



# Curriculum Half Termly Overview



Year group - 6

Term - Autumn 1

| English text types                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | SPAG                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
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| Core Texts: Stormbreaker.<br>Story Type: Meeting<br>Focus: Meeting/Adventure<br>Model Text: Mission Possible<br>Focus: Advert<br>Non-Fiction: The multi-function mobile phone.<br>Poetry - PS - Classic Poetry<br>National Poetry Day - 2/10/25 - Theme - Play                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Unit 1 Ready to write.<br>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.<br>Using brackets and commas to indicate parenthesis.<br>Using commas to clarify meaning.<br>Unit 2 Synonyms and Antonyms.<br>How words are related by meaning as synonyms and antonyms.                                                                                                                                                                                                                                                                            |  |
| Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Tables and Mental Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | MFL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Week 1: Place Value<br>Week 2: Place Value<br>Week 3: Addition and Subtraction<br>Week 4: Addition and Subtraction<br>Week 5: Multiplication and Problem Solving<br>Week 6: Division and problem Solving<br>Week 7: Mental Calculations, Inverse and estimation<br>Week 8: Fractions. End of unit assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>2x, 5x, 10x</li> <li>3x, 4x, 8x</li> <li>6x, 7x, 9x</li> <li>11x, 12x</li> <li>Multiplying and dividing by 10, 100 and 1000.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>The classroom</b><br>Phonetics lessons 4 - Pronunciation<br>The classroom -<br>I can repeat, recall and spell all 12 classroom objects in Spanish with their correct indefinite article/determiner from memory with high accuracy.<br>I can change the word for 'a' before a classroom object to the correct word for 'my' with confidence.<br>I can recall in spoken and written form what I have and do not have in my pencil case from memory with high accuracy.                                                                                                                                     |  |
| Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Living Things and Their Habitats</b><br>In the unit Living Things and Their Habitats, Year 6 will be looking at the main question of What is Classification? This will be done through the following objectives:<br>To describe how living things can be classified into broad groups (animals, plants and microorganisms);<br>To understand how I can use classification keys to help group, identify and name a variety of living things;<br>To understand that microorganisms and also living things;<br>To know that scientists have developed different ways to classify living things.                                                                                                                                                                                                                                                                                                       | <b>Computer Systems and Networks - Communication and collaboration</b><br>To explain how to stay safe online.<br>To understand that there are lots of different types of secret codes.<br>To understand the importance of having a secure password.<br>To research historical figures that contributed to technological advances in computing.<br>To present research from the internet.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Being me in my world</b><br>Explain how my choices can have an impact on people in my immediate community and globally.<br>Empathise with others in my community and globally and explain how this can influence the choices I make.                                                                                                                                                                                                                                                                                                                                                                     |  |
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| Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>My Region and North Brazil</b><br>During this unit children will be able to: <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> </ul> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <b>WW2</b> <ul style="list-style-type: none"> <li>Children will recap knowledge of the past in terms of key eras and events.</li> <li>Recall invasions studied such as Romans, Anglo Saxons and Vikings and any other examples of war/ invasions pupils can name.</li> <li>Start by showing pupils the image from the census showing the names of the Bradford family. Discuss why it is a primary source. Explain that it is a way of the government counting how many people live in the country and finding out other things such as ages and jobs. Why do the class think governments would need this information?</li> <li>Set up some research questions for the pupils: What can the pupils find out about the family? Where are they living? Who is in the family? How old are they? What jobs did they do? How wealthy do they seem to be? Is there anything unusual or interesting? What else would you like to know about this family?</li> </ul> Develop children's thinking into what the family may be doing now and how their families adapted through the war. | <b>Games - Tag Rugby/ Swimming</b> <ul style="list-style-type: none"> <li>In this unit the children will develop a broader range of skills learning how to use them in different ways.</li> <li>Attacking/sending and receiving skills. They will develop their knowledge and ability of making quick decisions about when and how to pass.</li> <li>They will develop defending skills by exploring and applying defending tactics in response to the game.</li> <li>Children will practise being able to swim unaided for 25m using two swimming strokes. They will also practise self-rescue.</li> </ul> |  |
| Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | D&T                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Drawing: expressing ideas</b> <ul style="list-style-type: none"> <li>Identify key features of street art and murals.</li> <li>Discuss the intention and impact of street art.</li> <li>Use various shading techniques to show texture, tone, form and depth.</li> <li>Apply one point perspective in their work.</li> <li>Enlarge a drawing by scaling using an accurately drawn grid.</li> <li>Show an understanding of perspective, scale and proportion with a level of accuracy across their design.</li> <li>Choose appropriate materials for their design and explain their choices and intention.</li> <li>Use space effectively to enhance visual impact of their graffiti tag.</li> </ul>                                                                                                                                                                                                 | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>How does music bring us together?</b> <ul style="list-style-type: none"> <li>To demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</li> <li>To identify and describe a variety of contrasting feelings as they relate to music.</li> <li>To demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.</li> </ul>                                                                                                              |  |