

Geography

Pupils will identify the impact of plastic on our planet and how plastic enters into our oceans. They will think about what happens to plastic over time, and areas where plastic builds up.

In their lessons, they will learn the following:

- What is plastic pollution?
- What is the plastic problem?
- Why is it important?
- Which areas are affected?
- What is marine rubbish?
- Where does plastic go?
- Why recycle plastic?
- What can we do to help our planet?

Reflection: What individual changes can we make?

Art & Design

Pupils will paint two scenes of the ocean: a happy, healthy ocean & a polluted dim, grey version. They will do this by using watercolours as a base, focusing on colour mixing and finish this off with detailed ink-work of sea creatures.

They will also think about the following when using their sketch books:

- Do their sketch books contain detailed notes, and quotes explaining about items?
- Do they compare their methods to those of others and keep notes in their sketch books?
- Do they combine graphics and text based research of commercial design, for example, magazines to influence the layout of their sketch books?
- Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?

Year 6

Autumn 1 Curriculum Map

Big Learning Question (Theme):
Are we destroying our planet?

Links to Our School Values & The British Values?

Pupils will learn to be a **respectful** citizen of the world, and will achieve this by discussing how we should take care of our environment and thinking about the future generation.

Pupils will be learning about **democracy** during school council elections by giving and listening to candidate speeches, considering important characteristics for an elected representative and voting fairly.

They will also learn about showing **mutual respect and tolerance** of those with different faiths and beliefs by discussing the rules and beliefs of different faiths in RE and during circle time.

They will be reminded of **the rule of law** when learning & embedding the school rules.

Save The Dates!



Day: Supermarket Visit to look at the most heavily packaged items on Monday 24th September.



Finish: Art Exhibition to showcase pupil's perception of the ocean on Thursday 11th October at 14.45 to 15:00.

English

Learning will be based on our Main Text:



The Promise by Nicola Davies

Linked to our big learning question/theme, pupils will meet a thief who lives on the streets. The young thief embarks on a journey that changes her own life and the lives of others for generations to come.

Writing outcomes:

- Diary entry
- Balanced Argument
- Newspaper Report
- Persuasive Writing: Letter

Reading:

As well as reading The Promise, pupils will enjoy daily class reader time at the end of the day.

Pupils will practise reading skills such as inference, prediction, retrieval, decoding, fluency etc. during their daily 'Reading to Learn' slot.

Spellings test day: Every Friday morning.

Handwriting: pupils will be given time to maintain legibility in joined handwriting when writing at speed. They will work towards achieving handwriting awards.

Grammar, Punctuation & Spelling (GPS): Pupils will be taught a range of punctuation throughout the year. Such will include: commas, semi colons, colons, hyphens, etc.

Maths

Number & Place Value Solving Problems & Reasoning

Pupils will be learning 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.

Perform mental calculations, including with mixed operations and large numbers.

Identify common factors, common multiples and prime numbers.

Use their knowledge of the order of operations to carry out calculations involving the four operations.

Multiply multi-digit numbers up to 4 digits by a two-digit whole number.

Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Divide numbers up to 4 digits by a two-digit number and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Solve problems involving addition, subtraction, multiplication and division.

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 6 standards**. Therefore, it is important that any home learning should work on consolidating these.

Please speak to your child's teacher if you would like any support with this.

Science

What would a journey through your body look like?

By the end of this unit, all pupils should be able to:

- Identify and name the main parts of the human circulatory system
- Describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.

Some pupils will be able to (challenging):

- Explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?
- Compare the organ systems of humans to other animals?
- Make a diagram of the human body and explain how different parts work and depend on one another?

Religious Education

Why is Diwali celebrated by both Hindus and Sikhs?

By the end of this unit, pupils will be taught to:

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

In their lessons, they will learn the following:

- What celebrations do the children in our class take part in each year?
- What do we remember about Diwali from Key Stage 1?
- What are the origins of Hinduism and Sikhism?
- Why and how is Diwali celebrated by both religions?
- Why is it important for communities to come together for celebrations?

Reflection: Can I re-tell a story linked to Diwali?

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology).
- **Computer Science:** Sequence, repetition, variables & conditional selection in programmes. Programming changeable properties and events.
- **Cross-curricular information technology (using IT to research our topics):** researching causes of plastic pollution using Google Safe Search and presenting it using a PowerPoint they have created.

PSHE

Health & Wellbeing

Overarching aims of this terms theme:

- A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Diversity** and **equality** (in all its forms)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

During their lessons, pupils will learn how:

- To set a goal
- To understand the importance of exercise
- To explain the risks associated with alcohol
- To understand the risks associated with cannabis and volatile substance abuse
- To understand how a parliamentary debate takes place in the House of Commons [Link to Student Council Elections](#)
- To understand explain difference and similarities. [Link to Anti-Bullying week](#)
- To develop critical think skills about information available inline. This includes thinking critically about information, people who may try to talk to you and images online.

French (only needed for Y3,4,5&6)

Getting To Know You

By the end of this unit, all pupils should be able to:

- Say hello and goodbye.
- Introduce themselves.
- Say if they are feeling good/bad/so-so.
- Count to 10.
- Say how old they are.

Most children will be able to:

- Use different greetings for different situations.
- Ask and answer simple questions for each topic area.

Some children will be able to:

- Use vocabulary they have learned elsewhere to develop their sentences.
- Recognise there is a difference between formal and informal language.

Home Learning

Children are expected to read **at home every night**.

Reading record books will checked every **Friday morning**. Please ensure a comment is written in your child's Reading Record after listening to them read. There should be a **minimum of 5 entries per week in the reading record**.

Children should be learning their times table and division facts every night for 10 minutes.

Homework will be given out on a **Friday** and will be handed back on a **Monday**. Children who do not complete their homework, will receive an Amber.

PE kits must be in school on **Mondays** and will be sent home on **Fridays**.

Music

Cyclic Patterns

Pupils will:

- Explore creating different vocal sounds as well as stomping and clapping.
- Work in groups to compose and notate a body percussion performance.
- Combine their performances as a class to create a larger piece of music which will be performed in the style of a dance off.
- Strengthen their understanding of beat and rhythm as well as using only their bodies as a percussion instrument.

Physical Education

Pupils will be learning to:

- Improve their skills of handling, hitting and kicking using a variety of equipment and progress from developing individual skills and partner activities and games to suitable small-sided adapted and mini games through both co-operative and then competitive play.
- Develop an understanding of, and participate in, small-sided, adapted and mini games.

Indoor PE: Wednesday

Outdoor PE: Thursday

