

Art

Knowledge: To know great artists, architects and designers in history.

Skills:

To create sketches of observations and use them to review and revisit ideas.

To improve mastery of art and design techniques, including drawing, painting, printing and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay.)

Context: **William Morris**

DT

Victorian Toys– Children will be comparing Victorian toys to modern toys and designing and making their own moving toy.

Knowledge: apply understanding of how to strengthen, stiffen, and reinforce more complex structures.

Skills

Design – use research and design to inform the design of innovative, functional and appealing products that are fit for use and purpose and aimed at a particular group or individuals.

Make – select from and use a variety of different materials and components including construction materials, textiles and ingredients, according to their functional qualities and aesthetic quality.

Evaluate – evaluate ideas according to the design criteria and consider the views of others to improve their work .



Geography

Knowledge:

- They give extended descriptions of the physical features of different places around the world.
- They describe how some places are similar and others are different in relation to their human features.

Skills:

- To gain knowledge and understanding to suggest relevant questions.
- To follow an appropriate sequence of questions (take logical steps).
- To use a wide variety of sources and skills.
- To present findings in suitable ways.
- To reach sensible conclusions based on the evidence used.



Personal, Social and Emotional Development

Being Me in My World– Children identify goals , fears and worries for the year. They develop awareness of universal rights . They think about how their actions affect others, and how an individual's behaviour can affect others.

Celebrating Differences– Children think about different perceptions of what normal means, they look at bullying behaviours and learn how differences can be a cause for conflict and celebration.



Year 6 Curriculum Plan 2022 Autumn Term

Topic: The Victorians - The Empire Strikes Back!



| Class | Indoor PE | Outdoor PE |
|-------|-----------|------------|
| 6C | Thursday | Wednesday |
| 6SC | Tuesday | Wednesday |
| 6P | Thursday | Tuesday |

RE– Buddhism

BELIEFS

The four Noble Truths
Life involves suffering (Dukkha) until Enlightenment.

The origins of suffering lie in desire, greed and selfishness (Tanah).

KEY FIGURES

The Buddha as an example.



VALUES AND SOCIAL ACTION

- The Five Moral Precepts.
- Helping to alleviate suffering
- The Noble Eightfold Path
- The Three Jewels.

Stories about the Buddha:

His birth and upbringing as a prince, Siddhartha and the Swan. His concern in finding an answer to the problem of suffering and an unsatisfactory life, e.g.

- His Enlightenment
- His teaching of the Middle Way
- His passing away

Stories that exemplify values, e.g. The Monkey King, The Hunter and the Monkeys, Prince Vessantara.

Computing Communication



In this unit, the children will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes. We will be teaching the children the importance of online safety – Life Online and sharing Online (Kapow)

History – The Victorians—The Empire Strikes Back

To use factual knowledge to describe past periods and make links between past periods and society.

To make appropriate use of terms and dates.

To show factual knowledge of an event / person / change in depth.

To describe and make links between events and changes – give cause and effect.

To select and organize information.

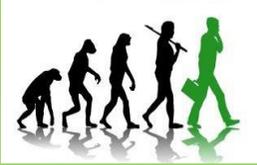
To evaluate sources and information to decide which will be useful for the particular task.

To know that events, people and changes can be interpreted in different ways and to suggest possible reasons.

Context: **the Victorians and the social change from 1837 to 1901** (the Industrial Revolution.)

Science — Pupils will learn about:

Evolution and Inheritance



Pupils will be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Working scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- taking measurements, using a range of scientific

PE

Dance and Get set 4 (Cognitive Skills)

I can:



- improvise freely on my own & with a partner.
- translate ideas from a variety of stimuli into movement.
- compare, develop & adapt movement & motifs to create longer dances. I can use dance vocabulary to compare & improve my work.
- demonstrate working safely. I recognise changes in my body and I can give reasons why PE is good for my health.
- talk about reasons for warming up / why exercise is good for health.
- move with a ball (hockey/football).
- accurately pass to someone else.
- control and catch a ball with movement.
- influence opposed conditioned game.

Mathematics

Number & Place Value



- 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
- +, -, x & ÷
- multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

Fractions

- 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
- **Ratio & Proportion**
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

Algebra

- express missing number problems algebraically
- use simple formulae expressed in words

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
- convert between miles and kilometres

Geometry

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Mathematics will be taught through the Abacus scheme details of which can be found at www.activelearnprimary.co.uk

English

Communication, Language and Literacy

We will be using our Victorian topic to inspire lots of writing based around historical events. We will begin with reading and writing Victorian Poetry and we will study a range of fiction genres; as well as non fiction texts such as biographies and discussion texts. We will continue to develop Oracy skills through presentations, storytelling, plays and debates. We will focus on the structure of a narrative as well as the features of specific genres.

Specifically we will examine the features of stories with historical settings. Pupils will also write their own narratives based on the Victorians. There will also be an increased focus on spelling, grammar and punctuation.

We will also be reading a class novel during the Autumn term as an extended narrative— ‘Street Child’ by Bernie Doherty.

Spelling Grammar and Punctuation Focus:

- To build vocabulary.
- To practice using different punctuation.
- To practice using conjunctions
- Review punctuation for speech.
- To build vocabulary.

