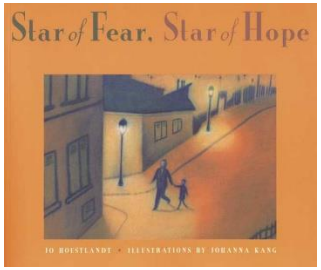
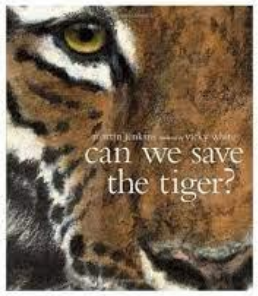
YEAR 6 CURRICULUM

<table>
<tr><td>Autumn Term 1 (7 weeks)</td><td colspan="2">Autumn Term 2 (6 weeks)</td></tr>
<tr><td colspan="3">ENGLISH</td></tr>
<tr><td colspan="2">LITERACY FOCUS TEXT - WRITING
Star of Fear, Star of Hope
by Jo Hoestlandt</td><td colspan="2">LITERACY FOCUS TEXT – WRITING
Can we save the tiger?
by Martin Jenkins</td></tr>
<tr><td> 
</td><td>Mastery Focus

• Use expanded noun phrases to convey complicated information concisely

Use passive verbs

· Link ideas across paragraphs using a wider range of cohesive devices

· Integrate dialogue to convey character and advance the action</td><td> 
</td><td>Mastery Focus

• Enhance meaning through selecting appropriate grammar and vocabulary

· Use modal verbs and adverbs to indicate degrees of possibility

· Use brackets, dashes or commas to indicate parenthesis</td></tr>
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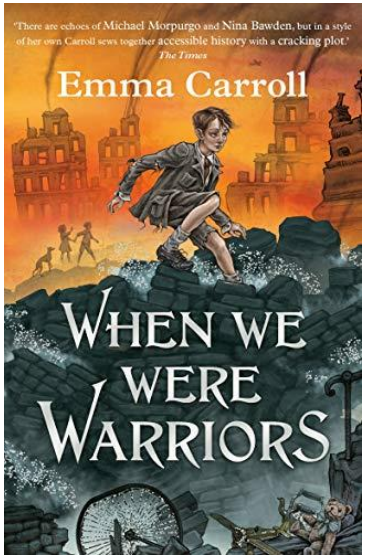
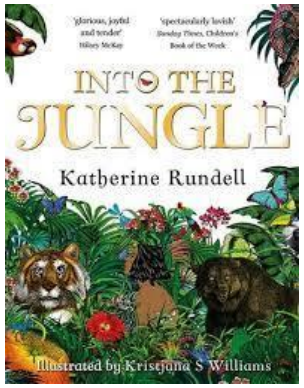
LITERACY FOCUS TEXT – READING When we were warriors by Emma Carroll		LITERACY FOCUS TEXT – READING Into the Jungle by Katherine Rundell	
	**Mastery Keys** • Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence. • Evaluate authors' language choice, including figurative language. • Make comparisons within and across books.		**Mastery Keys** • Distinguish between fact and opinion • Identify and discuss themes and conventions. • Summarise the main ideas from more than one paragraph.

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MATHS			
Unit 1: Place Value within 10,000,000	**Unit 2: Four operations**	**Unit 3: Four operations (2)**	**Unit 4: Fractions (1)**
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	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate	Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) 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	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

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	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	Solve problems involving addition, subtraction, multiplication and division	
Unit 5: Fractions (2)			
Use their knowledge of the order of operations to carry out calculations involving the four operations Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8] Divide proper fractions by whole numbers [for example,1/3 ÷ 2 = 1/6].			

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Use written division methods in cases where the answer has up to two decimal places		

SCIENCE

Living things and their habitats

Pupils should be taught to:

- 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
- give reasons for classifying plants and animals based on specific characteristics

Light

Pupils should be taught to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

HISTORY

How has British warfare changed since 1066?

What was happening in Britain in 1066?

Why did William the Conqueror win the Battle of Hastings?

Without the longbow, would the British have been victorious at Argincourt in 1415?

How did the invention of gunpowder impact British warfare?

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What was trench warfare and how did it play a part in WWI?

Why was the Battle of Britain a turning point in British history?

How did life of the Wirral change during WW2?

Why did WW2 break out?

What was evacuation and how did it impact children's lives?

How did life change for men and women on Wirral during WW2?

What was the 'war effort'? How did Wirralites survive food and supply shortages?

How did land use change during WW2 on the Wirral?

How was Christmas celebrated on the Wirral during WW2?

ART

Art and Design Skills

Design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper.

DESIGN TECHNOLOGY

Mechanisms: pulleys or gears

WWII searchlights

Textile: Combining different fabric shapes and using CAD in textiles - Make do and mend Christmas decorations

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COMPUTING
E-safety Code Studio Course F; Sessions 1 – 6
MUSIC
'Happy' Pharrell Williams Classroom Jazz 2
RELIGIOUS EDUCATION
Christianity A Good Life: The Ten Commandments Words and Beyond: Christmas Story – Football in the trenches Carol Service **Judaism** Good Life: Link with Christianity with ten commandments. Words and Beyond: Festival – Hanukkah, festival of lights.
PSHE
Me and my relationships Working together Let's negotiate Solve the friendship problem

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Behave yourself

Assertiveness Skills

Acting appropriately

Valuing Difference

OK to be different

We have more in common than not

Tolerance and respect for others

Advertising friendships

Boys will be boys? – Challenging gender stereotypes

PE

Learning focus: Personal

Coordination: Ball Skills

Agility: Reaction/ Response

Learning focus: Social

Dynamic balance: On a line

Counter balance: With a partner

FRENCH

Dates, Months, Seasons & Weather