

## English

'Street Child' by Berlie Doherty will be used as a stimulus for our writing.

### Genres will include:

#### Non-fiction: Explanation Text

- Punctuation of bullet points to list information
- Layout devices Headings, subheadings, columns, bullets or tables to structure text.
- Use of the colon to introduce a list and use of semicolons within lists.

#### Fiction: Descriptive Narrative

- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g adverbials and ellipsis.
- Use of the semi- colon, colon and dash to mark the boundary between.
- How hyphens can be used to avoid ambiguity.

#### Poetry: Ottava Rima

- How words are related by meaning as synonyms and antonyms.

## RE:

### Learning focus:

**St Richard Reynolds and House Saint: life and history of St Catherine of Siena, Domestic Church, Harvest, World Faiths, Baptism/Confirmation**

### Intended Skills:

- Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
- Show a knowledge and understanding of:
  - a range of religious beliefs
  - those actions of believers which arise as a consequence of their beliefs
  - the life and work of key figures in the history of the People of God
- what it means to belong to a church community

## Maths

### Learning Focus:

#### Number:

#### Place Value:

- Numbers to 10,000
- Numbers to 100,000
- Numbers to one million
- Numbers to 10 million
- Compare and order any number
- Round numbers to 10, 100, 1000
- Round any number
- Negative numbers

#### Addition, subtraction, multiplication and division:

- Long division
- Factors
- Common factors
- Common multiples
- Primes to 100
- Squares and cubes
- Order of operations
- Reason from known facts.
- Mental calculations and estimation

## Year 6 Curriculum Web



### Creative Curriculum: The Victorians (Driver Subject: History)

In this topic you will explore characteristic features of the Victorian period including the ideas, beliefs, attitudes and experiences of men, women and children. You will also analyse key developments that occurred and important historical figures who lived during the reign of Queen Victoria.

## Art

**Learning focus:** Examine and research the work of William Morris. Exploring his works and understanding his different techniques. Children will be honing skills that will lead to them creating their own polyblock print of their own design inspired by Morris' work.

### Intended Skills:

- Gather, record and develop information from a range of sources to create a montage to inform their thinking about a piece of art.
- Choose the best materials for a task, showing an understanding of their working characteristics.

## French

### Learning focus:

Revision / Numbers to 100

### Intended Skills:

- Revise all key vocab covered in Y5 and then learn numbers to 100
- Key vocabulary: Numbers 1-100

## Science

### Learning focus:

#### Electricity

### Intended Skills:

- Explain the importance of the major discoveries in electricity.
- Observe and explain the effects of differing volts in a circuit.
- A simple circuit in a diagram.
- Understand variations in how components function.
- Conduct an investigation.
- Record my data and report my findings.

## PSHE & RSHE

### **Learning focus:**

#### **Zones of regulation:**

Recognising our feelings, understanding our class charter, catholic social teaching and behaviour values.

#### **Created and Loved by God:**

Created individually, becoming an adult, loss and change. Grateful, appreciative, faith and personhood values.

#### **Family and Relationships:**

Respect, respectful relationships, stereotypes, attitudes and beliefs.

## Computing

### **Learning focus:**

#### **Programming: Intro to Python Skills**

#### **Showcase: Inventing a product**

### **Intended Skills:**

- Decomposing a program into an algorithm.
- Writing increasingly complex algorithms for a purpose.
- Debugging quickly and effectively to make a program more efficient.
- Remixing existing code to explore a problem.
- Using and adapting nested loops.
- Programming using the language Python.
- Changing a program to personalise it.
- Evaluating code to understand its purpose.
- Using logical thinking to explore software independently, iterating ideas and testing continuously.

## **Year 6 Curriculum Web**

### **Autumn 1**

#### **Creative Curriculum: The Victorians**

(Driver Subject: History)



## Music

### **Learning focus:**

Watcha Rhythms: Children will study songs, sounds and rhythms from the jungle and will learn about the use of body percussion.

## Home Learning Ideas

<http://www.bbc.co.uk/history/british/victorians/>

Visit to a Victorian school room

<https://www.guildford.gov.uk/article/17176/Key-stage-2-Victorian-schoolroom>

Experience Victorian London

<https://theculturetrip.com/europe/united-kingdom/england/london/articles/how-to-experience-victorian-london/>

Learn a Victorian dance

[http://downloads.bbc.co.uk/schoolradio/dance/dance\\_ks2/victorian\\_childhoods/dance\\_ks2\\_victorian\\_childhoods.pdf](http://downloads.bbc.co.uk/schoolradio/dance/dance_ks2/victorian_childhoods/dance_ks2_victorian_childhoods.pdf)

## History/Geography

### **Learning focus:**

Victorians: A study of British history

The Industrial revolution.

Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

### **Intended Skills:**

- Uses timelines to place events, periods and cultural movements from around the world.
- Uses timelines to demonstrate changes and developments in culture, technology, religion and society.
- Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
- Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## PE

**Learning Focus:** Trampolining

**Intended Skills:** 1) Safety and Re-cap basic moves, 2) Front Landings Intro, 3) Front Landings Cont, 4) Back Landings Intro, 5) Back Landings Cont, 6) Routines

**Learning Focus:** Football

**Intended Skills:** 1) Working in teams to defend & Attack, 2) Transitional play; defence into attack & attack into defence, 3) Applying tactics into small games, 4) Applying skills & tactics into games