




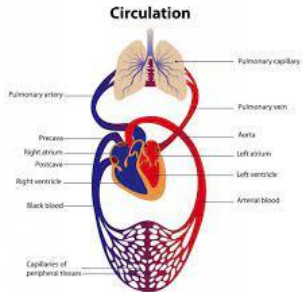


St. Andrew's CE (VA) Junior School

Year 6 Autumn 1 Curriculum Overview

Key learning this half term

Literacy	Maths	Religious Education
<p>Our book this half term is the classic novel 'The Lion, The Witch and The Wardrobe' by C.S Lewis.</p>  <p>For a reading focus, we will analyse the front cover and blurb to ignite our imaginations and help us form predictions.</p> <p>We will summarise key events after each chapter and practise our comprehension skills by answering a range of VIPER questions.</p> <p>For a writing focus, we will draft and edit descriptive pieces that will focus on seasonal settings and mythical creatures.</p> <p>We will debate on key character's decisions in the text and how this could affect or change the outcome the story.</p> <p>Grammar: Word Class</p> <p>Spelling patterns: Revise previous spelling rules such as: doubling the consonant, y – ies, and homophones</p>	<p>During the first week, we will focus on time in terms of the yearly calendar and learn how many days are in each month. We will construct and analyse tally charts, pictograms and bar charts based on our birthdays and favourite seasons.</p> <p>Throughout the half term, we will be focussing on the place value of numbers up to 10 million as well as the formal written methods of calculation for the four operations.</p> <p>As a class, we will continue to learn and revise our times table knowledge. TT Rockstars will continue to be accessed by children and their login will be written in their planners.</p> <p>We will be working on arithmetic skills throughout the term and applying them to help solve problems.</p> <p>Children will record their arithmetic scores in their planners</p>	<p>We will start our RE teaching by looking at Christianity around the world, with a particular focus on USA and India.</p> <p>We will be asking the question, 'Why do some people believe in God and some people do not.</p> <p>We will discuss the terms 'theist', 'atheist' and 'agnostic'</p> <p>Understanding the impact:</p> <ul style="list-style-type: none">• Make clear connections between what people believe about God and the impact of this belief on how they live• Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). <p>Making connections:</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <ul style="list-style-type: none">• Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning


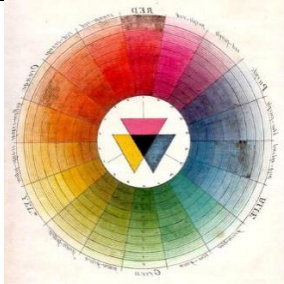
We are also studying:



Science	Geography	PSHE	French	Art
<p>We will be learning the circulatory system.</p>  <p>Circulation</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood describe the ways in which nutrients and water are transported within 	<p>We will be recapping our knowledge of the continents and oceans of the world.</p> <p>We will focus on the continent of North America, learning about its countries, physical and human geography and climates whilst comparing it to the UK.</p> <p>We will begin to look at the effects of climate change and key activists in the climate change debate such as Greta Thunberg and David Attenborough.</p> <p>We will also look at current stories in the news related to climate change. We use the children's Newspaper 'First News' and Newsround to keep up-to-date with current affairs.</p>	<p>We will focus on Being Me in My World.</p> <p>We will be thinking about our goals for the year, learning how to be a good citizen and understanding how an individual's behavior can impact on a group.</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> That there are universal rights for all children, but not all children have these rights met Their actions may affect other people locally and globally Understand how an individual's behaviour can impact on a group. Understand how democracy and having a voice 	<p>We will learn how to listen and respond to classroom instructions and describe the weather.</p> <p>We will look at different examples of weather, rehearse how to pronounce this new terminology, link it to the seasons and construct simple sentences.</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Adjectives to describe personality traits Adjectives to describe how someone looks Birthday dates Singular and plural Masculine and feminine 	<p>We will look at painting and the thinking behind colour theory and how colours relate and complement each other. We will focus on the artist Paul Klee and how he used the mastery of colour in his works.</p>  <p>PUPILS WILL LEARN:</p> <ul style="list-style-type: none"> To develop their techniques To improve their mastery of painting skills About great artists in history



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<p>animals, including humans</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>We will look at unrestricted, restricted, illegal and prescription drugs.</p> <p>Further information on illegal drugs if needed, can be obtained from the Talk to FRANK website which keeps track of the changing street names for drugs, and provides more detail on the effects and risks.</p>	 <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> The universals divisions of the earth and use them correctly in geographical conversations Read maps and use atlases in order to located continents, countries, counties and cities around the world Recognise how human activities can cause changes to the environment How to interpret other people's argument for change, analysing their viewpoints Make a plausible case for environmental change 	<p>benefits the school community</p>		
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PE	ICT	British Values	Christian Value	Key vocabulary
<p>We will have two sessions of PE each week.</p> <p>The focus for this half term will be Football and Netball.</p> <p>Each day, we will also complete the Daily Mile.</p> <p>USA Wednesday Thursday- Sports Coach</p> <p>India- Wednesday Thursday -Sports Coach</p> <p>The second session for each class will be confirmed the first week back.</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Why we need to warm up and cool down. • Demonstrate quick reactions • Demonstrate co-ordination and balance 	<p>In ICT, we will be learning all about Computer Networking.</p> <p>Computer networking for KS2 is about understanding how computers connect and share information, like a digital highway.</p> <p>It involves learning about devices connecting to share resources, the internet as a big network, and how data travels.</p> <p><u>Why is networking useful?</u></p> <p>Sharing: You can share files and resources easily.</p> <p>Communication: Networks allow for easy communication, like sending emails.</p> <p>Accessing information: You can access files and information from different computers on the network.</p>	<p>During whole school worship, we will be focusing on Democracy.</p> <p>We will be thinking about Democracy and what we do in our school to demonstrate this value. We will consider the impact democracy can have within society and around the world.</p> 	<p>Each half term, the whole school concentrates on a Christian value. This is through whole school worship, class assemblies and self-reflection.</p> <p>This half term, we will be thinking about Thankfulness.</p> <p>We will consider what 'thankfulness' means through whole school and class worship, using activities such as reflection, discussion and drama.</p> 	<p>Your child will be learning these key words over the next half term:</p> <p>longitude latitude hemispheres characteristics adaptation habitat environment continent country county city town climate extinction pollution emissions equator complementary theory primary secondary tertiary atheist agnostic theist heart blood vessels chamber oxygen</p>



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<ul style="list-style-type: none">• Identify speed and correct response to changing situations.• Identify strengths and areas to improve in performance.	<p>Collaboration: People can work together on projects more easily.</p> <p>Key things to learn:</p> <p>Wired and wireless connections: How computers connect using cables and wireless signals.</p> <p>The internet: The biggest network, connecting computers globally.</p> <p>Routers: The devices that manage data flow on networks.</p> <p>Sharing resources: Learning how to share printers and other devices.</p>			
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