

Year 6 Autumn Term Curriculum - Survive and Settle

The Big Question: What do we need to survive?

Theme Words: Strength, Belonging, Vulnerability, Friendship

Visitor/Visit South West Survival Day

Topic Linked Subjects

English

Class Texts :

“Kensuke’s Kingdom”

Is it possible to survive alone?

- Continue to recognise vocabulary and structures appropriate for formal speech /writing
- include subjunctive forms in writing
- continue to use passive verbs to affect the understanding of information
- continue to use the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely
- continue to use modal verbs or adverbs to indicate degrees of possibility
- continue to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely
- indicate grammatical and other features in writing through a wide range punctuation
- use commas appropriately and without error to clarify meaning or avoid ambiguity in writing
- continue to use hyphens to avoid ambiguity
- consolidate use of brackets, dashes or commas to indicate parenthesis
- consolidate use of semi-colons, colons or dashes to mark boundaries between independent clauses
- consolidate use of a colon to introduce a list - continue to punctuate bullet points consistently
- use, discuss and understand grammatical terminology when discussing writing and reading.

History

Topic : The Anglo

Saxons and Vikings

What happens when people decide to invade and settle in a new place?

- Britain’s settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Order significant events and movements on a timeline
- Identify and compare changes within and across different periods
- Choose reliable sources of information to find out about the past.
- Give reasons why changes may have occurred backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied.
- Describe how some of the things studied from the past affect and influence life today.
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.
- Evaluate evidence to choose the most reliable forms.
- Know that people both in the past have a point of view and that this can affect interpretation.
- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
- use and understand a wider historical vocabulary to communicate information about important events, changes and influences across different periods of history. Specific vocabulary to be taught (building on previous years): settlement, invasion, raid, canonised, Anglo-Saxon, Viking, bias, reliability.
- Communicate ideas about from the past using different genres of writing, drawing,

	diagrams, data-handling, drama role-play, storytelling and using ICT.
Science <u>Topic : Evolution, Inheritance and Classification</u> <i>How have living things adapted to survive over time?</i>	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Make a prediction with scientific reasons Plan different types of fair scientific enquiries to answer questions, including recognising and controlling variables where necessary Report and present findings from enquiries, through written explanations and conclusions with evidence
Music <u>Topic: Friendship and Happiness</u>	<ul style="list-style-type: none"> play melodies from different genres on tuned percussion and extended rhythm patterns sing confidently with a good control of pitch (sing songs, speak chants and rhymes in unison and 2 / 3 parts) perform with good understanding of the mood to be created practise, rehearse and perform a variety of solo and ensemble performances with confidence and awareness of the audience. listen to different styles of music including classical, jazz, blues, pop and rock analyse and compare different music using appropriate musical vocabulary use and understand staff and other musical notations – reading notes accurately recognise more complex changes in duration, dynamics, pitch, tempo, timbre, structure and texture and use these in my own work combine all the musical elements I have learned to compose in different genres and styles for different occasions
Design and Technology <u>Topic: Hibernating Hedgehog Homes</u> <i>What makes a good shelter for hibernating hedgehogs?</i>	<ul style="list-style-type: none"> Plan the sequence of work. Devise step by step plans which can be read / followed by someone else. Use exploded diagrams and cross-sectional diagrams to communicate ideas. Make prototypes. Use researched information to inform decisions. Produce detailed lists of ingredients / components /materials and tools. Refine their product – review and rework / improve. Identify the strengths and weaknesses of their design ideas. Report using correct technical vocabulary. Cut strip wood, dowel, square section wood accurately to 1mm. Build frameworks to support mechanisms. Stiffen and reinforce complex structures. Use mechanical systems such as cams, pulleys and gears.
Art <u>Topic: The Wave</u>	<ul style="list-style-type: none"> Use a wide range of techniques in their work, drawing upon ideas from other artists and begin to develop their own style Create imaginative work based on a variety of sources eg poetry, book, music or observation Carry out preliminary studies for a piece of work, trying out different media and materials and mixing appropriate colours Use a range of paint eg acrylic, oil, water colours
Geography <u>Topic: Mapping Skills</u> <i>How can maps help survival?</i>	<ul style="list-style-type: none"> Follow a short route on a OS map Describe the features shown on an OS map Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps Draw plans of increasing complexity

	<ul style="list-style-type: none"> • Begin to use and recognise atlas symbols • Sketch a fieldwork map or plan and annotate to describe and explain geographical processes or features e.g erosion • Use observational skills to measure and record the human and physical features in the local area with greater accuracy • Select appropriate method for data collection • Communicate geographical understanding, findings from fieldwork & research in a variety of ways. E.g maps, diagrams, numerical data and writing at increasing length
Discreet Subjects	
Maths	<p><u>White Rose Topics Covered</u></p> <ul style="list-style-type: none"> • Number: Place Value • Number: Addition, Subtraction, Multiplication and Division • Number: Fractions • Number: Fractions / Decimals / Percentages • Geometry: Position and Direction
RE	<p><u>The Kingdom of God</u></p> <ul style="list-style-type: none"> • To know what The Kingdom of God is like and who is invited to be a part. • To explore what Jesus teaches us about The Kingdom of God through a range of parables, miracles and prayers. • To make links between The Kingdom Values and how these influence Christian's actions and beliefs. • To make links between The Kingdom Values and my own life and actions. <p><u>Justice</u></p> <ul style="list-style-type: none"> • To understand the phrase justice and explore injustices around the world. • To explore how working for justice can change the world. • To know about the life of Oscar Romero. • To consider how my beliefs are influenced by others, including Romero.
PSHE	<p><u>Healthy Living - Drugs</u></p> <p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H10. how medicines, when used responsibly, contribute to health; that some about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer diseases can be prevented by vaccinations and immunisations; how allergies can be managed H12.</p> <p><u>Worry</u></p> <p>H24. problem-solving strategies for dealing with emotions, challenges</p>

	<p><u>Safer Cycling</u> H3. about choices that support a healthy lifestyle, and recognise what might influence these H38. how to predict, assess and manage risk in different situations</p>
Computing	<p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> • Write a spreadsheet formula to solve maths problems <p><u>Blogging</u></p> <ul style="list-style-type: none"> • To plan, create and publish a blog which fits a purpose and is appropriate for a set audience • To create a website page which includes a variety of media • To explain how a blog develops an online reputation of myself <p><u>Ongoing through cross-curricular</u></p> <ul style="list-style-type: none"> • To know to use different passwords for a range of online services • To describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories) • To know what to do if my password is lost or stolen • To use search engines effectively • To explain how search engines work and how results are selected and ranked • To develop positive relationships online and report issues • To add voice over and edit sound clips • To confidently choose the best application to demonstrate learning • To format text to suit a purpose • To publish my documents online regularly and discuss the audience and purpose of my content <p>choose applications to communicate to a specific audience</p> <ul style="list-style-type: none"> • demonstrate the use of search tools to find and access online content which can be reused by others • demonstrate how to make references to and acknowledge sources I have used from the internet
PE	<p><u>Games –Rugby</u></p> <ul style="list-style-type: none"> • Practise passing, tackling, evading & scoring techniques. • Adapt skills and vary tactics to outwit opponents. • Apply basic principles of attack and defence. • Make a team plan and communicate it to others. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Explore more acrobatic balances that use a partner’s weight to push against or pull away from • Increase the variety of levels, pathways and speeds of travel <i>e.g. vary entry/ exit points, slowly into balances, quickly before jumps</i> • Explore different starting and finishing positions for rolls <i>e.g. forward roll from straddle on feet, end roll in straddle</i> • Perform a variety of jumps with control on, over and off apparatus • With a partner create a varied, flowing and more complex sequence of 10 elements • Pupils can create their own success criteria for evaluating and improving their work <p><u>OAA</u></p> <ul style="list-style-type: none"> • Work effectively as part of a team to solve problems • Organise time and resources within a team • Communicate effectively and listen to others in a team • Follow instructions and work with others to complete a complex task
French	<ul style="list-style-type: none"> • To recognise and use numbers 1-100 in context e.g. age/ time. • To follow classroom instructions. • To use specific nouns relating to objects in a familiar place- school/ home. • To use adjectives to describe the size and colour of objects. • To use conjunctions to link ideas.

