

St Francis RC Primary School Curriculum Overview and Detail Autumn Term Year 6

Curriculum	Topic 1	Topic 2
Creative Learning Project	Hola Mexico! 10 weeks	Fallen Fields 4 weeks
Focus	History/Geography/Music	History
Trip/Visitor/Hook	Mexican Party – Food, Music, Dance	Leaving for War
Writing Focus Focus English	<p>Core Text: Trash</p> <p>Unit Written Outcomes:</p> <p>Discussion texts</p> <p>Journalistic writing</p> <p>Narrative – new chapter</p> <p>Possible Application:</p> <p>Recount</p> <p>Description Information texts</p> <ul style="list-style-type: none"> ♣ Know that different text types need different sentence structures and techniques. ♣ Know that different text types need different word and language choices. ♣ Know that different text types need different levels of formality. ♣ Know the purpose of the writing and the effect on the reader. 	
Cross curricular Maths Cornerstones		
Science Cornerstones and discrete	<p>Light and shadow</p> <ul style="list-style-type: none"> ♣ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	
<p>Working Scientifically across Year 5 and 6</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ♣ using test results to make predictions to set up further comparative and fair tests 		

<ul style="list-style-type: none"> ♣ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ♣ identifying scientific evidence that has been used to support or refute ideas or arguments 		
IT	Espresso Coding	IT skills
History Cornerstones	<p>Ancient Maya civilisation</p> <ul style="list-style-type: none"> ♣ Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900–1300 	<p>World War 1 – The Christmas Truce</p> <ul style="list-style-type: none"> ♣ Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ♣ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
Geography Cornerstones	<p>Using maps, human and physical geography of Mexico</p> <ul style="list-style-type: none"> ♣ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ♣ Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. ♣ Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. 	
<p>Locational Knowledge</p> <ul style="list-style-type: none"> ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical 		

<p>features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 		
<p>Art and Design Cornerstones</p>	<p>Sculpture, Maya art, carving</p> <ul style="list-style-type: none"> ♣ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). ♣ Learn about great artists, architects and designers in history 	<p>War Artists</p> <ul style="list-style-type: none"> ♣ Create sketchbooks to record their observations and use them to review and revisit ideas. ♣ Learn about great artists, architects and designers in history.
<p>DT Cornerstones</p>	<p>Food of Mexico, evaluating and making instruments</p> <ul style="list-style-type: none"> ♣ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ♣ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. ♣ Understand and apply the principles of a healthy and varied diet. ♣ Investigate and analyse a range of existing products. ♣ 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. ♣ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ♣ Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately. 	<p>Poppies</p> <ul style="list-style-type: none"> ♣ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Music Cornerstones Charanga	Mexican music, musical notation <ul style="list-style-type: none"> ♣ Use and understand staff and other musical notations. ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ♣ Appreciate and understand a wide variety of high quality live and recorded music drawn from different traditions and from great composers and musicians. ♣ Listen with attention to detail and recall sounds with increasing aural memory. ♣ Improvise and compose music for a range of purposes using the interrelated dimensions of music. 	Music of the War <ul style="list-style-type: none"> ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
PHSCE Cornerstones		
Maths Focus Maths	<ul style="list-style-type: none"> ♣ Place value, including decimals ♣ Addition & Subtraction ♣ Multiplication & Division ♣ Geometry ♣ 2D and 3D shape 	<ul style="list-style-type: none"> ♣ Fractions, percentages, decimals and fractions ♣ Geometry ♣ Angles ♣ Measurement - Length, perimeter, mass, area and volume ♣ Consolidate and assess
English: Reading Class novel Focus English	Reading Focus: Core text Trash The Barefoot Book of Earth Poems by Judith Nicholls Non-fiction texts/sources on South America and rain forest <ul style="list-style-type: none"> ♣ Know that there is a range of narrative genres Know that these are structured in different ways. ♣ Discuss and explain how and why they have different structures. ♣ Explain how the structure guides the reader to find specific information. ♣ Explain why they enjoyed a book or poem and who might also enjoy it. ♣ Evaluate the usefulness of a non-fiction book to research questions raised. ♣ Know that texts have different layers of meaning. – between the lines and beyond the lines. 	

	<ul style="list-style-type: none"> ♣ Find the different layers of meaning in a text. ♣ Explain how they contribute to the reader’s understanding of the overall meaning, characters, themes. ♣ Make predictions from evidence found and implied information. ♣ Summarise the main ideas drawn from a text. ♣ Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. ♣ Identify themes in books which have different cultural, social or historical contexts. ♣ Compare and contrast themes in a range of books. ♣ Explain how there are common themes in different books, using evidence from reading. ♣ Identify key information from a text. ♣ Summarise key information in sentences. ♣ Find and summarise key information from different parts of the text.
<p>Grammar Focus English</p>	<ul style="list-style-type: none"> ♣ Know that paragraphs help to organise texts and guide the reader. ♣ Understand that a wide range of devices are used to link ideas in paragraphs. ♣ Identify the devices used to link paragraphs in reading. ♣ Recognise that these will be different according to the text type, purpose and audience. ♣ Find and categorise different cohesive devices from narrative reading: repetition of words , phrases or sentences, pronouns, adverbials. ♣ Explain how they link ideas in and across paragraphs. ♣ Find and categorise different cohesive devices from non-narrative writing – adverbials, conjunctive adverbs, pronouns. ♣ Explain how they link ideas in and across paragraphs. ♣ Use appropriate cohesive devices in own writing. ♣ Check that selected devices link ideas. ♣ Choose the correct level of formality for the audience and purpose of the writing. ♣ Develop a bank of noun phrases for current writing. ♣ Understand that sentences can be active or passive and when it is appropriate to use it. ♣ Recognise that a semi-colon can be used to separate items that are longer than one word in a list. ♣ Write sentences using a semi-colon to separate items in a list.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> ♣ Give an opinion with a reason.

Focus English	<ul style="list-style-type: none"> ♣ Listen to others' opinions. ♣ Use Standard English to give an opinion. ♣ Recite/perform own compositions. 	
RE The Way, the Truth and the Life	<p>The Kingdom of God Yom Kippur Diwali</p>	<p>Justice Hannukah</p>
Caritas	<p>People matter more than possessions</p>	<p>Building up the community</p>