

# Curriculum Overview for Year 6 Autumn

<p><b>English</b></p> <p>The Jungle Book - Rudyard Kipling Viking Boy—Tony Bradman Fantasy, Action/Adventure, recount, persuasion, historical fiction, free verse poem, explanation, discussion</p> <p><b>Vocabulary, grammar &amp; punctuation</b></p> <p>I can use modal verbs to suggest degrees of possibility. know some words have similar meanings (synonyms) and others have opposite meanings (antonyms). I can use subordinate clauses to write complex sentences. I know the difference between structures of informal speech and structures appropriate for formal speech and writing.</p>	<p>I can punctuation bullet points to list information. I can use expanded noun phrases to convey complicated information concisely. I can use verb tenses consistently and correctly throughout my writing. I can write out formal speech or texts using appropriate vocabulary.</p> <p><b>Composition</b></p> <p>I can use paragraphs to signal change of time, scene, action, mood or person. I use headings, bullet points and underlining to structure and guide a reader through my writing. I edit my work to ensure my use of singular and plural words are accurate and</p> <p><b>Spelling</b></p> <p>I add prefixes and suffixes using the rules we have worked on in class. I can spell some words that include silent letters, e.g. knight, psalm and solemn. I know some words that sound the same but are spelled differently.</p>	<p>I know my writing should not be the language of speech. I can read aloud my own work using appropriate intonation, volume and movement. I can use commas to mark phrases and clauses. I can use a range of sentence starters to create specific effects. I can write a 5 paragraph narrative.</p> <p><b>Science Aut1: Electricity</b></p> <p>I can identify and name the basic parts of a simple electric series circuit. I can compare and give reasons for variations in how components function. I can use the recognised symbols when in a diagram. I can explain the effect of changing the voltage of a battery. I can explain the danger of short circuits. I can explain what a fuse is. I can research the work of Tesla and Peter Rawlinson?.</p>	<p><b>Science Aut2: Light</b></p> <p>I can recognise that light appears to travel in straight lines. I can explain that objects are seen because they give out or reflect light. I can 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 I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. I can use and explain how simple optical instruments work. I can explain how different colours of light can be created. I can explore a range of phenomena. I can research and discuss the work of Abu Ali al-Hasan or Ben Jensen.</p>
<p><b>Maths</b></p> <p><b>Number &amp; Place Value</b></p> <p>I can read, write, order and compare numbers up to 10,000,000.  I can determine the value of each digit in numbers up to 10,000,000. I can round any whole number to a required degree of accuracy.  I can use negative numbers in context and calculate intervals across zero.  I can solve number problems and practical problems with the above.</p>	<p><b>Addition, subtraction, multiplication and division</b></p> <p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.  I can multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication. I can multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication.</p> <p><b>Fractions</b></p> <p>I can compare and order fractions, including fractions <math>&gt;1</math>. I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination. I can compare and order fractions, including fractions <math>&gt;1</math>. I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. I can multiply simple pairs of proper fractions, writing the answer in the simplest form. I can divide proper fractions by whole numbers.</p>	<p>Develop methods to outwit opponents. Understand ways to judge performance. Use spatial awareness to make good decisions .</p> <p><b>Creative</b></p> <p>Link actions and develop sequences. Change tactics and rules to make things more interesting. Respond imaginatively to different situations.</p>	<p>I can identify what type of text Genesis 1 is and its purpose according to some Christians Taking into account the context, I can suggest what Genesis 1 might mean. I can compare my ideas with ways in which Christians interpret it.</p>
<p><b>Computing</b></p> <p><b>Aut 1 Digital Citizenship - Online Safety/ PSHE</b></p> <p>I can use technology safely and respectfully and responsibly I can describe ways in which media can shape ideas about gender. I can identify messages about gender roles and make judgements based on them.</p> <p><b>Aut 2 Digital Literacy—Elements of Creativity</b></p> <p>I can select, use and combine a variety of software to present my work I can select appropriate tools to add emphasis and effect to my work I can explain why I have chosen my layout and formatting.</p>	<p><b>History</b></p> <p><b>LC: Could you survive a vicious Viking invasion?</b></p> <p>I can <u>sequence</u> a period of history onto a timeline. I can <u>summarise</u> the main events from a specific period in history, <u>explaining</u> the order in which key events happened. I can <u>describe</u> features of historical events and people from past societies and periods they have studied.</p> <p><b>Geography</b></p> <p><b>LC: Does our world need saving?</b></p> <p>I can confidently explain scale and use maps with a range of scales I can apply knowledge of OS maps to answer questions. I can describe the physical features of different places around the world. I can apply a 6 figure grid reference. I can create sketch maps when observing during a field trip I can create sketch maps when <u>observing</u> during a field trip I can create sketch maps when <u>observing</u> during a field trip</p>	<p><b>French</b></p> <p><b>Ou vas-tu? (On holiday)</b></p> <p>Countries and places- England, France, Pakistan, India, USA, Spain How are you going on holiday? Car, aeroplane, boat, by foot, bus, train</p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>I can <u>create</u> detailed portraits chiaroscuro techniques.</li> <li>I can <u>develop</u> the continuous line technique.</li> <li>I can <u>observe</u> and draw for expression.</li> <li>I can <u>apply</u> skill and control when painting.</li> <li>I can <u>create</u> tonal paintings.</li> <li>I can <u>express</u> an idea or emotion through 3D clay sculpture.</li> <li>I can <u>create</u> personal investigations of interests and record observations in sketchbooks.</li> <li>I can <u>develop</u> continuous line drawing, develop control, expression, shape, form and detail.</li> </ul>	<p><b>Music</b></p> <p>Improvisation in jazz music using scales as a base. I can begin to read standard notation confidently. I can begin to understand and use of chords in accompaniment. I can listen in detail to a wide range of live &amp; recorded music. I can use correct musical vocabulary to describe what I hear, play and create.</p> <p><b>Design Technology</b></p> <p><b>Electrical Systems: Steady Hand Games</b></p> <p>I can <u>explain</u> how electromagnetic motors work. I can <u>explain</u> the dangers of batteries. I can <u>select</u> and use the vocabulary magnetic field.</p>