batteries) are a store of energy that pushes electricity round a circuit. When the energy is gone, the cell no longer pushes out electricity.
3. More cells will push more electricity round a circuit.
4. Components in a circuit work harder when more electricity goes through them
5. Circuits can be represented by internationally recognised symbols.

Developing scientific thinking

This unit supports the following elements in particular:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations ofand degree of trust in results, in oral and written forms such as displays and other presentations.

Computing

Being safe in a digital world

Children will learn the fundamentals of staying safe online. They will explore this through the themes of self-image and identity, online relationships, online reputation and online bullying.

Coding

This unit builds on learning from previous coding units. Children will learn how to use cloning and hotspots within their programs. They will use more complex flowcharts to help them test and debug existing simulations, building up to developing a text-based adventure game.

Introduction to Python

This unit introduces children to text-based coding through the use of Python. Children will learn some of the key language rules for Python. By the end of the unit, children will have outputted text to the screen, used loops to repeat code and made a sprite move by coding it.

Geography

- Locational geography
  - Locate countries in the Europe and the world using maps.
  - Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).
  - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctica Circle.
- Physical geography
  - Describe and understand key aspects of physical geography including climate zones, biomes, mountains and deserts.
- Geography skills
  - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
  - Use the eight points of a compass.

Music

Happy

All the learning in this unit is focused around one song:
Happy by Pharrell Williams - a Pop song with a Soul influence about being happy.

Classroom Jazz 2

All the learning in this unit is focused around two tunes: Bacharach Anorak and Meet The Blues.

The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

PSHE- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development.Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:

Being Me In My World

This covers a wide range of topics, including a sense of belonging, welcoming others and being part of a schoolcommunity, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference

This focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an importantaspect of this Puzzle.

Physical Education

Tennis:

- Move in a variety of directions, using the correct footwork
- Hit the ball to a partner, with control
- Serve diagonally using under/overarm and hit the ball in forehand and backhand positions
- Apply techniques in a match situation

Gymnastics:

- Can perform complex shapes and jumps
- Side star roll, T-roll (with pointed toes), backwards roll. Perform more complex point and patchesbalances in a sequence on apparatus
- Perform a 'squat on and squat off 'apparatus with a run up (with or without a spring board)
- Perform a hurdle step on the floor/springboard and onto low apparatus

Muay Thai:

- Perform a variety of jabs, upper cuts and hooks
- Perform a knee strike and front and rear kicks
- Can change stance quickly, reacting and adapting for each strike

Basketball:

- Perform a variety of passes with precision and control
- Dribble the ball and perform the correct footwork in a game
- Apply offensive and defensive techniques in a game

French

Pupils will explore the theme of **Home Life and Shopping**:

- House and home and furniture – differences between Uk and France
- Shopping conversations through role play (revision of fruit , vegetables from Y5)
- French Money through role play – asking and answering questions about the cost of items

Art

Photography – inspired by the work of Frank Hurley and William Grill.

The children will look at Hurley's work with particular focus on the use of light. They willtake their own photographs and use these as a basis for their own piece. They will also look at Williams Grill's 'Shackleton's Journey' and see how he used light, shade and colour in his work.

Religious Education

How do beliefs and ideas about land shape the way human beings live?

- Christians can make different interpretations of the Genesis Creation accounts, leading to different actions regarding the Earth and responsibility for its nurturing.
- Faith and science can be compatible and often are in Christian and other theistic worldviews.
- Christianity has been used in the past to justify taking land through the Doctrine of Discovery, impacting countries in Africa and America, as well as India.
- 'Lands of Belonging' (including India, Bangladesh and Pakistan) are important for many people living in the UK today, including those from Hindu, Sikh, Muslim, Christian and other faith backgrounds.
- People with Muslim worldviews regard Mecca as a sacred Islamic site and make pilgrimage there.
- Jerusalem is important to many people with Abrahamic worldviews for different reasons and ownership of the 'Holy Land' is contested.

Christianity: Creation/Fall

Creation and Science: Conflicting or Complementary?

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together.
- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

What kind of king is Jesus? Kingdom of God (Blocked unit)

- Explain connections between biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.

Design Technology

Food – Celebrating Seasonality and Culture – Fruit Strudels/Mince Pies (sweet pastry treats)

- Understand that seasons may affect the food available, how food is processed into ingredients that can be eaten or used in cooking.
- Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.