

**Churchfields Primary School**  
**Curriculum overview**  
**Year 6**

| Curriculum Area | Autumn 1  | Crucial Knowledge   |
|-----------------|---|---|
| <b>English</b>  | <b>Anthony Horowitz – Stormbreaker</b>  | <p><b>Writing</b><br/> <b>Recap and consolidate Y5 objectives</b> including<br/>           Relative Clauses, Modal verbs, Adverbs, Parenthesis<br/>           Expanded noun phrases, Commas – lists, adverbials, clauses, avoid ambiguity<br/>           Tenses – present and past simple, perfect and progressive</p> <p><b>Year 6 objectives</b></p> <ul style="list-style-type: none"> <li>· Develop a varied and interesting style of writing by using:</li> <li>· Speech to advance action</li> <li>· Sentence structure and layout</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>· Read these aloud with accuracy, confidence, fluency and expression.</li> <li>· Read all of the Year 5 and 6 common exception words</li> <li>· Understand what you are reading and discuss the meanings of words in context</li> <li>· Ask questions about reading to improve understanding</li> <li>· Continue to read a wide range of types of books and texts including<br/>             myths, legends, traditional stories, modern fiction, classic fiction, books from other cultures and traditions</li> </ul> |
| <b>Maths</b>    | <b>Place Value<br/>           Number: Addition,<br/>           Subtraction,<br/>           Multiplication and<br/>           Division</b> | <p><b>Place value:</b> placement of digit</p> <ul style="list-style-type: none"> <li>· Each digit holds a value.</li> <li>· The value of a digit depends on where it is within a number.</li> </ul>   |

| Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|----------|-------------------|---------------|-----------|----------|------|------|
|          |                   |               |           |          |      |      |

An **estimate** means to find a value close/near to the actual by making an observation or using some information we already know

### **Rounding:**

- When the digit to the right of the place value in question is 5 or above - round up
- When the digit to the right of the place value in question is 4 or below – round down

**Negative numbers:** A real number that is less than zero often used to show a cold temperature

- Negative numbers are shown with a negative sign before the number. Eg. -5

**+ addition:** put together

- Adding is bringing two or more things together – they will make a new amount.
- Addition can be used to count (adding one or more each time).
- When adding the answer will always be greater than the parts being added.

**- subtraction:** taking apart

- Subtraction is taking apart or taking something away.
- Subtraction can be used to count backwards (taking away one or more away each time).
- The outcome of subtraction is the difference between two amounts (or numbers).

**Total:** the final amount or answer

**=** (often called equals)

**Column addition and subtraction:** Numbers are written in place value columns underneath one another

- Start adding or subtracting the column on the right and work across to the left
- When adding, this can be done in any order (ie smallest or largest first)
- For subtraction the number you are taking away must go underneath the number you are starting with

**X multiplication:** groups of

- Multiplication is sometimes called multiplying.
- It is 'groups of', the same as repeated addition.
- $5 \times 3$  is
- or  $5 + 5 + 5$

**division:** splitting into parts

- Splitting in to equal parts is also 'fair sharing'.
- For example:  
12 treats between 3 dogs is 4 treats each

**Multiplication tables:** multiplication facts for a given number

|                  |                                  |   |
|------------------|----------------------------------|---|
|                  |                                  | <ul style="list-style-type: none"> <li>· Multiplication tables start with 1x the number and finish with 12 x the number</li> <li>· Multiplication tables can be used to answer both multiplication and division questions</li> </ul>  |
| <b>Science</b>   | <b>Light</b>                     | <ul style="list-style-type: none"> <li>• R: Opaque means not able to see through</li> <li>• R: Transparent means easy to see through</li> <li>• R; We need light in order to see.</li> <li>• R: There are different light sources</li> <li>• R: Dark is the absence of light.</li> </ul><br><ul style="list-style-type: none"> <li>• Light sources include natural (the Sun / fire) and artificial (torch/ bulb)</li> <li>• The pupils control the amount of light that is let in through the eyes.</li> <li>• A shadow is a dark area of shape produced by something blocking the light</li> <li>• The size of shadows can change depending on where the light source is.</li> <li>• Light travels in a straight line.</li> <li>• Reflection changes the direction in which the light travels.</li> </ul> <p><b>Light extended knowledge:</b></p> <ul style="list-style-type: none"> <li>• The shadows have the same shape as the objects that cast them.</li> </ul>                       |
| <b>Computing</b> | <b>E-safety and Spreadsheets</b> | <p><b>Crucial Knowledge</b></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> |

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|------------------|---------------------------------|--|
|                  |                                 | <p><b>Outcomes</b></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>   |
| <b>Geography</b> | <b>Mapping the World</b>        | <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; padding: 5px; width: 50%;"> <p>The 7 continents of the world are: Europe, North America, South America, Africa, Asia, Australia and Antarctica</p> </div> <div style="border: 1px solid black; padding: 5px; width: 50%;"> <p>The equator splits the world into the northern and southern hemisphere</p> </div> <div style="border: 1px solid black; padding: 5px; width: 50%;"> <p>There is one global ocean</p> </div> <div style="border: 1px solid black; padding: 5px; width: 50%;"> <p>A grid reference is a location on a map</p> </div> <div style="border: 1px solid black; padding: 5px; width: 50%;"> <p>R: The equator is an imaginary line around the middle of a planet</p> </div> <div style="border: 1px solid black; padding: 5px; width: 50%;"> <p>6-figure grid references are more accurate</p> </div> </div> |
| <b>Art</b>       | <b>Drawing - Escher</b>         | <p>Know the different mark making techniques – light to heavy, hatch, cross hatch, stippling, scribbles, wiggles.</p> <p>To know how to recognise and use the rule of thirds.</p> <p>To know how to use composition, scale and proportion in their work.</p>   |
| <b>PE</b>        | <b>Dance</b>                    | <p>Creating own dance routines and performing.</p>   |
| <b>Music</b>     | <b>Singing and Composing</b>    | <p>Simple time – 2, 3 or 4 beats per bar</p> <p>Verse and chorus form – A song built around these 2 repeating sections</p>   |
| <b>PSHE</b>      | <b>Families and Friendships</b> | <p><b><u>Recap</u></b></p> <p><b>Trust, respect</b> and kindness make a good friendship</p> <p><b><u>Crucial</u></b></p> <p>Gender identity is the gender that you think you are, where sexual orientation is the gender you are attracted to.</p> <p>Everyone has the right to be loved.</p> <p>People can show their commitment to each other in many different ways.</p>  |

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|-------------------|---|--|
|                   |   | <p>Marriage is the legal union of two people as a partnership. It is illegal to force someone to get married. You can contact the forced marriage unit to report a forced marriage, and you can ring them to ask for help. If it is an emergency and you need help right away, you can ring 999.</p> <p><b>Extended</b><br/>Some people choose to get married, others don't</p>  |
| <p><b>RE</b></p>  | <p><b>Buddhism</b></p>  | <p>The Buddhist religion was started by Siddhartha Guatama. Buddhism is one of the 6 major world religions. The eight fold path is a key belief for Buddhist. Buddhist worship in a temple.</p>  |
| <p><b>MFL</b></p> | <p><b>Welcome</b></p>   | <p>Children are able to say and write:</p> <ul style="list-style-type: none"> <li>• Hello</li> <li>• Goodbye</li> <li>• my name is</li> <li>• I am ? years old</li> <li>• I feel</li> </ul> <p>They can also ask and write the questions:</p> <ul style="list-style-type: none"> <li>• How are you?</li> <li>• Whats your name?</li> <li>• How old are you?</li> </ul> <p><b>Key vocab</b></p> <p>– Hola, Buenas Dias, Buenos Noches, Buenos Tardes, Adios<br/>My name is – Me llamo, Mi Nombre<br/>How are you – Como estas / Que tal<br/>I am feeling Estoy feliz, triste, cansado, enferma, asi-asi, aburrido, tengo hambre<br/>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<br/>How old are you? Cuantos anos tienes<br/>Tengo I am</p> |
| <p><b>GPS</b></p> | <p><b>Spellings</b><br/>· Ambitious synonyms:<br/>· adjectives;<br/>· homophones and near homophone</p> | <p>Synonyms and antonyms</p>   |

- -ant into -ance and -ancy;
- -ent into -ence and -ency;
- hyphens