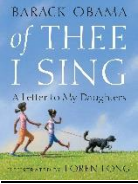
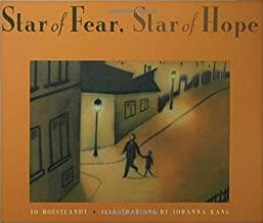


# YEAR 6 CURRICULUM

Autumn Term 1 8 Weeks	Autumn Term 2 7 Weeks
<b>ENGLISH</b>	
<b>LITERACY FOCUS TEXT – Of Thee I Sing/ Star of Fear, Star of Hope</b>	
<div style="text-align: center;">  <p><u>Of Thee I Sing</u> Barack Obama (catch-up unit)</p> </div> <p><u>Gateway Keys</u></p> <p>Use punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <ul style="list-style-type: none"> <li>• Use an increasing range of sentence structures</li> <li>• Use a variety of verb forms consistently and correctly</li> <li>• Use paragraphs to organise information and ideas around a theme</li> </ul> <p><u>Mastery Keys</u></p> <ul style="list-style-type: none"> <li>• Variety of verb forms used correctly and consistently including the present perfect</li> </ul>	<p style="text-align: center;"><u>Feature keys</u></p> <p><u>Outcomes:</u> Recount/ persuasion- magazine article</p> <p>Information/persuasion/recount article hybrid:</p> <ul style="list-style-type: none"> <li>• Clarify technical vocabulary</li> <li>• Provide well-developed factual information for the reader including dates and place names</li> <li>• Create authority through some use of a formal style where appropriate (e.g. in role as expert)</li> <li>• Select the appropriate style to engage the audience and directly appeal to the reader</li> <li>• Use emotive language including use of modals and adverbs for possibility (e.g. surely, every, right-thinking person would)</li> <li>• Support points using persuasive examples and provide evidence</li> </ul>
<div style="text-align: center;">  <p><u>Star of Fear, Star of Hope</u> Jo Hoestlandt</p> </div> <p><u>Mastery Keys</u></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely (recap from Y5)</li> <li>• Use passive verbs</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Use a colon to introduce a list</li> <li>• Punctuate bullet points consistently</li> </ul>	<p style="text-align: center;"><u>Feature keys</u></p> <p>Journalistic report hybrid:</p> <ul style="list-style-type: none"> <li>• Use small details for characters to amuse, entertain or create drama</li> <li>• Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language</li> <li>• Manipulate tense and verb forms</li> <li>• Manipulate structure using a flashback</li> <li>• Use paragraphs to vary pace and emphasis</li> </ul>

# YEAR 6 CURRICULUM

- Use modal verbs and adverbs to indicate degrees of possibility
- Use a wider range of devices to build cohesion across paragraphs
- Use brackets, dashes or commas to indicate parenthesis

- Use fronted adverbials to introduce or connect paragraphs e.g. *Later that day, Inside the castle*

## Autumn 2: LITERACY FOCUS TEXT- *Can we save the tiger?*



### Can we save the tiger?

Martin Jenkins

#### Mastery Keys

- Enhance meaning through selecting appropriate grammar and vocabulary
- Use modal verbs and adverbs to indicate degrees of possibility
- Use brackets, dashes or commas to indicate parenthesis

#### Feature Keys

Outcome: Report writing - Information, explanation and persuasion hybrid text

- Use concise word choices
- Select language to appeal to the reader
- Clarify technical vocabulary
- Adapt formality to suit purpose and audience
- Provide well-developed factual information for the reader
- Manipulate style for specific purpose and audience (hybrid text)
- Include a summarising statement

# YEAR 6 CURRICULUM

MATHS			
3 weeks- Number: Place Value	5 weeks - Number: 4 operations	5 weeks- fractions	1 week- Geometry: Position and Direction
<ul style="list-style-type: none"> <li>• Numbers to 10,000</li> <li>• Numbers to 100,000</li> <li>• Numbers to a million</li> <li>• Numbers to ten million</li> <li>• Compare and order any numbers</li> <li>• Round numbers to 10, 100 and 1000</li> <li>• Round any number</li> <li>• Negative numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Add and subtract numbers with more than 4 digits</li> <li>- Inverse operations</li> <li>Multi-step addition and subtraction problems</li> <li>Multiply 4-digits by 1-digit/ 2 and 3-digits by 2-digits</li> <li>Division- short, long, remainders</li> <li>Factors and common factors and multiples</li> <li>Primes to 100</li> <li>Squares and cubes</li> <li>Order of operations</li> <li>Mental calculations and estimation</li> <li>Reason from known facts</li> </ul>	<ul style="list-style-type: none"> <li>• Equivalent fractions</li> <li>• Simplify fractions</li> <li>• Improper fractions → mixed numbers</li> <li>• Fractions on a number line</li> <li>• Compare and order fractions</li> <li>• Add and subtract fractions</li> <li>• Add and subtract mixed numbers</li> <li>• Subtract fractions</li> <li>• Multiply fractions by integers</li> <li>• Multiply fractions by fractions</li> <li>• Divide fraction by integers</li> <li>• Four rules with fractions</li> <li>• Fraction of an amount</li> <li>• Fraction of an amount-find the whole</li> </ul>	<ul style="list-style-type: none"> <li>• The first quadrant</li> <li>• Four quadrants</li> <li>• Translations</li> <li>• Reflections</li> </ul>
SCIENCE			
<p style="text-align: center;"><u>Light</u></p> <ul style="list-style-type: none"> <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 emit or reflect light into the eye</li> <li>▪ Explain that we see things because light travels 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;"><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	

# YEAR 6 CURRICULUM

HISTORY	MUSIC
<p><u>British warfare since 1066- a thematic study</u></p> <ul style="list-style-type: none"> <li>• Battle of Hastings - hand to hand combat</li> <li>• Battle of Argincourt- longbows</li> <li>• Battle of Waterloo- the musket and gunpowder</li> <li>• Battle of Cambrai- the tank</li> <li>• Battle of Britain- use of aeroplanes in battle</li> <li>•</li> </ul> <p><u>How did WW2 impact on the local area?</u></p> <p>A study on how the global events of WW2 had a significant impact on the people and landscape of our local area.</p>	<ul style="list-style-type: none"> <li>• Happy by Pharrell Williams</li> <li>• Classroom Jazz 2</li> </ul>
P.E	ART/ DESIGN AND TECHNOLOGY
<ul style="list-style-type: none"> <li>• Invasion sports- netball and benchball</li> <li>• Fitness- circuit training</li> </ul>	<ul style="list-style-type: none"> <li>• Shadow Puppets</li> <li>• Artwork inspired by the Blitz- L.S Lowry</li> <li>• Make do and mend sewing project</li> </ul>
RELIGIOUS EDUCATION	P.S.H.E
<p>The Ten Commandments</p> <p>Christmas</p> <p>Judaism - Importance off the Ten Commandments. Hannukah</p>	<p>Valuing difference- focus on positive relationships, tolerance and respect, SMSC and British Values</p>
MFL - FRENCH	
<ul style="list-style-type: none"> <li>• Months, seasons and weather</li> </ul>	