

## Year 6 Autumn NC Overview 2022-23

Britain at War	
Literacy	<p>Classic poetry - Jabberwocky            "Stay Where You Are and Then Leave" - class novel            Poetry - work of the war poets            Fiction - "Goodnight Mr Tom"</p> <p><b>Reading</b>            apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.            maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> </ul> <p><b>Writing - spelling</b>            use further prefixes and suffixes and understand the guidance for adding them</p> <ul style="list-style-type: none"> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> </ul>

		<p><b>Writing - composition</b>  plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> <p><b>Writing - vocabulary, grammar and punctuation</b>  develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>punctuating bullet points consistently</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
History	Britain at War - focus on WW2 and the impact for those on the home front	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
DT	Shelters (structures)  Great British food - wartime recipes	<p><b>Design</b> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</p> <p><b>Make</b> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components, including construction materials and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Structures</b> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Food</b> - understand and apply the principles of a healthy and varied diet  prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>

Art	Drawing - human figures 3D - Wire sculpture Painting - pointillism (George Seurat) Printing	to improve their mastery of art and design techniques, including painting with a range of materials (e.g. pencil, charcoal, paint, clay) <i>specifically use of pencil, wire sculpture, paint (Pointillism) and printing</i>  to know about great artists, architects and designers in history. <i>Specifically Geacometti (sculptor) and Seurat (Pointillist painter)</i>
Music	Charanga - You've got a friend (including Glockenspiel work)  "Peace Proms" singing*	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• use and understand staff and other musical notations</li> <li>• develop an understanding of the history of music.</li> </ul>
Mathematics	Number and place value Addition, subtraction, multiplication and division Fractions - including the four operations Converting units	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>• round any whole number to a required degree of accuracy</li> <li>• use negative numbers in context, and calculate intervals across zero</li> <li>• solve number and practical problems that involve all of the above.</li> </ul> <p><b>Addition, subtraction, multiplication and division</b></p> <ul style="list-style-type: none"> <li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>• 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</li> <li>• divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>• perform mental calculations, including with mixed operations and large numbers</li> <li>• identify common factors, common multiples and prime numbers</li> <li>• use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• solve problems involving addition, subtraction, multiplication and division</li> <li>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• use common factors to simplify fractions</li> <li>• use common multiples to express fractions in the same denomination</li> <li>• compare and order fractions, including fractions &gt; 1</li> <li>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>• multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>• divide proper fractions by whole numbers</li> </ul> <p><b>Converting measures</b></p> <ul style="list-style-type: none"> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>• 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 to up to three decimal places</li> <li>• convert between miles and kilometres</li> </ul>

Science	<p>Micro-organisms</p> <p>Forces- mechanisms including levers, pulleys and gears</p> <p>Electricity</p>	<p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>
Computing	<p>iSafe - Online safety</p> <p>iData - Spreadsheets (in preparation for enterprise week)</p>	<p>use technology safely, respectfully and responsibly, know a range of ways to report concerns and inappropriate behaviour</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
RE (Blackburn Diocese)	<p>Life as a journey and pilgrimage</p> <p>How do Christians prepare for Christmas?</p>	<p>To give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian.</p> <p>To enable pupils to begin to understand the concept of undertaking a religious pilgrimage.</p> <p>To delve deeper into the themes of the season of Advent.</p> <p>To introduce pupils to the Christian belief that Jesus will return (the second coming).</p>
PE	<p>Games skills - tag rugby (passing, decision making, tactics)</p> <p>Swimming</p> <p>OAA - including residential week</p> <p>Dance - Food, glorious food</p>	<p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>perform dances using a range of movement patterns</p>
PSHE	<p>Me and my Relationships</p> <p>Valuing difference</p>	<p><b>Relationships education</b></p> <p>Caring friendships</p> <ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ol>

#### Families and people who care for me

1. That families are important for children growing up because they can give love, security and stability.
2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### Respectful relationships

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. The conventions of courtesy and manners.
4. The importance of self-respect and how this links to their own happiness.
5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

#### Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. Where to get advice e.g. family, school and/or other sources.

#### **Physical Health and Mental wellbeing (Health Education) Mental Wellbeing**

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

#### **Physical Health and Mental wellbeing (Health Education) Changing adolescent body**

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

#### **Physical Health and Mental wellbeing (Health Education) Internet safety and harms**

2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">French</p>	<p>Recap and revision Parts of the body/illness Christmas</p>	<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
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