



YEAR 6

CURRICULUM LEAFLET

DISCOVER—AUTUMN 1

READING

Children will begin to read *The Invention of Hugo Cabret* by Brian Selznick in Destination Reader. We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read.



WRITING

Using *The Invention of Hugo Cabret* by Brian Selznick, children will learn and revise many of the key grammar requirements of Y6 and have opportunity to apply them by writing a missing flashback chapter exploring Hugo's experience of living Uncle Claude, as well as researching the about the famous film director George Méliès and writing a biography about his life. We will also write a newspaper report based on the story *The Giant's Necklace* by Michael Morpurgo.



MATHS

Review Prior Learning:

- To add and subtract whole numbers with more than 6 digits
- Calculating with whole numbers and decimals
- To multiply and divide by 10, 100 and 1000.
- To divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately

New Learning:

- Integers and decimals
- Multiplication and division

RE/ PSHE

RE: Why does religion look different around the world?

We will be comparing the Abrahamic religions, discovering how some practices are observed.



PSHE:

Introduction: Setting ground rules for RSE & PSHE lessons; Wellbeing



PE/COMPUTING

PE: Wednesday & Thursdays

Computing : Online safety

Learning to deal with issues online that can produce negative feelings and ways to overcome this; learning about the impact and consequences of sharing information online; exploring how to develop a positive online reputation; combating and dealing with online bullying and managing personal passwords effectively.



SPANISH/MUSIC

Spanish:

The weather *Qué tiempo hace?* Spain, location of major towns, geographical features, *¿Dónde está?*

Music: Happy (Pop/Neo Soul)

Pupils will explore Pop and Neo Soul in their music lessons. They will also explore songs such as: *Top Of The World* sung by *The Carpenters*; *Don't Worry, Be Happy* sung by *Bobby McFerrin*; *The Waves When You're Smiling* sung by *Frank Sinatra*

ART/ DT

Art : Drawing—Make my Voice Heard

Children will draw upon their experiences of creative work and their research to develop their own starting points for creative outcomes.

DT: Food: Come Dine with Me

Children will research and prepare a three-course meal. They will taste-test and score their food and when they aren't cooking, they will research the journey of their main ingredient from 'farm to fork' or write a favourite recipe to include in a class cookbook.





PRIOR KNOWLEDGE

Previously in Year 2:

- **Habitats**—Identifying some of the characteristics of living things, including plants and animals in different habitats

Previously in Year 4:

- **Classification and Changing Habitats**- Grouping and classifying living things and exploring habitat changes.

Previously in Year 5:

- **Life Cycles and Reproduction**- Exploring the life cycles of plants and animals and the life process of repro-

NEW KNOWLEDGE

During this unit, I will learn:

- To explain how organisms are classified using the Linnaean system.
- To classify the cold-blooded vertebrate groups using their common characteristics.
- To classify the warm-blooded vertebrate groups using their common characteristics.
- To classify invertebrates.
- To describe how the plant kingdom is organised
- To describe and classify micro-organisms.

KEY IDEAS AND VOCABULARY

During this unit, pupils will compare the characteristics of the vertebrate and invertebrate groups. They will also name the plant groups and describe the characteristics of flowering plants, ferns, mosses and conifers.

binomial system	A system used to give living things a two-part Latin name
cold-blooded	Animals that rely on external sources, like the Sun, to control their body
conifer	A plant that reproduces with seeds inside of cones and has roots and needle-like leaves
exoskeleton	A skeleton on the outside of the body
fern	A plant that reproduces using spores and has roots and feathery leaves (fronds)
invertebrate	An animal without a backbone
life process	The process a living thing performs
Linnaean sys-	A system created by Carl Linnaeus to classify living things
micro-organism	A microscopic living thing
moss	A plant that reproduces using spores and has simple leaves and no roots
vertebrate	An animal with a backbone
warm-blooded	Animals that can control their body temperature internally (e.g. mammals and birds)

SCIENTIFIC ENQUIRY

During this unit, I will learn the following practical skills:

- Grouping in a broader range of contexts.
- Organising the layout of number and branching keys.
- Formulating appropriate questions for classification keys.

FUTURE KNOWLEDGE

Later in Year 6:

- **Evolution and Inheritance**- Exploring variation and inheritance in different living things and how observations and fossil evidence have led to the theory of evolution.

Micro-organisms: organisms that are too small to see with the naked eye, including bacteria, protists and some fungi.

Bacteria are classified according to their shape:

Spherical



Rod bacteria



Comma



Spiral



Corkscrew





YEAR 6

HISTORY

AUTUMN 1

CENSUS

PRIOR KNOWLEDGE

Previously in Year 1:

- How am I making history

Previously in Year 2:

- Past and Present

Previously in Year 4:

- How have children changed their lives?



FUTURE KNOWLEDGE

Later in Year 6:

- Exploring and understanding how to carry out an independent fieldwork enquiry.



NEW KNOWLEDGE

During this unit, I will learn:

- Identify the type of information the census gives about people.
 - Use the census to make inferences about people from the past.
 - Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.
 - Identify and describe the changes between periods of time using the census.
 - Use other primary and secondary sources to verify the data in a census.
 - Use a range of sources, including the census, to build an understanding of a period.
 - Describe the changes in the 1921 census.
- Plan a local history enquiry using the census

During this unit, I will learn the following skills:

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.
- Relating current study on timeline to other periods of history studied.
- Comparing and making connections between different contexts in the past.

KEY VOCABULARY

census	An official survey recording information about a population.
decade	Ten years.
enumerator	A person employed to collect census forms and enter the data into an enumeration book.
Head of Household	The main person responsible for earning money and making important decisions for the household.
inference	Using the clues in sources to form an idea.
occupation	A person's job or profession.
local history	The study of the history of an area, looking at its past events, people and changes over time.
historical enquiry	The process of investigating the past by asking questions, examining sources and piecing together how things happened.

