
















Our Year 6 Curriculum - Autumn 1



Lens British Value	Migration and Diversity	
Big Question 	<p>Children will be exploring what immigration means to them, our community and how it has and continues to change British society. We will be linking our reading and writing texts to support children with deepening their understanding of the types of immigration and what it is like for those immigrating and those who live in the UK.</p> <p>The big questions: What were the push and pull factors of immigration into the UK? What was the experience like for these immigrants? (Jewish (1930's) and Caribbean (1948-1970) waves of immigration)</p>	
Maths 	<p>To further strengthen the foundation of our children's Mathematics knowledge we will be building upon skills of number and place value and the four operations (addition, subtractions, multiplication and division). We will be identifying and using mathematical vocabulary and re-establishing resilient and ambitious learning behaviours.</p>	
English 	<p>Students will be revisiting grammatical parts of sentences, discussing and verbalising how a sentence can be edited and improved and recalling prior learning and vocabulary from Year 3, 4 and 5 to strengthen their grammar, spelling and punctuation foundations. Additionally, student's will be exploring efficient reading and comprehension strategies.</p>	
History 	<p>In history, we are exploring migration, immigration and emigration. Specifically identifying significant waves of immigration throughout the years. Students will also be identifying the variety of reasons for leaving and coming to the UK and exploring historical sources to identify how these waves have changed British society and what the experience was like for the immigrants.</p>	
Science 	<p>In science, we will be building on children's knowledge of living things by identifying how living things are classified by exploring Carl's Linnaeus's classification terms and deepening their understanding of the similarities and differences between living things.</p>	
Religious Education 	<p>This term, we are exploring Hinduism. At the end of this half term, pupils will have the knowledge to help them answer the following question: What is the best way for a Hindu to show commitment to God? In our lessons, we discuss, observe and gain an understanding of: how Hindus worship, where they worship, significant practices associated with Hinduism and more.</p>	
PSCHE 	<p>The children will be deepening their understanding of mental-ill health by discussing and identifying signs of mental health, identifying people who can support and help and to know that early intervention is key.</p>	
Music 	<p>We will be looking at the function of lyrics in songs and how these can often reflect the time and place in which they are written. Following on from this we will be studying 'The Twelve Bar Blues', understanding its origins in 'Spirituals' and recognising the sequence of the three chords and identifying them in songs.</p>	

Art and Design 	<p>We will be looking at using art to share their passions and interests with their community. They will be introduced to artists activists and will go on to identify and voice topics they are about as individuals. They will be creating a final project using art skills such as collage, screen printing and painting to convey their message.</p>
Computing 	<p>By the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Iterate ideas, testing and changing throughout the lesson and explain what their program does. • Use nested loops in their designs, explaining why they need two repeats. • Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does. • Use loops in Python and explain what the parts of a loop do. • Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it.
French 	<p>Pupils will be developing their vocabulary to include the names of school subjects. They will be extending their sentences both orally and in writing by learning how to express their opinions on school subjects in French and using adjectives to justify those opinions.</p>
Outdoor PE 	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each.</p> <p>Pupils will begin to develop consistency and control in running with the ball, passing and receiving a ball. They will also learn the basics of goalkicking. Pupils will evaluate their own and other's performances, suggesting improvements.</p> <p>They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>
Indoor PE 	<p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own performance</p>