Archbishop Wake CE Primary School

Archbishop Wake CE Primary School Curriculum Objectives Aspiration-Community-Inclusion-Language

Aim high, believe; Fly high, achieve. **Term:** Autumn 2024 **Year group:** 6 **Main theme for learning:** Rivers/Mayans

English

Writing

- Identify the audience for writing and choose the appropriate form of writing using the main features identified in reading.
- Plan, draft, write, edit and improve.
- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue.

-Write sentences that include:

- relative clauses
- modal verbs
- relative pronouns
- brackets
- parenthesis
- a mixture of active and passive voice
- a clear subject and object
- hyphens, colons and semi colons
- bullet points.

- Write paragraphs that give the reader a sense of clarity and that make sense if read alone.
- Write cohesively at length.

-Write fluently and legibly with a personal style

- Use dictionaries to check spelling and meaning of words.
- Use a thesaurus.
- Spell the vast majority of words correctly.

Reading

-Recommend books to peers, giving reasons for choices.
-Identify and discuss themes and conventions in and across a wide range of writing.
-Make comparisons within and across books.
-Learn a wide range of poetry by heart.
-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
-Predict what might happen from details stated and implied.
-Summarise the main ideas drawn from more than one paragraph

- Identify how language, structure and presentation contribute to meaning.

-Participate in discussion about books, taking turns and listening and responding to what others say.

Maths

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

-Use negative numbers in context, and calculate intervals across 0

-Solve number and practical problems that involve all of the above

Four operations

-Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

-Divide numbers up to 4 digits by a two-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

-Perform mental calculations, including with mixed operations and large numbers

-Identify common factors, common multiples and prime numbers

-solve problems involving addition, subtraction, multiplication and division and use estimation to check answers

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

-Multiply simple pairs of proper fractions and divide proper fractions by whole numbers

-Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places

-Solve problems which require answers to be rounded to specified degrees of accuracy

Science

-Plan enquiries, including recognising and controlling variables where necessary.

- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take measurements, using a range of scientific equipment, with increasing accuracy and precision.

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.

- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.

Light

-Understand that light appears to travel in straight lines.

- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.

- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.

-Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Electricity

-Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

-Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

-Use recognised symbols when representing a simple circuit in a diagram

Computing

- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.

- Learn how to use variables and formulae in code to create an area calculator

-Learn how to find the current time and create clock apps.

-Learn to make a football game by setting an object's parameters from the values returned by a swipe/drag event

-Learn how to combine start events and click events to make a simple game

RE

Autumn 1
Creation/Fall Creation and science: conflicting or complimentary?

-Make clear connections between Genesis 1 and Christian belief about God as Creator.

-Show understanding of why many Christians find science and faith go together.

-Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.

-Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account

Autumn 2

Christmas
How significant Is it that Mary was Jesus' mother?

Analyse the Christian belief in the Virgin Birth and assess the significance of this to Christians

History/Geography	Art	Design Technology	Music	PE	PSHE
Geography **What is a river? David Weatherly** -Identify and describe how physical features of rivers change from source to mouth -Offer reasons to explain why the course of a river changes as it flows from higher to lower ground -Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river -Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river -Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife -Describe the components of the hydrological or water cycle -Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding **History** **Why should we remember the Mayans?** -To understand the period of history in which the Classic Maya Civilisation occurred -To compare the Maya timeline with that of UK historical periods -Place current study on time line in relation to other studies -Sequence up to 10 events on a time line -Use a range of sources to find out about an aspect of time past -Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation -Compare beliefs and behaviour with another time studied	**Identity** - To understand that artists can explore and express their identity through their artwork. - To explore intuitive observational drawing. -To experience communal drawing and foster a drawing community of peers. -To listen to how other artists construct their work, before working physically in drawing and collage or digitally on a tablet to make my own layered and constructed portrait -To understand how materials can be layered and the effect this creates. -To use sketchbooks effectively to refine ideas	**Food - Celebrating Culture and Seasonality** - Start to know and develop understanding that food is grown (such as tomatoes, wheat and potatoes) reared (such as pigs, chicken and cattle) and caught (such as fish) in the UK, Europe and the wider world - Begin to understand how to prepare and cook a variety of predominantly savoury dishes and savoury and sweet dishes safely and hygienically, including where appropriate the use of a hear source - Start to understand that and know that a healthy diet is made up from a variety and balance of different food and drink, depicted in the 'Eatwell Plate" - Begin to understand that and know that to be active and healthy, food and drink are needed to provide energy for the body - Join and combine a range of ingredients - Analyse the taste, texture, smell and appearance of a range of food - Develop understanding of how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	**Based on- A classic pop song** -How to listen with understanding and direction -Recognising styles of music and their style indicators -Developing a context and understanding for the history of music -Applying the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc -Using correct musical vocabulary linked to the song and general musical vocabulary correctly -Learning through repetition and games about the interrelated dimensions of music -Sing the song with understanding and musicality -Work together in a band/ensemble -Play instrumental parts with increasing confidence and progression perhaps using the notated scores -Improvise with creativity and understanding Compose melodies with understanding	**Orienteering - Autumn 1** - Take part in outdoor activity challenges both individually and within a team - Compare their performances with previous ones and demonstrate improvement to achieve their personal best **Gymnastics - Autumn 2** - Confidently perform a greater variety of more complex balances, shapes, jumps and rolls with good body control - tension and extension - Create more complex sequences and confidently perform with good body control - tension and extension - Confidently evaluate their own and others' performances and suggest a variety of ways to improve **Tag Rugby - Autumn 1** **Handball - Autumn 2** Play competitive games and apply basic principles suitable for attacking and defending	**Healthy relationships** **Feelings and emotions** **Valuing differences** -Recognise some of the challenges that arise from friendships -Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. -Explain what is meant by the terms 'negotiation' and 'compromise **French** **<u>Niveau tricolore Scheme Modules 1 and 2</u>** -Be introduced to *et toi ?* as a devise for asking a question -Learn the months of the year -Practise using ordinal numbers to identify months of the year -Learn how to write and say the date in English and French -Learn how to ask the date of someone's birthday, and how to say the date of your birthday - Ask and answer questions about classroom objects - create long spoken sentences about the classroom, using nouns and adjectives