



Autumn Curriculum Overview Year 6

Science

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Through direct observations, classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals)
- Give reasons for classifying plants and animals based on specific characteristics
- Describe the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification
- 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
- Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health

Physical Education

Indoor PE:

- To perform a group and independent routine within dance and gymnastics

Outdoor PE:

- Perform a range of passes within hockey
- When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/ her strengths and weaknesses and the strengths and weaknesses of others
- Analyse, modify and refine skills and techniques and how these are applied
- Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy

English

- Planning, drafting and then editing a range of genres based around the Stormbreaker novel
- Identifying that main clauses contain a subject and a verb and identifying the subject, verb and object within a sentence
- Identifying and accurately punctuating the boundary between main clauses within writing
- Identifying that subordinate clauses draw meaning from the main clause and identifying subordinate and main clauses within a sentence
- Understanding the difference between a complex, simple and compound sentence and identifying complex, simple and compound sentences
- Accurately using a range of punctuation within writing: semicolons, colons, speech marks, dashes, commas, ellipsis and hyphen
- Understanding the difference between phrases and clauses and identifying phrases and clauses
- Recognising and creating sentences in the simple past or present tense and past or present progressive tenses
- Using and accurately punctuating adverbials and parenthesis within writing

Computing

In Computing, the children will be learning about real life v simulation events. Their task will be to create a simulation of the rotations of the Sun-Moon-Earth using their Scratch coding skills.

After half term, the children will be moving onto refreshing their own skills in online safety with activities revolving around Digital Wellbeing.

Numeracy

- 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 across zero.
- Multiply multi-digit number up to 4 digits by a 2 digit number
- Divide numbers up to 4 digits by a 2 digit whole number and interpret remainders based on the context.
- Identify common factors, common multiples and prime numbers.
- Carry out calculations involving the four operations.
- Solve multi-step problems involving all four operations
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1
- Generate and describe linear number sequences (with fractions)
- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.
- Multiply proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers
- Associate a fraction with division and decimal equivalents
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

RE

- Explore the Hindu idea of karma and reincarnation
- Explore Hindu ideas about the four aims of life
- Understand Hindu values and how they make a difference to Hindu life
- Identify and explain Hindu beliefs
- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha
- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view
- Discuss the value and challenge for Muslims of following the Five Pillars
- Investigate how the 5 pillars are practiced by Muslims in Bedfordshire/Britain today
- Investigate the design and purpose of a mosque
- Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an
- Describe ways in which Muslim sources of authority guide Muslim living
- Make clear connections between Muslim beliefs and Ibadah (e.g. Five Pillars, festivals, mosques, art)



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French

- To use the verb 'Aller' 1st person 'je vais' 2nd person 'tu vas' as a question.
- To name some countries of the world and say where they are going.
- To use the verb 'Aller' 1st person 'je vais' and then to say how they travel somewhere. Extend by saying where they are going as well.
- To use the verb 'Aller' 3rd person singular 'il va/ elle va'.
- Begin to understand adjectival agreement in a piece of writing.
- Learn vocab for writing a description of hair and eyes.
- Use 1st and 3rd person singular of the verb 'Avoir' to have.
- Understand need for adjectival agreement.
- Learn descriptive vocab for a person's character.

Music

This term, Year 6 will learn about the key musical features of scary music, listening and appraising pieces of music that tell a scary story and gain an understanding of how elements of music can be used to create a scary feel. They will develop skills to enable them to create their own scary music composition.

Art and DT

DT:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
- Understand and use mechanical systems in their products (e.g. cams).
- Select from and use a wider range of materials and components.
- Select from and use a wider range of tools and equipment.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Art

- Use sketch books to record their observations and use them to review and revisit ideas
- Create own piece based upon the sketches and the research
- Follow a design brief to achieve an effect
- Demonstrate mastery over an art and design technique (e.g. drawing, painting)
- Learn about great artists, architects and designers in history: Henry Moore and Alberto Giacometti and make links to their own work
- Create a portrait that demonstrates an awareness of composition, scale and proportion

Geography

- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- Extend to 8 figure compass points and 6 figure grid references with teaching of latitude and longitude in depth.
- Expand map skills to include non-UK countries.
- Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.
- Understand key aspects of physical geography and how they occur

History

- Understand and explain that a timeline can split up into BC/BCE and AD.
- Ask and answer questions about cause, change, similarity and difference and significance.
- Understand how our knowledge of the past is constructed from a range of sources
- Make confident use of a range of sources.
- Sequence events and periods of time within a chronological framework.

PSHE

- What positively and negatively affects physical health.
- What positively and negatively affects mental and emotional health.
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.
- About change, including transitions (between key stages and schools), loss, separation and/or divorce, bereavement.
- How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.
- Taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.
- Taking care of their body, understanding that actions such as FGM constitute abuse and are a crime and develop the skills and strategies required to get support if they have fears for themselves or their peers.