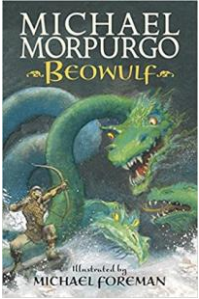
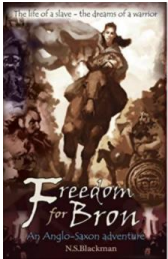
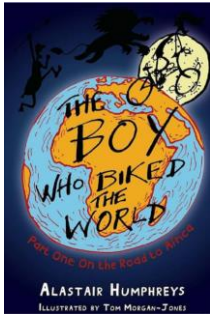


Year 6 Curriculum Coverage



Autumn Term 2020 – Anglo-Saxons, Journeys			
Topic	Knowledge	Skills	Enrichment Opportunities
<p>Invaders and Settlers</p>   	<p>English</p> <ul style="list-style-type: none"> • Non-Fiction: Non chronological report (Links to PSHE) • Fictional narrative - Beowulf (Links to topic) • Free verse poetry (Links to topic) • Speech - debate (Links to topic) • Recount • Biography (Black History month) (Links to History) <p>Guided Reading</p> <ul style="list-style-type: none"> • Non-chronological reports • Beowulf narrative • Bespoke carousel as required 	<p>Spoken Language</p> <p>En6/1a listen and respond appropriately to adults and their peers</p> <p>En6/1b ask relevant questions to extend their understanding and knowledge</p> <p>En6/1c use relevant strategies to build their vocabulary</p> <p>En6/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En6/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Writing</p> <p>Spelling</p> <p>En6/3.1c continue to distinguish between homophones and other words which are often confused</p> <p>En6/3.1e use dictionaries to check the spelling and meaning of words</p> <p>En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>En6/3.1g use a thesaurus</p> <p>Recap year 5 spelling rules.</p> <p>Composition</p> <p>Plan their writing by:</p> <ol style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	<p>'Experience lessons</p> <ul style="list-style-type: none"> • Drama • Writing in Runes • Exploring poetry • Anglo Saxon day • Speaking in old English • Video • Soundscapes • Hot seating



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	<p>Maths</p> <ul style="list-style-type: none"> • Place value • Addition and Subtraction • Multiplication and Division • Improper fractions and mixed numbers • Fractions, decimals and percentages • Missing angles in shapes • Drawing shapes • Timetables 	<ul style="list-style-type: none"> • Read, write and understand numbers to 10,000,000 • Count across 0 using negative numbers • Add/Subtract 5 digit numbers using columnar method • Rounding numbers to nearest 10, 100, 1000, 10,000, 100 000 • Multiplication and division facts to x12 • Prime numbers to 100, factors, common multiples • Use long multiplication when x by 2 digit numbers • Change improper fractions to mixed numbers and back. • Identify the equivalents and solve problems involving percentages, decimals and fractions. • Solve missing angle problems in triangles and quadrilaterals. • Draw shapes using given measurements/angles. • Read and identify time differences in timetables. 	
	<p>Science</p> <p>Living Things and their habitats</p> <ul style="list-style-type: none"> • sort and group animals based on their features • describe Carl Linnaeus and his development of his classification system • place animals into given groups based on certain characteristics • design a creature with a specific set of characteristics, using prompts and a word grid • name types of microorganism • set up an investigation into harmful microorganisms • complete descriptions on the characteristics of groups of organisms, using images as prompts <p>Year 5 catch – up: Earth and Space</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs • using test results to make predictions to set up further comparative and fair tests • using simple models to describe scientific ideas • reporting and presenting findings from enquiries, including conclusions, causal 	



Year 6 Curriculum Coverage


	<ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments. 	
	<p>D&T Design bike parts (Links to topic 2nd half term) Design:</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks accurately 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 <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technological Knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products 	<ul style="list-style-type: none"> Describe the purpose of their products. Indicate design features of their products that will appeal to intended users. Gather information about the needs and wants of individuals or groups. Develop their own design criteria and use this to inform their ideas. Model ideas using prototypes and pattern pieces. Use annotated sketches, some cross-sectional drawings and computer-aided design packages, to develop and communicate ideas. Generate realistic ideas, focusing on the needs of the user. Explain their choices, giving evidence. Selects materials and components suitable to the task. Use an extensive range of materials and components e.g. textiles, mechanical, construction kits, electrical and food 	<p>Bike Day</p>

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		<p>ingredients.</p> <ul style="list-style-type: none"> • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. 	
	<p>Art and Design Continue to develop sketching skills</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Experiment with different effects and textures inc. hatching, crosshatching, shading, smudging. • Create different effects and textures with shading/smudging/pointillism according to what they need for the task. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement 	

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<p style="text-align: center;">Class Read – link to Black History Month</p> 	<p>History Britain's settlement by Anglo-Saxons and Scots This could include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>Black History Month</p> <ul style="list-style-type: none"> • Nina Simone – Link to music – class text. • Pig Heart Boy class text – Black author. • Benjamin Zephaniah • Windrush • BLM 	<ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 	
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Year 6 Curriculum Coverage



	<p>Geography:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) 	
	<p>Computing</p> <p>Internet Safety – Purple Mash</p> <p>Unit 6.4 - Blogging</p>	<p>Internet Safety:</p> <ul style="list-style-type: none"> Identify benefits and risks of mobile devices broadcasting the location of the user/device. Identify secure sites by looking for privacy 	

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		<p>seals of approval.</p> <ul style="list-style-type: none"> • Identify the benefits and risks of giving personal information. • To review the meaning of a digital footprint. • To have a clear idea of appropriate online behaviour. • To begin to understand how information online can persist. • To understand the importance of balancing game and screen time with other parts of their lives. • To identify the positive and negative influences of technology on health and the environment. <p>Blogging:</p> <ul style="list-style-type: none"> • To identify the purpose of writing a blog and its key features. • To plan the theme and content for a blog and write the content. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand the importance of regularly updating the content of a blog. • To understand how to contribute to an existing blog. • To understand how and why blog posts are approved by the teacher. 	
	<p>PSHE Health and Wellbeing: Keeping safe – Online Safety - IT Keeping safe – mobile phones - IT Healthy Lifestyles – Bacteria, Viruses, hygiene routines – link to PSHE Coronavirus text, Science. Relationships: Healthy Relationships – actions, behaviour, consequences Healthy Relationships – disputes, negotiation, conflict, feedback, support, compromise Living in the wider World: Rights and Responsibilities – rights, duties, home, school, environment Rights and Responsibilities – discussion, debate, topical issues, problems, events Rights and Responsibilities – rules, laws, making and changing laws – link to Saxons and British Values.</p>		

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	<p>RE Understanding Christianity Units</p> <p><u>God</u></p> <ul style="list-style-type: none">• Pupils know that Christians believe God is omnipotent, omniscient and eternal.• They know that some people do not believe God exists (i.e. Humanist's) and can say why<ul style="list-style-type: none">• They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy• Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice. That not all Christians agree about what God is like but that all try and follow his teachings as they understand it.• They can explain that this is why Christians can respond differently both in reaction to social injustice but also in styles of worship and church building.• Pupils can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world. <p><u>Incarnation</u></p> <ul style="list-style-type: none">• Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like.• Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.• Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as	<ul style="list-style-type: none">• Making links to their own lives• Embodying our Academy's Christian values of peace, love, hope and trust	
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	<p>their Saviour (See Salvation). They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument</p>		
	<p>PE Indoor/outdoor</p>	<ul style="list-style-type: none"> • Pupils explore simple skills. • They copy, remember, repeat and explore simple action with control and co- ordination. • They begin to show some understanding of simple tactics and basic compositional ideas. • They talk about differences between their own and others' performance and suggest improvements. • They understand how to exercise safely, and describe how their bodies feel during different activities. 	
	<p>Music Charanga Scheme Playing untuned instruments. Link Black History to Nina Simone.</p>	<ul style="list-style-type: none"> • Identify the pulse in music. • Identify the character of a piece of music. • Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). • Order sounds to create an effect (structure- beginnings/endings). • Control playing instruments so they sound as they should. • Create short rhythmic patterns. • Create sequences of long and short sounds- rhythmic patterns (duration). • Perform – a simple part rhythmically. • Improvise- using repeated patterns. 	<p>Charanga</p> <p>Drums/untuned instruments</p> <p>*Famous musicians* composer of the month/term covered in assembly.</p>