

Curriculum Overview for Year 6 – Autumn Term 2018 – Sycamore Class

<p>English</p> <ul style="list-style-type: none"> Writing – Pupils can speak and write fluently to communicate their ideas and emotions. Clear, accurate and coherent writing in a range of styles to be elicited from written tasks linked to personal experiences, experiences of others, real events, poetry and the use of role play. Formal/informal Audience (chapter story writing, news reports, biography) Classic poetry (linked to time) Debate and presentation (speaking and listening) Spelling, vocabulary, grammar, punctuation and glossary. <ul style="list-style-type: none"> Role play - Pupils can adopt, create and sustain a range of roles, responding appropriately to others in role. Role play activities embedded into literacy Expeditions Reading - Pupils can develop confidence and competencies in both the speedy working out of new, unfamiliar 'decoding' words and the skill of comprehension via high-quality discussions with the teacher and immersion in a range of rich and varied stories, poems and non-fiction. War Game; War Horse; Carrie's War; Anne Frank; Goodnight Mr Tom. 	<p>Art & Design</p> <ul style="list-style-type: none"> To use different mediums and techniques to create a poppy. Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Gustav Klimt & Georgia O'Keefe 	<p>Computing</p> <ul style="list-style-type: none"> Spreadsheets and data collection
<p>Mathematics</p> <ul style="list-style-type: none"> Pupils are fluent in the fundamentals; rapid and accurate recall with varied opportunities to apply to problems. Pupils can reason mathematically by following a line of enquiry. Key areas with interconnected and fluent links between mathematical ideologies (written and mental): Number – problem solving problems linked to expedition and scientific enquiry <ul style="list-style-type: none"> Measurement Geometry Statistics temperature (readings) Ratio/proportion/algebra 	<p>Design & Technology</p> <ul style="list-style-type: none"> Designing: ideas for my Anderson shelter Designing: improving and developing the best ideas for my product Designing: presenting my selected design idea ideas to modify their design Making: selecting the tools, equipment, materials and components Making: further improving my design while I am making it A presentation drawing of my finished product Evaluating: my own thoughts about my product 	<p>Geography</p> <ul style="list-style-type: none"> Pupils gain knowledge of position of different countries in the world.
<p>Science</p> <ul style="list-style-type: none"> Pupils work scientifically by asking questions, observing systematically, performing practical enquiries, recording, reporting, evaluating and concluding their findings using scientific explanations and evidence which link back to the enquiry focus; analysing the outcomes. Opportunities to gain scientific knowledge and conceptual understanding linked to programme of study: Animals including humans – nutrition and diet, calorie consumption (foods) and energy used Forces and magnets Friction and buoyancy/water resistance e.g. boat building Habitats/Evolution States of Matter 	<p>History</p> <ul style="list-style-type: none"> Pupils can ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement of an element of British past and that of the wider world. A study of a theme of British history that extends pupils' chronological knowledge. Comparison with modern day World War 1 & 2 	<p>Modern Languages</p> <ul style="list-style-type: none"> Conversational French <p>Music</p> <ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music. Learn songs from World War 1 and 2. <p>Physical Education</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Religious Education</p> <ul style="list-style-type: none"> Judaism festivals, teachings and religious texts Understanding and respecting the beliefs of different religions