

## Foxborough Primary School

### *Curriculum Overview Year 6 Autumn Term 2019*



#### Entry Point

#### Mayan Day

Learning the Mayan Number System

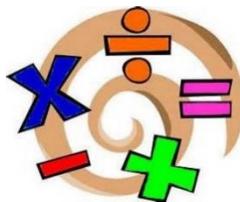
Making Nauwals

Producing Mayan Eyes

Playing Pok a Tok



### Year 6

<i>Subject</i>	<i>Topics</i>	<i>Key learning focus</i>
<p><b>English</b></p> 	<p><b>Our texts for this term will include:</b></p> <ul style="list-style-type: none"> <li>• Wonder by R.J. Palacio</li> <li>• Wolf Brother by Michelle Paver</li> <li>• The Journey by Francesca Sanna</li> </ul> <p><b>We will be writing for different purposes, including:</b></p> <ul style="list-style-type: none"> <li>• To entertain</li> <li>• To inform</li> <li>• To persuade</li> <li>• To discuss</li> </ul> <p>We are using the Power of Reading teaching approach which uses a core text to inspire drama, speaking and listening and vocabulary activities that will develop our ideas for writing.</p> <p>We will be mastering the National Curriculum objectives for our year group in Spelling, Punctuation and Grammar using Classroom Secrets and Spelling Shed.</p>	<p>As readers and writers, we will be:</p> <ul style="list-style-type: none"> <li>• Creating cohesion within and across paragraphs</li> <li>• Developing characters and settings through style structure and vocabulary</li> <li>• Using a range of punctuation for different purposes</li> <li>• Using varied sentence structures for impact</li> <li>• Using adverbials and expanded noun phrases</li> <li>• Using organisational devices</li> <li>• Performing poetry learned by heart using appropriate intonation, tone and volume</li> <li>• Able to plan writing by researching and summarising</li> <li>• Able to explain and understand words in context</li> <li>• Able to infer on characters, setting and theme based on read texts</li> <li>• Able to retrieve information from a non-fiction text</li> </ul>
<p><b>Mathematics</b></p> 	<p><b>The units for this term are:</b></p> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Four Operations</li> <li>• Fractions</li> <li>• Decimals</li> <li>• Percentages.</li> <li>• Statistics</li> </ul>	<p>As mathematicians, we will:</p> <ul style="list-style-type: none"> <li>• Master place value</li> <li>• Embed our use of the four operations.</li> <li>• Problem solve and reason about a variety of different contexts/problems.</li> <li>• Begin to embed fractions, decimals and percentages.</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop our fluency.</li> <li>• Strengthen our mental maths ability.</li> </ul>
<b>Science</b> 	<b>The unit for this term is:</b> <ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Living things including humans</li> </ul>	As Scientists we will explore: <ul style="list-style-type: none"> <li>• The taxonomist classifications</li> <li>• Vertebrates and invertebrates</li> <li>• Microorganisms</li> <li>• The Linnaeus Classification</li> <li>• The circulation system</li> <li>• Healthy diets and exercise.</li> </ul>
<b>History</b> 	<b>The unit for this term is:</b> The Maya	As Historians we will: <ul style="list-style-type: none"> <li>• Select, combine and present information from more than one source.</li> <li>• Make a reasoned judgement about the validity of the different representations of the past.</li> <li>• Describe and analyse the impact of change within and between periods in the past.</li> <li>• Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</li> <li>• Interpret and evaluate a key historical event from more than one perspective or view point.</li> <li>• Support evaluations with a range of evidence from a range of sources.</li> <li>• Analyse and give reasons for the characteristics of a range of significant groups from the past, e.g. Aztecs and Mayans etc.</li> <li>• Describe and give reasons for the beliefs held by different societies in the past.</li> <li>• Compare and contrast the distinctive features of past societies.</li> </ul>
<b>Geography</b> 	<b>The unit for this term is:</b> <ul style="list-style-type: none"> <li>• The Maya and Central America</li> </ul>	As Geographers we will: <ul style="list-style-type: none"> <li>• Select appropriate sources of primary and secondary information to support investigation.</li> <li>• Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America.</li> </ul>

		<ul style="list-style-type: none"> <li>• Support reasons for the physical and human features of a location with factual evidence.</li> <li>• Suggest ways in which a location might develop and change in the future, based on factual information.</li> <li>• Identify and describe the links and relationships that connect localities both within and beyond the UK.</li> <li>• Identify and describe in detail the impact of change on the lives of people in a given locality.</li> <li>• Describe how decisions made about places and environments can impact on the lives of the people who live there.</li> </ul>
<b>Art and Design</b> 	<b>The unit for this term is:</b> <ul style="list-style-type: none"> <li>• The Maya - printing</li> </ul>	As Artists we will: <ul style="list-style-type: none"> <li>• Produce creative work, exploring ideas and recording experiences</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>
<b>Design and Technology</b> 	<b>The unit for this term is:</b> <ul style="list-style-type: none"> <li>• The Maya - weaving</li> </ul>	As Designers/ Engineers we will: <ul style="list-style-type: none"> <li>• Understand how key events and individuals in design and technology have helped shape the world</li> <li>• Make a scarf, selecting from and using a wider range of materials, including textiles, according to their functional and aesthetic qualities</li> <li>• Evaluate ideas and products against our own design criteria and consider the views of others to improve our work</li> </ul>
<b>Religious education</b> 	<b>The unit for this term is:</b> <ul style="list-style-type: none"> <li>• Belonging</li> </ul>	As Theologians we will be asking: <ul style="list-style-type: none"> <li>• What it means to belong.</li> <li>• How do different faiths express their beliefs?</li> <li>• What traditions and customs contribute to our sense of belonging.</li> </ul>

<p><b>Computing</b></p> 	<p><b>The units for this term are:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Suite</li> </ul>	<p>As computer scientists, we will:</p> <ul style="list-style-type: none"> <li>• Understand how to use software to organise, structure and produce information or work.</li> <li>• Using Excel to create spreadsheets</li> <li>• Pupils will learn how to use the multiple functions to organise and manipulate data with a strong connection to real life use of the software</li> </ul>
<p><b>French</b></p> 	<p><b>The units for this term are:</b></p> <ul style="list-style-type: none"> <li>• Classroom commands</li> <li>• Everyday conversation</li> </ul>	<p>As Linguists, we will learn to:</p> <ul style="list-style-type: none"> <li>• Hold basic communications in French.</li> <li>• Read and write basic texts.</li> <li>• Understand key vocabulary around the classroom.</li> <li>• Sing French songs.</li> </ul>
<p><b>P.E</b></p> 	<p><b>The units for this term are:</b></p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Hockey</li> <li>• Gymnastics</li> </ul>	<p>As Sportspeople, we will be able to:</p> <ul style="list-style-type: none"> <li>• Catch and throw accurately.</li> <li>• Pass and receive footballs.</li> <li>• Handle and control hockey ball.</li> <li>• Work collaboratively with peers.</li> <li>• Perform short gymnastic routines.</li> <li>• Be more flexible and agile</li> <li>• Strategize and adjust strategy within sports games.</li> <li>• Lead healthier lives.</li> </ul>
<p><b>PSHCE</b></p> 	<p><b>The units for this term are:</b></p> <ul style="list-style-type: none"> <li>• Emotions and empathy</li> </ul>	<p>As members of a community we will:</p> <ul style="list-style-type: none"> <li>• Understand our own emotions.</li> <li>• Begin to understand emotions of peers.</li> <li>• Act empathetically towards others.</li> <li>• Share our experiences and emotions openly.</li> <li>• Learn strategies to manage difficult emotions.</li> <li>• Have better relationships with our peers.</li> </ul>
<p><b>Music</b></p> 	<p><b>The unit for this term is:</b></p> <ul style="list-style-type: none"> <li>• A Night on Bare Mountain</li> </ul>	<p>As Musicians we will:</p> <ul style="list-style-type: none"> <li>• Listen and describe a piece of music</li> <li>• Watch the orchestral performance and discuss</li> <li>• Create a movement piece inspired by the music</li> </ul>

		<ul style="list-style-type: none"><li>• Use Mussorgsky's musical motifs to create an introduction</li><li>• Learn Mussorgsky's melody</li><li>• Create lyrics and sing them</li><li>• Use Mussorgsky's musical motifs to create a dance piece</li><li>• Structure ideas to create a narrative</li><li>• Perform in front of an audience</li></ul>
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