

Churchfields Primary School
Curriculum overview
Year 6

Curriculum Area	Autumn 2	Crucial Knowledge
English	Short Stories Poetry The Lion, the Witch and the Wardrobe Shakespeare focus	Writing How to write (<i>handwriting</i>) Legible and fluent handwriting Knowing when and when not to join Choosing writing tool best suited to own style Increase speed of handwriting Understand that writing varies depending on when using it: notes, drafting etc What to write (<i>vocabulary</i>) Use a wide range of sentence structures (<i>including simple, compound and complex</i>) Use grammatical devices that build cohesion (<i>links</i>) between and across paragraphs Ensure consistent use of tense Making writing make sense (<i>grammar, spelling and punctuation</i>) Use dictionary and thesaurus throughout work Spelling (National Curriculum) Proof reading to ensure cohesion (<i>linking together</i>) Reading <ul style="list-style-type: none"> • Read aloud with accuracy, confidence, fluency and expression • Read all of the Year 5 and 6 common exception words • Ask questions about reading to improve understanding • Continue to read a wide range of types of books and texts including myths, legends, traditional stories, modern fiction, classic fiction, books from other cultures and traditions Learn a range of poems by heart
Maths	Fractions:	New learning: Dividing fractions: <ul style="list-style-type: none"> • Keep the first fraction, change the divide to a multiply, flip the second fraction Recapping: Fraction: part of a whole ($\frac{1}{2}$, $\frac{3}{4}$) <ul style="list-style-type: none"> • The bottom number (denominator) is the total number of parts. • The top number (numerator) is how many parts being used (looked at). • Some fractions can be the same (equivalent) to other fractions. E.g. $\frac{2}{4} = \frac{1}{2}$

Geometry:

Adding fractions:

- Only add the top number (numerator).
- *If the bottom number is the same, it stays the same.*
- If the bottom number isn't the same, find a new number that relates to both denominators.

Subtracting fractions:

- Only subtract the top number (numerator).
- *If the bottom number is the same, it stays the same.*
- If the bottom number isn't the same, find a new number that relates to both denominators.

Multiplying fractions:

- Multiply the top number (numerator) **and** the bottom number (denominator)
- If the bottom number isn't the same, find a new number that relates to both denominators.

Shape is an outline or form of an object.

Dimension is a measurement

- 2D (two dimensions) is a shape that has two measurements (e.g. width and height). It can't be picked up.
- 3D (three dimensions) is a shape that has three measurements (width, height, depth). It can be picked up.

Some shapes have **names**

Properties are things that all shapes with the same name have in common

An **angle** is a space where two lines meet

Regular means all the same.

- A regular shape means all sides are the same

Irregular means not the same.

- An irregular shape means all sides are not the same

<p>Science</p>	<p>Animals including Humans</p>	<ul style="list-style-type: none"> •R: The journey of food through the body is: mouth, oesophagus, stomach, small intestine, large intestine, rectum, anus •An organ is a vital part of the body •The circulatory system is made of the heart, lungs and the blood vessels. •The heart constantly pumps blood around our bodies •Some choices, such as smoking and drinking alcohol can be harmful to our health. Animals including humans extended knowledge •Arteries carry oxygenated blood from the heart to the rest of the body. •Veins carry deoxygenated blood from the body to the heart. •Nutrients, oxygen and carbon dioxide are exchanged via the capillaries. •Tobacco can cause short-term effects such as shortness of breath, difficulty sleeping and loss of taste and long-term effects such as lung disease, cancer and death •Alcohol can cause short-term effects such as addiction and loss of control and long-term effects such as organ damage, cancer and death
<p>Computing</p>	<p>E-safety and Networks</p>	<p>Crucial Knowledge</p> <p>network - a group of two or more computer systems linked together</p> <p>LAN network – local area network: a network which covers a small area – such as our school site.</p> <p>server - a powerful computer that provides one or more services to a network and its users.</p> <p>switches/ hubs - used to connect the various devices on a network together.</p> <p>modem - provides access to the internet</p> <p>wireless – can connect without having to plug in any wires or cables</p> <p>copyright – a law that gives the owner of a work (like a book, movie, picture, song or website) the right to say how other people can use it.</p> <p>plagiarism - copying another person's ideas, words or writing and pretending that they are your own work.</p> <p>digital footprint – all the things you leave behind when you use the internet: images, comments, messages</p> <p>cyberbullying – bullying someone online or via mobile phone</p> <p>Outcomes</p> <p>List some of the benefits of networks Explain how our school network works</p> <p>Define copyright and describe why plagiarism is wrong</p> <p>Consider your own digital footprint</p> <p>Explain some of the ways people can be bullied online and why they are damaging</p> <p>Come up with ways to prevent and tackle cyberbullying</p>

History

Victorians

Crucial Knowledge

The Victorian Era lasted from 1837-1901. Queen Victoria was Queen of Britain for this entire time.

Children under 12 were stopped from working in dangerous conditions and school became compulsory for all children in 1891.

Lots of factories and mines were built. Railways, electricity and telephones were invented. This was called the Industrial Revolution.

Britain has a large empire (ruled over other countries) such as India and Australia. The British Empire covered 1/3 of all land on Earth.

Cities became much bigger as people moved to them from the countryside to work.

Design and Technology

Cooking and Nutrition – Food on the Go

Crucial Knowledge: Technical Knowledge

Recipes can be adapted to change the appearance, taste, texture and aroma

Food is grown (e.g. tomatoes, wheat, potatoes), reared (e.g. pigs, chickens, cattle) and caught (e.g. fish) in the UK, Europe and the wider world

Seasons may affect the food available

Some food is processed into ingredients that can be eaten or used in cooking

Different food and drink contain different substances - nutrients, water and fibre - that are needed for health

Crucial Knowledge: Health and safety

Hands and work surfaces must be hygienically clean.

Cooking utensils and equipment must be used safely and correctly.

Tie long hair back.

Adults must use oven gloves to remove baking sheets from the oven.

Crucial Knowledge: Designing

Design criteria	what a product must do to be successful
Purpose	what a product is for
User	who a product is for
Annotated sketch	A detailed drawing with labels describing the size, materials and notes about how the product works
Designs can be drawings or models	

Crucial Knowledge: Making

Peel - remove the outside layer of skin		Grate- shred food by rubbing it on a grater	
Chop - cut something into pieces with repeated cuts		Slice - cut into thin, flat pieces with a knife	
Measuring jug has levels marked for quantities of liquid or solids such as flour.		Measuring spoons A set of spoons to measure amounts of ingredients, such as a teaspoonful	
Baking sheet - flat metal sheet for baking pizzas, rolls etc		Rolling pin Used for rolling out pastry, biscuit dough and fondant icing	
Scales - A device for weighing ingredients		Spatula - A smooth edged, flat hand tool for smoothing cake fillings etc	

Crucial Knowledge: Evaluating

Evaluation	deciding how well something is done and how/if it could be improved.
Sensory evaluation	Using senses to evaluate qualities such as appearance, smell, taste, texture (mouth feel)

PE

Netball

Full format games with pupils acquiring knowledge of the rules and developing specific attacking/defending tactics.

<p>Music</p>	<p>Singing and Composing</p>	<p>Play and perform in solo and ensemble contexts Using their voices with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p>
<p>PSHE</p>	<p>Healthy Lifestyles</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p style="text-align: center;"><u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> ❖ Smoking cigarettes damages the lungs.  <ul style="list-style-type: none"> ❖ It is illegal to smoke cigarettes under the age of 18 in the UK. ❖ In the UK, you have to be 18 or above to buy alcohol.  <ul style="list-style-type: none"> ❖ Alcohol slows down your reaction time and can affect your mood. ❖ A drug is any substance that has an effect on your body when it enters your system. ❖ Drugs contain chemicals which can come from natural sources or are man-made. ❖ Legal drugs include medicines like cough syrup and substances like tea or coffee. These can be bought over the counter in shops or prescribed by a doctor.  <ul style="list-style-type: none"> ❖ Illegal drugs are also called recreational drugs. Unlike medicines, which are used to treat illness or disease, these drugs are taken by choice. ❖ They are illegal to buy, take or sell. ❖ People who sell drugs are known as 'drug dealers' and they are criminals. ❖ Germs and bacteria can spread through the air by touching someone or something contaminated with them. ❖ We have choices about what we put in our bodies. ❖ On average children aged between 7 – 12 need around 10 – 11 hours of sleep each night. ❖ Children need around an hour of moderate exercise every day. ❖ Autonomy means to be free from the control or influence of others.  </div> <div style="width: 48%;"> <p style="text-align: center;"><u>Keeping Safe</u></p> <ul style="list-style-type: none"> ❖ Many rules are there to keep everyone safe. ❖ We are constantly assessing situations around us for risk or danger. ❖ If we understand the dangers and hazards around us, it can help us avoid to stay safe. ❖ Wearing a seatbelt in the car is compulsory and can be the difference between life and death in a serious car accident. ❖ In any risky situation, the most important thing to do is get help quickly. ❖ Always give yourself time to think about a situation before rushing into something that could be risky in some way. ❖ Not joining in with something you are comfortable with it not being a coward – it is the bravest thing you can do. ❖ Playing on the railway is dangerous. ❖ Peer pressure is when the people around you or in your group of friends are heavily persuading you to try or do something. ❖ 999 is the emergency number to call in the UK. ❖ Cyberbullying is just as bad as any other bullying and must be reported straight away to stop it. CEOP is where to report any online bullying or abuse you might experience. ❖ Photos, videos and comments we post on social media are impossible to completely delete. ❖ You have to be 13 to have a Facebook, Twitter, Instagram or Snapchat account and 16 to have a WhatsApp account.  </div> </div>

RE	Equality	<p>Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.</p> <p>It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.</p> <p>Rosa Parkes started the bus boycotts.</p> <p>Martin Luther King fought for equal rights for black people in America</p> <p>Christians believe that everyone is equal in the eyes of God.</p>
MFL	Salutations:	<p>Welcome</p> <p>Children are able to say and write:</p> <ul style="list-style-type: none"> • Hello • Goodbye • my name is • I am ? years old • I feel <p>They can also ask and write the questions:</p> <ul style="list-style-type: none"> • How are you? • Whats your name? • How old are you? <p><u>Key vocab</u></p> <p>– Hola, Buenas Dias, Buenos Noches, Buenos Tardes, Adios</p> <p>My name is – Me llamo, Mi Nombre</p> <p>How are you – Como estas / Que tal</p> <p>I am feeling Estoy feliz, triste, cansado, enferma, asi-asi, aburrido, tengo hambre</p> <p>Numbers, Los numeros (1-20) Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte</p> <p>How old are you? Cuantos anos tienes</p> <p>Tengo I am</p>
GPS	Spelling: -able; -ably; word families; prefixes micro-, mini-	<p>Grammar and Punctuation:</p> <p>Subjunctive form</p> <p>Present and past tense</p> <p>Adverbs</p> <p>Expanded Noun Phrases</p>