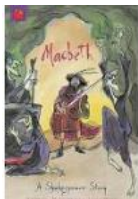
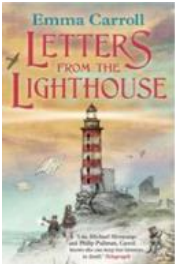





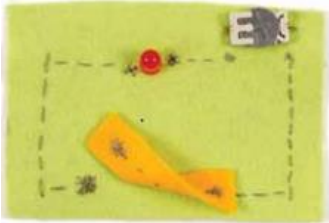
## St. Andrew's CE (VA) Junior School

### Year 6 Autumn 2 Curriculum Overview

#### Key learning this half term

| Literacy  | Maths   | Religious Education  |
|---|---|--|
| <p>This half term, we will be reading Macbeth.</p>  <p>This child-friendly version allows children to understand the story and look at each character in more depth. We explore motives, personality and guilt through drama and writing.</p> <p>For the second half of the term, we will be reading Letters from the Lighthouse by Emma Carroll. The story is set in WWII and links with our history topic. In reading, we will focus on inference and prediction using the whole class text.</p>  <p>In spelling, we will be using Spelling Shed to learn how to add ed as a suffix, words with the short vowel sound /i/ spelt y, adding the prefix '-over' to verbs and Y5/6 challenge words.</p> <p>Our grammar focus will be on word classes and how to use a variety of sentence structures, including passive and active tenses.</p> | <p>In maths, we will start the term by consolidating the four operations. Then, we will be covering fractions, position and directions.</p> <p>For fractions, pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• simplify</li> <li>• place on a number line</li> <li>• compare and order by denominator and numerator</li> <li>• add and subtract including mixed numbers</li> <li>• multiply by another fraction and a whole number</li> <li>• divide by a whole number</li> <li>• find fractions of amounts</li> </ul> <p>For position and direction, pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• use co-ordinates in four quadrants</li> <li>• translate shapes</li> <li>• reflect shapes.</li> </ul> <p>We will be continuing to complete weekly arithmetic to consolidate our mental strategies and formal written methods. As part of morning work, we will complete 'My Mini Maths' which revisit and consolidate key learning.</p> | <p>In RE, we will look at 'Why do some people believe in God and some people not?'</p> <p>Pupils will be encouraged to think philosophically and theologically by asking questions in order to stimulate discussion and consider different perspectives and viewpoints.</p> <p>We will study in detail the different beliefs of Christians, Muslims and Humanists and consider how their beliefs may influence their daily lives.</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• <i>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</i></li> <li>• <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i></li> <li>• <i>Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations</i></li> </ul> |

## We are also studying:



| Science  | History   | PSHE  | Music  | DT  |
|--|---|---|--|---|
| <p>We will be learning about electricity including scientific symbols used for circuits. We will carry out experiments to find out what can affect the brightness of a bulb and link this to our WWII history topic by thinking about blackouts.</p>  <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• The brightness of a lamp or the volume of a buzzer is associated with the number and voltage of cells used in the circuit</li> <li>• Be able to give reasons for variations in how components function, including the brightness of bulbs,</li> </ul> | <p>We will be learning about WWII. Firstly, we look briefly at WWI, the causes, the war and the legacy of the war. We link this to Remembrance Sunday. This helps us to understand some of the causes of WWII.</p> <p>Then, we look at WWII in more detail, including the causes, the key battles and events and the impact it had on people's lives on the home front. We also look at the effects of the war after it had ended.</p> <p>We will take the opportunity to compare life during the COVID-19 pandemic to WWII, including restrictions, resilience and the effects on people and business.</p> | <p>We will focus on Celebrating Difference.</p> <p>We will look at our community and celebrate diversity in all areas.</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• How to explain ways that diversity can be a cause of conflict and celebration</li> <li>• Show empathy with people in different situations where their difference is a source of conflict or celebration</li> </ul> <p>Branching Out will be coming in to speak to Year 6 about the dangers of drugs and alcohol.</p> <p><b>Branching Out</b> is a confidential alcohol and</p> | <p>We will be following the Charanga scheme of music, the English Model Music Curriculum.</p> <p><b>How does music connect us with our past?</b></p> <p>The theme will take us and follow us on our musical journey through understanding music, learning to sing the song, improvisation, composition and musical notation.</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• Copy back rhythms and melodic patterns</li> <li>• Recognising and / or reading simple musical notation</li> <li>• Create musical ideas and improvise</li> </ul> | <p>We will link our learning in Science with DT this half term. We will create a soft circuit using conductive thread, an LED and a cell battery.</p> <p>We will have the opportunity to design an item of wearable technology using a simple soft circuit. We will collate our knowledge of textiles and science.</p>  <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• Pupils will know how to create a soft electrical circuit</li> </ul> |



## St. Andrew's CE (VA) Junior School

### Year 6 Autumn 2 Curriculum Overview

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| <p>the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> <li>• How to use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p>This learning in Science will be closely linked with our learning in DT this half term.</p> | <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• How and why WWII began, including the process of appeasement and the effects of this</li> <li>• Key events from the major battles fought, e.g. Battle of Britain and the effect this had on the war and on the lives of British people</li> <li>• The Home Front and how normal people coped during the war including rationing, evacuation and the Home Guard</li> </ul> <div data-bbox="611 1038 891 1193" data-label="Image"> </div> | <p>drug service for young people in Calderdale aged 10-21 years.</p> | <ul style="list-style-type: none"> <li>• To listen and follow musical instructions from a leader</li> <li>• To sing and to perform with musical instruments</li> </ul> <div data-bbox="1361 667 1619 882" data-label="Image"> </div> | <ul style="list-style-type: none"> <li>• Pupils will accurately measure their materials and cut pieces accordingly</li> <li>• Pupils will write instructions using instructional language</li> <li>• Pupils will evaluate their product against the design criteria</li> </ul> |
|--|--|--|--|--|

| PE  | ICT  | British Values   | Christian Value  | Key vocabulary   |
|---|--|--|--|--|
| <p>We will be using our PE Planning scheme to focus on gymnastics and football.</p> <p>Each day, we will also complete the Daily Mile and track our progress over the half term to measure fitness and stamina.</p> <p>PE days:<br/>USA: Monday and Wednesday.<br/>INDIA: Monday and Friday</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• Why we need to warm up and cool down.</li> <li>• Demonstrate quick reactions</li> <li>• Demonstrate co-ordination and balance</li> <li>• Identify speed and correct response to changing situations.</li> <li>• Identify strengths and areas to improve in performance.</li> </ul> | <p>We will be learning from the unit 'Devices, Networks and Dragons.' In this unit, pupils will work collaboratively to develop a smart phone or tablet app.</p> <p>PUPILS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• scope a project to identify different components that must be successfully combined</li> <li>• identify their existing talents and plan how they develop further knowledge and skills</li> <li>• identify the component tasks of a project and</li> <li>• develop a timeline to track progress</li> <li>• identify the resources they'll need to accomplish a project</li> <li>• use web-based research skills to source tools, content and other resources</li> <li>• consider strategies to ensure the quality of a collaborative project.</li> </ul> | <p>During whole school worship, we will be focusing on <b>Tolerance</b>.</p>  <p>We will be thinking about tolerance and what we do in our school to support and demonstrate this value.</p> <p>The children will have the opportunity to discuss and share both collectively and individually examples and stories that showcase trust.</p> | <p>We will be thinking about <b>Trust</b>.</p> <p>We will discuss what trust means, how people show and express trust and what it is like to not have any trust or what may happen if this is broken in a relationship.</p>  <p>Our Christian value is reflected upon in class worship and any discussion ideas are written into our Reflection Book.</p> | <p>Your child will be learning these key words over the next half term:</p> <p><b>Science:</b><br/>circuit<br/>cell<br/>component<br/>voltage<br/>current<br/>amps<br/>series</p> <p><b>History:</b><br/>evacuation<br/>evacuees<br/>ration<br/>propaganda<br/>sources<br/>Home Front</p> <p><b>Maths:</b><br/>numerator<br/>denominator<br/>mixed number<br/>improper fraction<br/>translation<br/>reflection</p> <p><b>Music</b><br/>Minims<br/>Crotchets<br/>Quavers<br/>Semi-quavers<br/>Pulse<br/>Beat<br/>rhythm</p> |



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