



# Alice Ingham RC Primary School

## Year 6 – Curriculum Overview - Autumn Term

	Autumn: Half Term 1					Half Term	Autumn: Half Term 2		
Religion	Exploring our School Mission Statement	Who is our Class Saint? St Teresa of Calcutta	Domestic Church: Loving	Harvest	Baptism: Vocation and Commitment		Baptism: Vocation and Commitment (con't)	Advent / Christmas: Expectations	
English	Poetry - Other Worlds						Poetry – Fear		
	Fiction		Non-Fiction				Fiction	Non-Fiction	
	<p><b>Model Text</b> Clock Close by Dean Thomson (TFW)</p> <p><b>Genre</b> Portal story</p> <p><b>Toolkit</b> Suspense (build atmosphere)</p> <p><b>Writing outcome (innovation)</b> Innovate the setting</p> <p><b>Independent Writing</b> New portal story with atmosphere and description</p>		<p><b>Model Text</b> Top 10 Mythical Creatures by F.McDonald</p> <p><b>Genre</b> Information</p> <p><b>Toolkit</b> Information (form/tone appropriate to purpose &amp; audience)</p> <p><b>Writing outcome (innovation)</b> Top XXX (Vikings/Heroes etc)</p> <p><b>Independent Writing</b> Top XXX (free choice, something that each child knows about)</p>				<p><b>Model Text</b> The Caravan by Pie Corbett</p> <p><b>Genre</b> Warning story</p> <p><b>Toolkit</b> Dialogue to convey character/adv action</p> <p><b>Writing outcome (innovation)</b> Short burst writes - settings</p> <p><b>Independent Writing</b> New warning story with developed setting</p>		<p><b>Model Text</b> How to trap a house goblin (Y6 Writing Models)</p> <p><b>Genre</b> Instructions</p> <p><b>Toolkit</b> Instructions (form/tone appropriate to purpose &amp; audience)</p> <p><b>Writing outcome (innovation)</b> How to trap a XXX</p> <p><b>Independent Writing</b> How to XXX</p>
<b>Cross curricular writing</b> Recount						<b>Cross curricular writing</b> Information			



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Maths	Place Value within 10,000,000	Four Operations		Fractions	Geometry – Position & Direction
	<ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> <li>• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</li> <li>• Solve number and practical problems that involve all of the above.</li> <li>• Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</li> <li>• Round any whole number to a required degree of accuracy</li> <li>• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li>• Use negative numbers in context, and calculate intervals across zero.</li> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li> <li>• 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.</li> <li>• Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret</li> </ul>			<ul style="list-style-type: none"> <li>• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>• Compare and order fractions whose denominators are all multiples of the same number</li> <li>• Compare and order fractions, including fractions <math>&gt; 1</math>.</li> <li>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>• Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>).</li> <li>• Divide proper fractions by whole numbers (for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>).</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>• Use written division methods in cases where the answer has up to two decimal places.</li> <li>• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> <li>• Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> <li>• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</li> </ul>	



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remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Identify common factors, common multiples and prime numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ ).
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Add and subtract numbers mentally with increasingly large numbers
- Multiply and divide numbers mentally drawing upon known facts.
- Perform mental calculations, including with mixed operations and large numbers.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve problems involving addition, subtraction, multiplication and division.



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<b>Science</b>	<p style="text-align: center;"><b>Seeing Light</b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>		<p style="text-align: center;"><b>Changing Circuits</b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul>
<b>Geography</b>	<p style="text-align: center;"><b>Extreme Earth</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</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> </ul>		



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<p><b>History</b></p>			<p style="text-align: center;"><b>Crime and Punishment</b></p> <p>Children will study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To do this, they are going</p> <ul style="list-style-type: none"> <li>• To introduce the broad trends of crime and punishment from the Romans to the 21<sup>st</sup> century.</li> <li>• To explore crime and punishment in the Roman period.</li> <li>• To explore crime and punishment in the Anglo-Saxon and Viking period.</li> <li>• To explore crime and punishment in the medieval and Tudor periods.</li> <li>• To explore crime and punishment in the early modern period.</li> <li>• To explore crime and punishment in the Victorian period.</li> <li>• To recap the history of crime and punishment and compare it to today.</li> </ul>
<p><b>Art</b></p>	<p style="text-align: center;"><b>Art Illustrations</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>• about great artists in history</li> </ul>		



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<b>Design Technology</b>			<b>Mechanical Systems: Automata Toys</b> Pupils should be taught to: <ul style="list-style-type: none"><li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li><li>• Investigate and analyse a range of existing products</li><li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li><li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li><li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li></ul>
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<b>Computing</b>	<p style="text-align: center;"><b>iSong</b></p> <p>Learning Outcome: To have created a full song in GarageBand including Intro; Verse; Chorus, and a Breakdown. To have a good knowledge of how to use a mixture of 'Live loops' and 'Smart instruments'. To know Keywords and phrases surrounding Music Production.</p> <ul style="list-style-type: none"> <li>● Pupils know what music production means</li> <li>● Pupils can name the sections of a popular song structure</li> <li>● Pupils can name a key characteristic of each section</li> <li>● Pupils can explain why a song needs to be mixed</li> <li>● Pupils can name 2 ways a song could end</li> <li>● Pupils can explain the meaning of the word instrumentation</li> <li>● Pupils know where a chorus lies in a song and how often it usually appears</li> <li>● Pupils can explain what a press release is and why it is used</li> <li>● Pupils can use musical terms to describe the differences between sections in a popular song structure</li> <li>● Pupils can explain the layout of a press release and what is included in it</li> </ul>		<p style="text-align: center;"><b>iProgram</b></p> <p>Learning Outcome: To learn to program simple shapes and eventually a small game. To know the basic logical steps needed when designing code and the best way to write them. To understand the difference between WAN and LAN networks.</p> <ul style="list-style-type: none"> <li>● Pupils are able to define what a computer is</li> <li>● Pupils can explain what an algorithm is and write their own</li> <li>● Pupils know why you should shorten algorithms</li> <li>● Pupils know how variables change code</li> <li>● Pupils are able to locate errors in their code</li> <li>● Pupils are able to run test in order to fix their code</li> <li>● Pupils can explain what computer science is</li> <li>● Pupils are able to identify when to use repeats to speed up their code</li> <li>● Pupils can explain what binary is</li> <li>● Pupils are able to identify, test, and fix errors in their code</li> </ul>
	<b>Music</b>		<p style="text-align: center;"><b>Music Theory</b></p> <p>Learning Outcome: Learn how to read music in the treble clef, understand what chords are and the difference between major and minor, recognise notes on the keyboard and be able to play basic songs with one hand.</p> <ul style="list-style-type: none"> <li>● Pupils can play a C major scale</li> <li>● Pupils can name the white keys on a keyboard</li> <li>● Pupils know what a chord is</li> <li>● Pupils know what a melody is</li> <li>● Pupils know the difference between a major and a minor chord</li> </ul>



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	<ul style="list-style-type: none"> <li>• Pupils can read the notes on a treble clef stave</li> <li>• Pupils can create a chord sequence and write a melody over the top</li> <li>• Pupils know how major and minor chords are constructed</li> <li>• Pupils can notate a short piece of music</li> <li>• Pupils can recognise and play crotchets, minims and semibreves fluently in a piece of music</li> </ul>			<ul style="list-style-type: none"> <li>• Pupils understand what diction is.</li> <li>• Pupils can sing examples of both bad and good diction.</li> <li>• Pupils can explain what characterisation is.</li> <li>• Pupils will be able to aurally identify the beat within a song and move to the beat.</li> <li>• Pupils can use dynamics to create a more interesting and expressive performance.</li> <li>• Pupils can explain 3-part breathing.</li> </ul>	
<b>PE</b>	Multi Skills	Boot Camp		Body Awareness	Dance
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate, eg: badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	





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MFL (Spanish)	Greetings and Numbers	Colours and Animals
	<p>Pupils will learn basic greetings and gain an understanding of the numbers 1-10. They will learn how to ask and answer a range of questions about their personal information such as what their name is and where do they live, in order to take part in role-playing activities and a number of games. Pupils will be encouraged to start writing and speaking consistently in full sentences.</p> <p>Pupils will be able to use greetings and numbers by answering simple questions. Pupils will have an introduction to some phonemes and graphemes in Spanish.</p> <ul style="list-style-type: none"> <li>• Pupils can say "Hello" and "Goodbye"</li> <li>• Pupils can say most, if not all of the numbers 1-10 in order.</li> <li>• Pupils can say please and thank you.</li> <li>• Pupils can answer the questions covered in the unit with a low level of accuracy.</li> <li>• Pupils can ask the questions covered in the unit with a low level of accuracy.</li> <li>• Pupils can accurately answer the questions covered in the unit.</li> <li>• Pupils can accurately ask the questions covered in the unit.</li> <li>• Pupils can respond to questions with multiple correct answers to the questions covered in the unit.</li> <li>• Pupils can recreate some phonics and consistently use them accurately in their speech.</li> <li>• Pupils can say all the numbers 1-10, both in and out of order.</li> </ul>	<p>Pupils will continue to practise greetings and numbers, expanding on what they learnt in the previous unit by learning numbers 10-20. Pupils will begin to learn the names of colours and the names of animals through speaking, reading and writing activities, and games as well as learning how to use adjectives to describe nouns correctly. Pupils will also start to learn how to give preferences in regard to colours.</p> <p>The pupils will be able to match the numbers, colours and animals to their written words, and learn to recognise and answer some question words. Pupils will gain an understanding of more phonemes and graphemes.</p> <ul style="list-style-type: none"> <li>• Pupils can say most of the colours covered in the unit.</li> <li>• Pupils can say most of the animals covered in the unit.</li> <li>• Pupils can say most of the numbers 11-20.</li> <li>• Pupils can ask and answer the questions introduced in the previous unit with a decent level of accuracy.</li> <li>• Pupils can answer the questions introduced in this unit with some accuracy.</li> <li>• Pupils can accurately say all the colours covered in this unit.</li> <li>• Pupils can accurately say all the animals covered in this unit.</li> <li>• Pupils can ask the questions introduced in this unit.</li> <li>• Pupils can recreate some new phonics and consistently use them accurately in their speech.</li> <li>• Pupils can confidently say all the numbers 11-20.</li> </ul>