

## Art, Design and Technology

After studying Paul Cummins' inspiring 2014 poppy art installation, the children will use clay, dowel, wire and their sculpture skills to create a memorial service for the veterans of World War I. Children will sculpt, paint and gloss their poppies, help to photograph it and enjoy the opportunity for others to visit their art installation.

In design and technology, we will take on two key projects: cooking nutritious scones and sewing a decorative sack to hold Christmas chocolates. Linking to the children's scientific study of nutrition and historical understanding of the problems for children in the war, we will explore recipes used by Christian churches for their charitable food kitchens during World War II. They will consider nutritional requirements and discover how restrictive ingredient lists from rations can still lead to some inventive and tasty recipes. Children will consider the use of fresh ingredients and have a chance to sample their own cooking to and suggest improvements. Additionally, they will develop their skills at chopping and slicing. The creation of the decorative chocolate sacks will give the children the opportunity to choose materials, consider different joining methods and use decorative stitching to create an attractive tree hanging that is fit for purpose.

## Music

As musicians, the children will be preparing a range of songs to perform during the Harvest Festival. They will also be learning about graphic score notation and experimental music through various listening, performing and composing activities.

## Computing

This term, learners will explore how data is transferred over the internet and look at how the internet facilitates online communication and collaboration. They learn how to communicate responsibly by considering what should and should not be shared on the internet.

## Physical Education

This term the children will be looking at Invasion Games and Net/Wall games. This will involve learning the skills and tactics used in these games and experiencing small sided and simplified versions of these games. The focus will be on teamwork and fair play as well as improving skills of travel, sending, receiving, dodging, attacking

and defending. The children will have the opportunity to develop the skills they have previously learnt and put them into practice in match situations. They will also be looking into game rules and competitions. Looking at being a team leader, and having that responsibility.

**Please ensure your child's PE kit is fully labelled.**

## Religious Education

The children will learn about Hinduism including the significance of Dharma and some of the key stories that underpin the Hindu faith.

## Personal, Social, Health and Economic education

The children will learn to respect themselves and others and also explore the importance of communities and different types of friendships and family dynamics including why friendships are important. Additionally, the children will continue to receive a comprehensive online safety education using particular focuses around Anti-Bullying Week and tied into regular lessons where computer technology is used.

## French

This term, we will explore going back to school for French children and examine similarities and differences. We will build on prior knowledge to explore a range of language structures as we use our speaking, listening, reading, writing and grammar skills. We will focus on the weather, seasons and the geography of France.

## Homework

The schedule of homework for the term is available on the year 6 section of the website and lists the due dates for the children's weekly English, maths, spelling and knowledge homeworks as well as their fortnightly times table homework and their half-termly homework from a menu of options. The English and maths homeworks will usually involve pages from their CGP books while the knowledge gives them the opportunity to build their self-questioning and revision skills by creating ten questions from a page of information relevant to our topics: we will randomly choose questions from the children to quiz the class.

Additionally and crucially, children should continue to read at least half an hour a night and record their reading in their homework diaries. Recommended books are on the website.

# Year 6 Curriculum Overview Autumn Term 2024



## A Power Within



This leaflet aims to give you information on the curriculum we will be covering during the Autumn Term.



## English

Our writing this term is linked to four fantastic texts. Firstly, William Kamkwamba's incredible autobiography of growing up during the Malawian famine of 2001 and how, after he was unable to afford to go to secondary school, he created a wind turbine of his own to allow his family to flourish. Based on this and linked to our geography topic, we will be writing reports using formal language including the active and passive voice, using a range of advanced punctuation to demarcate clauses, building cohesion through a range of techniques and structuring their report in a way that makes sense for the reader.

Then, linked to our science topic of circulation, we read *Pig Heart Boy*, Malorie Blackman's science fiction novel (although recent developments have made it closer to science fact). This is the story of a boy who urgently requires a heart transplant but his only option is a highly experimental and possibly deeply unethical route: receiving the heart of a pig. This gives us a springboard for the children to practise expressing themselves through formal letters, examining the complex issues we are studying through our reading and geography through different lenses and identifying how a range of techniques allow them to be both balanced and persuasive and achieve flow and control while maintaining formality.

After half-term, the children's writing will be centred around a special short project in the lead-up to Remembrance Day. The *Dear Jelly* book collects real-life letters from the World War I trenches by brothers William and Robert Semple to their younger sisters at home. These letters, and the detailed contextual notes alongside, provide a powerful stimulus to learn about life for children and young people during the war. The children will write their own *Dear Jelly* letters, carefully controlling the register to show informality appropriate to the early 20<sup>th</sup> century period as well as effectively describing life during this unique period of history. The children will be able to practise their performance skills in a Remembrance Service they will host, featuring their poetry and famous war poetry as well as their letters, narratives and historical writing, on 11 November 2024. We hope you will all be able to watch.

As we approach Christmas and linked to our history topic, we will be reading *Goodnight Mr Tom*, Michelle Magorian's classic novel about a war evacuee who escapes abuse and finds a home with a gruff widower.

This allows us to really focus on narrative writing with a particular focus on dangerous and unusual settings, using a whole range of techniques to create some moving and exciting pieces of writing.

Alongside this, the children will study a wide variety of texts in guided reading lessons and will receive regular weekly spelling lessons following our progressive curriculum. To accompany the grammar work in school, they will have CGP homework books highlighting particular pieces of grammar knowledge that they will require.

## Maths

Across the school, maths is structured using the NCETM programme which was written in line with the DfE's Ready to Progress criteria (2020). We continue to use the concrete, pictorial and abstract approach to ensure children have a good understanding of concepts before moving onto more abstract representations. In addition, we use bar and part-whole modelling throughout the school, to support the children's conceptual understanding of mathematical problems.

The children will also develop their knowledge of calculating using knowledge of structures, multiples of 1,000, numbers up to 10,000,000 and drawing, composing and decomposing shapes.

Alongside our regular maths curriculum, the children will have fortnightly tests in their times tables including using their times tables skills in different ways such as in different powers of 10, in simplifying fractions and so on. They will receive weekly homework which will usually be from a CGP book as set out in the homework schedule.

## Geography

The focus of the first half-term will be on the economic activity of the United Kingdom. Using a range of case studies, children will find out about land use, jobs in the primary, secondary and tertiary sectors and the distribution of natural resources including energy, food, minerals and water.

Linked to our class reader, we will particularly explore the issues that led to the Malawian famine of 2001 and how this links to other issues around deficits of energy. We will consider energy supply in a UK context using two particular local examples: the development of the Hinkley Point C nuclear power station and the proposal

for a tidal barrage in the Severn Estuary. The children will use their map skills to identify where different resources are located around the world.

## History

In the second half of the term, we will be exploring the experiences of children in war with particular case studies of World War I and World War II. This is a chance for us to do a detailed study of a particular aspect of history with a focus on using sources – our class reader, *Dear Jelly*, serves both as a primary source and a comprehensive secondary source showing life in the trenches from the perspective of teenagers and the pre-teen siblings with whom they were exchanging letters. Through this we will explore the chronology of the wars, the changes that were experienced by children and take a particular look at the nutritional changes that were prompted by World War II, including the establishment of the Ministry of Food and the development of nutritional standards which are still relevant today. We explore the use of advertising and propaganda techniques and compare fictionalised accounts of the war in *Goodnight Mr Tom* to actual sources to build a coherent understanding of what life must have been like for the children of this era.

## Science

Early in the term, our major focus will be electricity. We will explore how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in a circuit, give reasons for variation in how components function and use recognised symbols for circuit diagrams. The children will need to plan scientific enquiries, recognise and control variables, test results and make predictions to set up fair tests.

As we progress, we will study the human circulatory system, describing the functions of the heart, blood vessels and the blood itself. Linking to our PSHE studies, we will consider the impact of diet, exercise and lifestyle on the way our bodies function and describe the way nutrients and water are transported around the bodies of animals, including humans. This will involve scientific testing including recording data, taking repeat measurements and drawing conclusions during an experiment in which children will create and assess a cardiovascular exercise programme. The children will draw charts and graphs and reflect on the degree of trust they can have in results and evaluate their work.