



# Knollmead Primary School



## Curriculum Overview Year 6 - Autumn Term

	Autumn 1	Autumn 2
Cornerstones Topic	Blood Heart (Art focus)	A Child's War (DT focus)
Memorable Experience	<b>A journey inside the Heart:</b> Children to watch a Lambs Heart being dissected in class.	<b>A visit from the past:</b> Children to uncover a time capsule from the past.
Geography, History, Art and DT	<p><b><u>'Heart Attack' - Following the Heart Dissection, children accurately sketch images of hearts.</u></b> A-to create sketch books to record their observations and use them to review and revisit ideas</p> <p><b><u>Model clay Heart - Children to create a model heart out of clay</u></b> A - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p><b><u>Healthy Happy Hearts- Using famous artworks based on foods children discuss what makes for a healthy balance diet.</u></b> S-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p><b><u>The Gallery of Paul Cezanne: Children to look at the work of Paul Cezanne and replicate his fruit paintings.</u></b> A-to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b><u>A look into the past - Children listen to the Chamberlain's speech and simulate a WWII air raid drill</u></b> H- Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b><u>PROJECT: THE ANDERSON SHELTER</u></b> <b><u>Over the course of five weeks the children research and choose materials that they think would replicate an Anderson Shelter.</u></b> H-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 <b><u>Children plan and create detailed sketches including dimensions of how large their replica Anderson Shelters will be.</u></b> H- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>

		<p><b><u>Children build their Anderson shelters attempting to maintain authenticity.</u></b>  H-select from and use a wider range of tools and equipment to perform practical tasks accurately  H- 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</p> <p><b><u>Silent Gallery: Children vote for their favourite Anderson Shelter and offer feedback and write up based on their own design</u></b>  H- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
Express	<b>Blood Soup:</b> Children to be given different food materials to represent the different parts of the blood. Using orange juice and other foods children to create their own 'Blood Soup'.	<b>Evacuee:</b> Children to dress up as evacuees and go to the Imperial War Museum.
English	<p><b>Diary:</b>  Diary based on the children's holiday.  Entertaining piece based on the text 'Heart and the Bottle'</p> <p><b>Descriptive writing:</b>  Descriptive piece based on the text 'Heart and the Bottle'</p> <p><b>Explanation:</b>  Explanation piece based on the text 'Heart and the Bottle'  Explanation based on the Science Experiment 'Blood Soup'</p>	<p><b>Descriptive writing</b>  Based on the text 'Rose Blanche'</p> <p><b>Information text:</b>  Based on the text 'Rose Blanche'</p> <p><b>Persuasive writing:</b>  Based on the text 'Varmints'</p> <p><b>Discussion writing:</b>  Based on the text 'Varmints'</p> <p><b>Instructional writing:</b>  Based on the class DT project: Anderson Shelters</p>
Spelling, punctuation and grammar	See separate spelling, punctuation and grammar overview	See separate spelling, punctuation and grammar overview
Maths	<b>Number: Place Value</b>	<b>Number: Multiplication and division</b>

	<p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.  Round any whole number to a required degree of accuracy.  Use negative numbers in context, and calculate intervals across zero.  Solve number and practical problems that involve all of the above.</p> <p><b>Number: Addition subtraction, multiplication + division</b>  Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.  Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.  Divide numbers up to 4 digits by a 2 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.  Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.  Perform mental calculations, including with mixed operations and large numbers.  Identify common factors, common multiples and prime numbers.</p>	<p>Use their knowledge of the order of operations to carry out calculations involving the four operations.  Solve problems involving addition, subtraction, multiplication and division.  Use estimation to check answers to calculations and determine in the context of a problem.</p> <p><b>Fractions</b>  Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.  Compare and order fractions, including fractions <math>&gt; 1</math>  Generate and describe linear number sequences (with fractions)  Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.  Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example <math>x =</math> ]  Divide proper fractions by whole numbers [for example <math>\div 2 =</math> ]  Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction [for example ]  Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>
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<p>Science</p>	<p><b>Body pump: Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>-Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>-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</li> <li>-Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>
<p>Computing</p>	<p><b>E-Safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Databases</b> understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>
<p>Music</p>	<p><b>Blood Heart</b></p> <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>• Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<p><b>Preparation for a public performance</b></p> <ul style="list-style-type: none"> <li>• Learn a melody/harmony line by rote</li> <li>• Maintain either the melody/harmony line while both are sung simultaneously</li> <li>• Improve projection of voice, understanding the importance of lungs, good posture, breath control and supporting muscles</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>
<p>French</p>	<p>Greetings; Classroom language; Numbers 1-50; Age</p>	<p>Everyday conversation; Cross-curricular links: mathematics; Cultural Links: Christmas in France</p>
<p>PE</p>	<p><b>Dance</b> : perform dances using a range of movement patterns</p>	<p><b>Gymnastics</b>: develop flexibility, strength, technique, control and balance</p>

	<b>Rugby:</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	<b>Quick-Sticks Hockey:</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
RE	Creation and science: conflicting or complementary?	Why do some people believe in God and some people not?
PSHE	Being in my world	Celebrating difference