Foxborough Primary School

Curriculum Overview for Autumn Term 2018
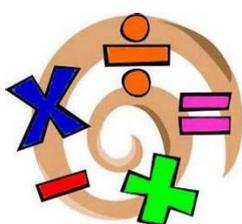
Year Group: 6		
Subject	*Topics*	*Key learning focus*
English	**Our genres for this term will include:** • A range of narratives • Non-fiction Recount • Information Text • Poetry • Non-chronological reports **We are using a reading week and writing week approach where the children focus on the reading skills in week 1 and their writing week in week 2 based on a particular focus text.**	• Creating cohesion within and across paragraphs • Developing character, setting and atmosphere description • Use of dialogue • Using a range of punctuation for different purposes • Using varied sentence structures • Using adverbials and expanded noun phrases • Using organisational devices • To plan writing by noting and developing initial ideas • To explain and understand the meaning of words in context • To infer on characters, setting and theme based on read texts • To retrieve and record information
Mathematics	• Place Value • Four Operations • Fractions **We are adopting a Mastery approach to teaching Mathematics to improve mathematical thinking, reasoning and communications.**	**Place Value:** • Read, write, order and compare numbers up to 10,000,000and 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. **Four Operations:** • 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 the context.
		• Perform mental calculations, including with mixed operations and large numbers.
		• Identify common factors, common multiples and prime numbers.
		• 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, an appropriate degree of accuracy.
		Fractions:
		• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
		• Compare and order fractions, including fractions >1
		• 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 14×12=18]
		• Divide proper fractions by whole numbers [for example 13÷2=16]
		• Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 18]

		• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Science	• Animals Including Humans • Living Things and Their Habitats	**Animals Including Animals:** • I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • I can describe the ways in which nutrients and water are transported within animals, including humans. **Living Things and Their Habitats:** • I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • I can give reasons for classifying plants and animals based on specific characteristics.
History/Geography	• Mayan Civilisation • Mesoamerica	• Analyse reasons for the characteristics of people from the past • Present information from more than one source • Describe and give reasons for the beliefs held by different societies in the past • Compare and contrast features of historical periods identifying similarities and differences • Compare and contrast the distinctive features of past societies • Compare a wide range of locations, countries and continents around the world including the Americas • Ensure that conclusions make accurate reference to the evidence presented

		• Locate a city in the UK using six-figure grid referencing. Map a route to other locations in Europe and beyond. • Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America.
Art/DT	• Mayan inspired printing and murals • Designing and making a Mayan inspired scarf	• Produce creative work, exploring ideas and recording experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works • Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Make a product selecting from and using a wider range of materials, including textiles, according to their functional and aesthetic qualities • Evaluate ideas and products against their own design criteria and consider the views of others to improve their work
Religious education	• Freedom and identity	• Through their understanding of different religions and religious beliefs, pupils will answer the following question: • Does living out parents' religious beliefs / traditions take away from someone's freedom or add to his / her sense of identity?
Computing	• Spreadsheets	• Using Excel to create spreadsheets • 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
French	• Classroom commands • Everyday conversation	• Pupils will learn the essentials of French conversation, including: • Engaging in conversations and speaking in sentences • Reading with increased understanding

		- Broadening their vocabulary - Writing phrases from memory and using them to create new sentences - Describing people, places, things and actions orally and in writing - Understanding basic grammar