

Cycle A

Year 6 Curriculum Map – Autumn Term 1

Well Being:

As **Mindful Learners** we will be introducing the theme of relationships, celebrate personal and group achievements and plan for the future.

As **Active learners** we will be using tactics and strategy to outwit opponents during invasion games.

As **Dancers** we will be composing, performing and analysing dance using visual media.

As **Members of Society**, we will be learning about who is responsible for helping us stay healthy and the ways we can help them. We will also focus on different health services and understand that they serve different purposes.

As **Open-Minded Learners** we will be considering how and why religious communities should do more to care for the earth.

World:

As **Scientists** we will be building on our knowledge of living things from previous years and deepening our understanding of why and how organisms are classified. We will explore the process of classification in detail and how it differs from, but relates to, the identification of living things.

As **Linguists** we will learning to use British Sign Language. We will start with greetings and finger spelling.

As **Geographers** we will be learning about the Alps and their location, as well as comparing the physical and human geography of the Alps with our local area.

As **Communicators** we will be focusing on the importance of Online Safety, as well as understanding how a blog can be used.

Future:

As **Readers** we will continue to decode and understand new words, develop strategies to overcome areas of uncertainty, read and discuss a broad range of genres and texts, identify and discuss themes within a book, and understand and using VIPERS skills in preparation for Secondary School.

As **Writers** we will be writing for a range of audiences and purposes including: Writing for suspense, instructions, dialogue, persuasive arguments and explanations.

As **Mathematicians** we continue to develop a strong conceptional understanding of the fundamentals of maths. As well as becoming resilient and confident learners who can apply their mathematical knowledge to real life concepts.

As **Musicians** we will be creating our own mood beat tracks using Quickbeats.

As **Technicians** we will we will be learning more about how to remain safe online and designing a 3D model to fit a certain criterion before preparing to print.

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ENGLISH: (Writing):

English Book Focus – Wonder – (narrative)

Short Film – The Lego Story - (factual)

- Non-chronological report
- Letters
- Character descriptions
- Narratives
- Biography
- Develop a legible personal handwriting style

ENGLISH: (Reading):

English Book Focus – The Final Year (Poetry/Spoken Word)

Wonder – (narrative)

Short Film – The Lego Story - (factual)

- Non-chronological report
- Letters
- Character descriptions
- Narratives
- Biography
- Develop a legible personal handwriting style

Reading:

- Read for a range of purposes, make predictions
- Define text-specific vocabulary and search for synonyms/antonyms

Grammar: 'Ready to Write': Relative clauses, indicating possibility, adverbs, parenthesis, commas, perfect tense)

Maths:

Place Value

- Numbers to ten million
- Compare and order
- Round numbers to the nearest 1000
- Negative numbers

Number: Four operations

- Add and subtract whole numbers with more than four digits
- Inverse operations
- Multi-step problems
- Add and subtract integers
- Multiply 4-digits by 1-digit
- Multiply 2 and 3-digits by 1-digit
- Multiply up to a 4-digit number by a 1-digit number
- Divide 4-digits by 1-digit
- Divide with remainders
- Short division and division with factors
- Long division

Phonics / Spelling / Handwriting:

ACTIVE Maths:

Place Value

- Numbers to ten million
- Compare and order
- Round numbers to the nearest 1000
- Negative numbers

Number: Four operations

- Add and subtract whole numbers with more than four digits
- Inverse operations
- Multi-step problems
- Add and subtract integers
- Multiply 4-digits by 1-digit

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SCIENCE: Classification of Living Things

Know who Linnaeus is, explore and compare classification systems, use classification keys to sort living things according to observable characteristics, develop and test classification keys and sketch botanical illustrations of leaves and trees.

HUMANITIES - Geography: (History taught next half-term)

What is life like in the Alps?

Locate the Alps on a world map and identify and label the eight countries they spread through.
Locate three physical and three human characteristics in the Alps.
Research and describe the physical and human features of Innsbruck.
Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
Compare the human and physical geography of their local area and Innsbruck.
Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

COMPUTING:

Online safety units covered at the beginning of the year and throughout the year when needed.
Learning what networks do and how they connect devices. Considering safety aspects of networks and collaboration.

ART/DESIGN & TECHNOLOGY:

Design & Technology: Sculptures
Exploring how bridge designs and materials affect strength and stability through building a wooden truss bridge.

RELIGIOUS EDUCATION:

What does it mean to be a Muslim in Britain today? Part 2
This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas.

PHYSICAL EDUCATION (Dance / Gymnastics):

Dance – Using visual media

To be able to compose, perform and analyse dance using visual media.

PHYSICAL EDUCATION (Games / Swimming):

PSHE:

Families and Relationships

Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others.

PSHE (Show Racism the Red Card):

I know a culture/Islamophobia

To explore how we perceive cultures and customs.
To explore what is meant by the term 'Islamophobia'.

MUSIC:

The adapted version of Happy offers a replacement activity for Learn to Sing the Song where you create your own 'mood' beat tracks using Quickbeats. You can decide if the mood should be happy, sad, anxious or excited.

BRITISH SIGN LANGUAGE: (Pilot year)

- Greetings
- Finger** spelling- names
- School**/classroom signs
- Transport
- Affirmation** signs