

Art

Knowledge: To know great artists, architects and designers in history.

Skills:

To create sketches of observations and use them to review and revisit ideas.
To improve mastery of art and design techniques, including drawing, painting, printing and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay.)

Context: **William Morris**

DT

Victorian Toys– Children will be comparing Victorian toys to modern toys and designing and making their own moving toy.

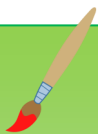
Knowledge: apply understanding of how to strengthen, stiffen, and reinforce more complex structures.

Skills

Design – use research and design to inform the design of innovative, functional and appealing products that are fit for use and purpose and aimed at a particular group or individuals.

Make – select from and use a variety of different materials and components including construction materials, textiles and ingredients, according to their functional qualities and aesthetic quality.

Evaluate – evaluate ideas according to the design criteria and consider the views of others to improve their work .



Geography—The Empire Strikes Back

Knowledge:

- They give extended descriptions of the physical features of different places around the world.
- They describe how some places are similar and others are different in relation to their human features.

Skills:

- To gain knowledge and understanding to suggest relevant questions
- To follow an appropriate sequence of questions (take logical steps).
- To use a wide variety of sources and skills.
- To present findings in suitable ways.
- To reach sensible conclusions based on the evidence used.



Personal, Social and Emotional Development

Being Me in My World– Children identify goals , fears and worries for the year. They develop awareness of universal rights . They think about how their actions affect others, and how an individual’s behaviour can affect others.

Celebrating Differences– Children think about different perceptions of what normal means, they look at bullying behaviours and learn how differences can be a cause for conflict and celebration.



Year 6 Curriculum Plan 2024 Autumn Term

Topic:

The Victorians - The Empire Strikes Back!



Class	Indoor PE	Outdoor PE
6B	Tuesday	Thursday
6C	Thursday	Tuesday
6SC	Thursday	Friday

Religion and worldviews-

Why does religion look different around the world?

Knowledge:

- The meaning of omnipotent (all-powerful), omniscient (all-knowing) and omnipresent (everywhere at all times).
- Some of the ways that culture, history, migration and tradition influence people’s worldviews.
- People from the same worldview often hold the same key beliefs but may interpret and express them differently.
- There are many reasons for taking part in religious practices
- Some of the ways practices are influenced by culture, tradition, migration and history.
- Some places are of particular significance due to historical, cultural and geographical reasons.

Skills:

- Considering the thoughts, feelings, experiences, beliefs and values of others.
- Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.
- Using complex vocabulary confidently and in different contexts.
- Making links and comparisons between their own and others’ views about belonging, meaning, purpose and truth.
- Asking and exploring questions from different perspectives, including their own.
- Engaging in times of thoughtfulness and reflection and making links between own and others’ experiences.

Computing Communication



In this unit, the children will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes. We will be teaching the children the importance of online safety – Life Online and sharing Online (Kapow)

History – The Victorians

To use factual knowledge to describe past periods and make links between past periods and society.

To make appropriate use of terms and dates.

To show factual knowledge of an event / person / change in depth.

To describe and make links between events and changes – give cause and effect.

To select and organise information.

To evaluate sources and information to decide which will be useful for the particular task.

To know that events, people and changes can be interpreted in different ways and to suggest possible reasons.

Context: **the Victorians and the social change from 1837 to 1901** (the Industrial Revolution.)

**Science — Pupils will learn about:
Evolution and Inheritance**



Pupils will be taught to:

- 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.
- Working scientifically**
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
 - taking measurements, using a range of scientific

PE

Dance and Gymnastics and Get set 4 (Hockey and Rugby)
I can:



- improvise freely on my own & with a partner.
- translate ideas from a variety of stimuli into movement.
- compare, develop & adapt movement & motifs to create longer dances. I can use dance vocabulary to compare & improve my work.
- demonstrate working safely. I recognise changes in my body and I can give reasons why PE is good for my health.
- talk about reasons for warming up / why exercise is good for health.
- move with a ball (hockey/football).
- accurately pass to someone else.
- control and catch a ball with movement.
- influence opposed conditioned game.

Mathematics

Number & Place Value

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- +, -, x & ÷
- multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

Fractions

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- **Ratio & Proportion**
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

Algebra

- express missing number problems algebraically
- use simple formulae expressed in words

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
- convert between miles and kilometres

Geometry

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average



English

Communication, Language and Literacy

We will be using our Victorian topic to inspire lots of writing based around historical events. We will begin with reading and writing Victorian Poetry and we will study a range of fiction genres; as well as non fiction texts such as biographies and discussion texts. We will continue to develop Oracy skills through presentations, storytelling, plays and debates. We will focus on the structure of a narrative as well as the features of specific genres. Specifically we will examine the features of stories with historical settings. Pupils will also write their own narratives based on the Victorians. There will also be an increased focus on spelling, grammar and punctuation.

We will also be reading a class novel during the Autumn term as an extended narrative— 'Street Child' by Bernie Doherty.

Spelling Grammar and Punctuation Focus:

- To build vocabulary.
- To practice using different punctuation.
- To practice using conjunctions
- Review punctuation for speech.
- To build vocabulary.

