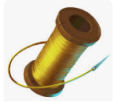


# YEAR 6 – AUTUMN TERM 2023

## Golden Threads



- Sustainability
- Diversity
- Religion

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

## Cultural Capital

- Broader understanding of the world.
  - Vocabulary
  - Cultural experiences
  - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

## British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

## ENGLISH

### Grammar, punctuation and spelling

- Use a range of grammatical features within writing, including: adverbial phrases, relative clauses, range of sentence lengths, wide range of conjunctions, passive and active voice and expanded noun phrases.
- Use a wider range of punctuation in writing, including parenthesis, inverted commas, commas to clarify meaning, dashes and hyphens, ellipsis, semi colons and colons.
- Explore spelling patterns and rules: including prefixes and suffixes, homophones, irregular plurals.

### Writing

- There's a boy in the girls' bathroom – writing for different purposes; diary.
- Quinta thank you letters – informal/formal language and layout devices.
- Kensuke's Kingdom – adventure narrative; descriptive language, figurative language, cohesive devices, dialogue.
- The Explorer – journey narrative.
- Information text based on a chosen South American country – layout devices, formal language, 3<sup>rd</sup> person.

### Reading

- Read, discuss and answer questions on a wide range of texts in whole class reading; inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Fluently and effortlessly read a wide range of texts.
- Read and retrieve relevant key information from a range of fiction and non-fiction texts.
- Make comparisons within and across books.



Vocabulary – for effect

Tolerance of different faiths and beliefs – different lifestyles and experiences

## 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 zero.

### Addition, Subtraction, Multiplication and Division

- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Identify common factors and multiples.
- Identify prime numbers to 100.
- Identify square and cube numbers.
- Use short and long multiplication
- Use short and long division
- Solve problems involving addition, subtraction, multiplication and division – order of operations.
- Use known facts to solve calculations and make estimations.

### Fractions

- Identify and use equivalent fractions.
- Compare and order fractions.
- Add and subtract fractions.
- Multiply fractions by integers.
- Multiply fractions by fractions.
- Divide fractions by integers.
- Find fractions of amounts.
- Use fractions of amounts to find the whole.
- Solve problems involving fractions.



Vocabulary - Understanding of maths vocabulary.

Personal skills - Using maths within real-life contexts.

# RE

## Wisdom

- Discuss who gives us wisdom and explain their own ideas.
- Explain how religious beliefs shape the lives of individuals and communities.
- Show an understanding of the role of a spiritual leader in giving wisdom.
- Express own values of wisdom and remain respectful of those with different values.

## Power

- Explain what people might mean by *power*.
- Explain how God's power is significant for different people.
- Explain the significance of believer's interpretations of God's power.
- Explain our own personal response to the concept of *power*.
- Explain how *power* affects our own and other peoples' lives.



Vocabulary - associated with Wisdom and Power

Mutual respect - Deepen understanding of Christianity.



Respect different people's views and beliefs.



Religion – connections between the Bible and people's beliefs

# GEOGRAPHY

Is South America one big rainforest?  
What can I tell about Oswestry from an OS map?

- On OS maps identify 6-figure grid references, map symbols, keys and calculating distances.
  - Locate countries and cities in South America.
  - Identify different environmental regions.
  - Identify key physical and human characteristics.
  - Understand different types of settlement and land use.



Diversity – cultural heritage across South American countries.  
Broader understanding of the world – Physical and human geography comparisons across South America



# PSHE

## Me and My Relationships

- Demonstrate positive strategies for negotiating and compromising within a collaborative task.
- Recognise some of the challenges that arise from friendships;
- Recognise basic emotional needs and understand that they change according to circumstance;
- Assertiveness—explain and understand bystander behaviour in the context of bullying.
- Cooperation—understand and give examples of negotiation and compromise.

## Valuing Differences

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences..
- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
- Demonstrate ways of offering support to someone being bullied.
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.



Democracy -elections, Individual liberty – Human rights  
Mutual respect – listening and respecting others in context.

# SCIENCE

## Living Things

- Introduction to reasons for classification.
- Identify living things using keys.

## Animals and humans

- Understand animals and humans - Healthy diet, exercise, circulatory system, nutrients and transportation

## Evolution and inheritance

- Understand evolution and inheritance - fossils and inheritance
- Understand the term 'adaptation'.

## Electricity

- Learn about electrical circuits and symbols and to investigate the effect of changing components in a series circuit.

## Light

- Understand that how light travels and how we see things.
- Identify how shadows are formed.



Vocabulary - Scientific vocabulary



Mutual respect - in collaborative group work.

## MFL

· Recapping key vocabulary—greeting, colours and numbers

### “Nuestro colegio” (our school)

· Learn and apply vocabulary for school subjects, express preferences and opinions verbally and in writing.

### Time

· Practise telling and writing the time in Spanish  
· Ask and answer questions about time and subject timetables in a real life context.  
· Comparison and contrasts between Spanish and English education system, subjects, structure with discussion of advantages/disadvantages of each.  
· Find out about Christmas customs from a religious perspective .



Diversity - Intercultural understanding



Vocabulary - associated with subjects, time and preferences.

## MUSIC

### Music and technology

- Use body percussion, instruments and voice.
- Respond and use musical activities centred around particular keys.
- Understand and respond to music using different time signatures.
- Use and understand musical notations.
- Play and perform in solo and in ensemble.



Broader understanding of the world – listen and appraise music from across the world.

Vocabulary – specific musical terminology

## ART

### 2D drawing to 3D making

Children will explore the relationship between 2D and 3D. Explore challenges faced by working in 3 dimensions. Explore drawing and mark making skills and see how they transfer to different disciplines and genres.



Broader understanding of the world – Increased awareness of art surrounding us

Diversity – Artists from different backgrounds and time periods



Individual liberty and mutual respect- Within their own art and towards others



## COMPUTING

### We are Adventure Gamers (making a text based adventure game) We are Computational Thinkers (Mastering Algorithms for searching, sorting and mathematics)

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Understand the opportunities [networks] offer for communication and collaboration.
- Evaluate digital content.
- Understand computer networks including the internet.
- Use search technologies effectively.
- Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Rule of Law – Knowing age restrictions

Individual liberty – Choice what to document



Cultural experiences – exposure to computer technology and new visit.

Vocabulary – related to computing and ICT.

Personal skills – problem solving, creation



## PE

### Hockey and Tag Rugby

- Choose and implement a range of strategies and tactics to attack and defend.
- Combine and perform more complex skills at speed.
- Observe, analyse and recognise good individual and team performances.
- Suggest, plan and lead a warm-up as a small group.

### Dance and Gymnastics

- Work collaboratively to include more complex compositional ideas
- Develop motifs and incorporate into self-composed dances as individuals, pairs and groups.
- Show tension through pattern and formation
- Create longer and more complex sequences and adapt performances.
- Develop symmetry individually, as a pair and in a small group.
- Compare performances and judge strengths and areas for improvements.

Personal skills - Achieving goals



Mutual respect - working as a team, competitive play, sportspersonship.



## DT

### Design, make and evaluate an electrical card (product) for a loved one (user) for Christmas (purpose). Linked to Electricity topic in Science.

Vocabulary – circuit, components, current, positive, negative



Personal Skills – collaboration with younger pupils

