



## Redwood Primary School Curriculum Map for Year: 6 Term: Autumn

	What will I be learning about during this unit?	What prior learning will I bring to this unit of work?	What new vocabulary will I learn during this unit of work?
English	<p><b>A whole-school book study will take place at the start of term.</b> Pupils will study a range of fiction, non-fiction and poetry including: <b>The Lion and The Unicorn, Blackout, Anne Frank, Rose Blanche</b> (linked to our World War 2 topic) as well as a selection of <b>war-time poetry</b> as our poetry unit. They will produce formal speeches, narratives, diary entries and monologues, writing from different perspectives, persuasive letters, monologues, newspapers and poems.</p> <p><b>Whole class reading:</b> When the Sky Falls</p> <p><b>Class Read:</b> Wings of Glory, Boy in the Striped Pyjamas</p>	See Literacy Progression Document and Literacy overview	Subjunctive form Colloquial Slang Metaphor Stanza Verse Caption Orientation Bias
Mathematics	Pupils will study <b>place value</b> , including numbers up to a million rounding and negative numbers, as well as written methods and inverses for four calculations, which will include common factors and multiples, squared numbers, cubed numbers and the order of operations. They will learn to simply and order <b>fractions</b> as well as convert between mixed numbers and improper fractions and divide and multiply fractions and finding fractions of amounts. They will conclude the term looking at converting different units of measure.	<b>See White Rose planning</b>	<b>See White Rose planning</b>



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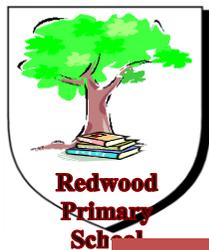
Science	<p><b><u>Light</u></b> Pupils will learn to recognise that light appears to travel in straight lines and use this to explain that objects are seen because they give out or reflect light into the eye from light sources.</p> <p><b><u>Electricity</u></b> Pupils will associate the output of a component (bulb, buzzer etc.) with the number and voltage of cells used in the circuit as well as compare and give reasons for variations in how components function. They will also learn to recognise symbols to represent electric circuits and its components.</p>	<p>In Year 3, pupils learnt about light, reflective surfaces and shadows including how these are made and change.</p> <p>In Year 4, pupils construct simple electrical circuit, identifying and naming its basic parts, and if a lamp will light based on whether or not it is part of a complete circuit as well as using switches to break the circuit.</p>	<p>source, travel, waves, ray, beam, energy, reflection, angle, incidence, periscope, refraction, bend, lens, focus, focal point, transparent, spectrum, wavelength, prism, visible, rainbow, filter, absorb, source, opaque, cast.</p> <p>Components, voltage, cells, bulbs, buzzers, motors, dependent variable, independent variable</p>
Computing	<p><b><u>Online Safety</u></b> Pupils learn safe and respectable use of technology, to understand what is acceptable and know ways to report concerns, inappropriate content or contact.</p> <p><b><u>Coding</u></b> Pupils will learn to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information . They will learn to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and</p>	<p>In Year 5, pupils learn about the impact of sharing digital content/adding permissions to make images or documents secure/references sources.</p> <p>In Year 5, pupils created physical systems, text variables. They created competitive games and used the launch command.</p>	<p>Data Analysis Location Sharing Phishing Digital Footprint Password Print Screen Secure Websites Inappropriate PEGI Rating Screen Time Spoof</p> <p>Action Co-ordinates Execute/Run Algorithm Event Command Decomposition Debug/Debugging Flowchart Function Object</p>



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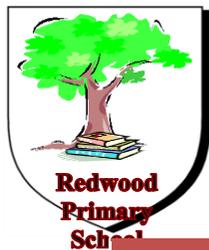
	<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>		<p>Procedure Selection Tab Input Properties Sequence Simulation Timer Launch Command Output Predict Repeat Repeat Until Variable</p>
<p><b>History</b></p>	<p><b><u>World War 2</u></b> Pupils spend the Autumn term absorbed in their learning of World War II which is split into two focus areas: Evacuation and Holocaust to include a study of an aspect in British history including a turning point in British history. They establish clear narratives within this period and develop appropriate use of historical terms. They will address and devise historically valid questions cause and significance as well as constructing informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Pupils will have learnt about turn of events in history with Romans in Year 4 and Anglo Saxons and Vikings in Year 5. Pupils will have a developing understanding of chronology and will have placed periods of history studied in chronological order. They will have experience of using historical sources and will have carried out historical research.</p>	<p>invade, occupy, surrender, Munich Agreement, Allies, Axis Powers Adolf Hitler, Axis Powers home front, war effort, rationing, evacuation, civil defence, salvage, propaganda, annexe, concentration camp</p>
<p><b>Art</b></p>	<p><b><u>Craft and Design: Photo Opportunity</u></b> Pupils will learn to group images together, explaining their choices. Answer questions about a chosen installation thoughtfully and generate their own questions. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Create an installation plan, model or space and</p>	<p>In Year 5, pupils have learnt to develop ideas more independently from their own research. explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	<p>album, arrangement, cityscape, composition, Dada, digital, editing, emulate, focus, frame, grid, image, layout, macro, monochromatic, monochrome, photography, photomontage, photorealism, photorealistic, portrait, pose, prop,</p>



## Redwood Primary School

### Curriculum Map for Year: 6 Term: Autumn

	describe their creations and the changes they made as they worked and explain how it conveys a particular message or theme. Pupils will make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation.	Worked with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combined a wider range of media, e.g. photography and digital art effects. Created in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	proportion, recreate, replacement, saturation, software
DT	<b>Carrot Cookies</b> Pupils will study healthy diets during rationing and will use a variety of cooking techniques and utensils to make carrot biscuits followed by an evaluation of taste, smell and texture.	In Year 5, pupils will have researched food from a specific time/country, made, tested and evaluated these.	Peel, chop, grate, measure, mix, fold, dough, cutter
RE	<b><u>Why does religion look different around the world? (Part 1)</u></b> Pupils will learn to explain the meaning and origin of the prefix 'omni' and understand the significance of omni words in religious circumstances. They will compare similarities and differences between the Abrahamic religions. They will recall why different worldviews may have interpreted similar origins differently. They will give reasons about why Shabbat can be observed differently. Pupils will consider how geography and culture can affect religious traditions and will explain why people may choose to wear head wear or hair coverings to support their belief.	I have learnt about the key beliefs of different faiths across Key Stage 2 and have made comparisons between these.	Abrahamic religions, attributes, Charedi, covenant, descendants, hijab, Israelites, kippah, kippot, melacha, melachot, monotheist, niqab, omnibenevolent, omnipotent, omnipresent,, omniscient, reform, Sephardi, tenak, torah.
	<b><u>Why does religion look different around the world? (Part 2)</u></b> Pupils will recognise some ways Hindu worship is influenced by geography, history and culture. They will list how some people in the Hindu community practise their religion in the UK. They will suggest similarities and differences between how people practise their religion	I have learnt about the key beliefs of different faiths across Key Stage 2 and have made comparisons between these. I have considered some aspects of religion around the world in Autumn 1.	See above and in addition: Diversity, Jain



## Redwood Primary School

### Curriculum Map for Year: 6 Term: Autumn

	<p>in the UK and India. They will understand that being part of a religion does not always mean a person is a theist. They will consider how a person may identify as a Sikh. They will list ways some Sikhs feel part of the community. They will consider the symbolism of light in different worldview stories. Pupils will list some similarities and differences between the way Buddhist monks and lay people spend their day. They will describe different ways a Buddhist can practice to fulfil a discipline.</p>		
<p>PSHE</p>	<p><b><u>Being Me in My World</u></b> Pupils will identify goals as well as fears and worries about the future. They will learn how to make others feel valued and understand universal rights and responsibilities in their own, and other communities and situations as well as difficulties faced when these are not met. They will learn about the impact people including themselves, have on others and develop empathy.</p> <p><b><u>Celebrating Difference</u></b> Pupils learn different perceptions of what normal us and empathise with people with disabilities, recognising how this have affect their lives. They will understand how people can be in power and use this to treat others badly. They will learn to recognise and deal with bullying and understanding how differences can sometimes be a source of conflict and a cause for celebration.</p>	<p>In Year 5, pupils learn to face new challenges positively, set personal goals, know rights and responsibilities as a British citizen and empathise with people in Britain, whose live are different. They learn to make choices about their behaviour understanding how this affects others.</p> <p>In Year 5, pupils understand that cultural differences can cause conflict, understand what racism is and be aware of their own attitude towards people of different races. They learn the difference between types of bullying and how to encourage people who use these behaviours to make other choices. They compare their lives to those in the developing world and appreciate happiness over material wealth.</p>	<p>Acceptance, Valued, Appearance, Impressions, Race, Religion, Choices, Culture, Wealth, Racism, Democracy, Rights, Responsibility</p> <p>Stereotypes, Perceptions, Disability, Conflict, Acceptance, Bullying, Witness, Value, Special, Appearance, Impressions, Race, Religion, Choices, Culture, Wealth, Racism</p>



## Redwood Primary School Curriculum Map for Year: 6 Term: Autumn

PE

### **Invasion Games (Tag Rugby)**

Children will learn Tag Rugby developing dodging skills and tactics of the games including defending and attacking positions. They will develop team skills and sportsmanship as well as game specific ball skills, passes and rules.

### **Gymnastics**

In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

### **Fitness is fun**

Pupils will develop and understanding of interval and circuit training and how this can improve fitness levels as well as using circuit stations and developing their agility and support towards their peers.

### **Invasion Games (Netball)**

Children will learn Netball developing dodging skills and tactics of the games including defending and attacking positions. They will develop team skills and sportsmanship as well as game specific ball skills, passes and rules.

Children will have learnt a variety of Invasion skills throughout Key Stage 2, developing team skills, cooperation and understanding rules. They will have practised a variety of throwing, receiving and passing techniques.

Children will have learnt a variety of gymnastics skills throughout Key Stage 2; developing flexibility, strength, technique, control and balance.

Pupils will have developed running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance, comparing and improving their performances.

Children will have learnt a variety of Invasion skills throughout Key Stage 2, developing team skills, cooperation and understanding rules. They will have practised a variety of throwing, receiving and passing techniques.

### **Invasion Games (Tag Rugby):**

Try, Backward Pass, Tags, Tagging, Grounding the ball, Tactical Decisions

### **Gymnastics**

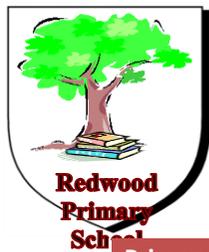
Aesthetics, contrasting, straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight, collaboration, formation, structure, execution.

### **Fitness is Fun:**

Power , Single Arm Back Raise, Jumping Squats, Burpees, Tricep Dips, Bicycle Crunches, Plank Rotation, Squat Pulse, Side Lunges

### **Invasion Games (Netball):**

Pass (Chest, Overhead shoulder + bounce), Positions (GA, GS, C, GD, GK, S, TK, CPM), Single/ double dodge, - Landing foot (pivot), Rotate, Swivel, Intercept



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### Primary Languages

#### Phonics

At the beginning of every term, phonics will be revisited.

#### Ma Famille – My family

Children will learn the nouns for family members in French from memory. Children will be able to describe their own or a fictitious family in French by name, age, and relationship. Children will be able count to 70 in French.

Children will have learnt French phonics termly throughout Key Stage 2: Early Language Teaching Type, Intermediate Teaching Type – Set 1 and 2 and then Progressive Teaching Type.

In Year 3, Children will have learnt to use phrases in French to say how they feel. They will have learn how they can say my name is...They will be able to say numbers 1-10 and colours. In Year 4, children will have learnt 10 verbs in French, they will have learnt how to say 'I am able' and 'I am not able' in French. In Year 5, they will have learnt to talk about themselves in the unit 'Je me presente'.

Vocabulary to describe la famille the family and used to respond to 'As-tu des frères et sœurs ?' ***Do you have any siblings/ brothers or sisters?*** And to 'Comment s'appelle ton [male family member]/ ta [female family member] ?' ***What it is your [family member]'s name?***

See MFL Curriculum Coverage Planner for specific vocabulary.

### Music

#### Melody and Harmony in Music

A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Children will explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies and encourages to identify and discuss the differences. They will explore the question how does music bring us together.

#### Singing and Playing in Different Styles

Singing and playing in different styles with different grooves is part of being in a band or an ensemble. Children will learn about music from all around the world, too. In music, 'tempo' refers to the speed of the

In Year 5 pupils learn control, phrasing and expression in singing; to hold part in a round (pitch/structure); maintain a more complex part within an ensemble (e.g. sing in a round or in harmony); create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals);know how pulse, rhythm and pitch fit together.

In Year 5, pupils describe different purposes of music in history/ other cultures; use musical vocabulary to explain some of the reasons why a piece of music might have been composed; explain how different

Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff,



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	<p>beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. Children will explore the various tempos of the music in this unit through singing and playing and will consider how music connects us with the past.</p>	<p>musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects</p>	<p>bass line, brass section, harmony, melody.</p>
<b>Enrichment</b>	<p>World War 2 day in school – outside provider Visit from Derbyshire Fire and Rescue</p>		