
















# Our Year 6 Curriculum - Autumn 1



Lens	Migration and Diversity
<b>Big Question</b> 	<p>Children will be exploring what <b>immigration</b> means to them, our community and how it has and continues to change British society. We will be linking our reading and writing texts to support children with deepening their understanding of the types of immigration and what it is like for those immigrating and those who live in the UK.</p> <p><b>The big questions:</b>            What were the push and pull factors of immigration into the UK? What was the experience like for these immigrants?            (Jewish (1930's) and Caribbean (1948-1970) waves of immigration)</p>
<b>Maths</b> 	<p>To further strengthen the foundation of our children's mathematics knowledge we will be building upon skills of <b>number and place value and the four operations</b> (addition, subtractions, multiplication and division). We will be identifying and using mathematical vocabulary and re-establishing resilient and ambitious learning behaviours.</p>
<b>English</b> 	<p>Children will be revisiting <b>grammatical parts of sentences</b>, discussing and verbalising how a sentence can be <b>edited and improved</b> and recalling prior learning and vocabulary from Year 3, 4 and 5 to strengthen their grammar, spelling and punctuation foundations. Additionally, children will be exploring efficient reading and comprehension strategies.</p>
<b>History</b> 	<p>In history, we are exploring <b>migration, immigration and emigration</b>, specifically identifying significant waves of immigration throughout the years. Children will also be identifying the variety of reasons for leaving and coming to the UK and exploring historical sources to identify how these waves have changed British society and what the experience was like for the immigrants.</p>
<b>Science</b> 	<p>In science, we will be building on children's knowledge of living things by identifying how living things are classified by exploring <b>Carl's Linnaeus's classification terms</b> and deepening their understanding of the similarities and differences between living things.</p>
<b>Religious Education</b> 	<p>This term, we are exploring <b>Hinduism</b>. At the end of this half term, children will have the knowledge to help them answer the following question: What is the best way for a Hindu to show commitment to God? In our lessons, we discuss, observe and gain an understanding of: how Hindus worship, where they worship, significant practices associated with Hinduism and more.</p>
<b>PSHCE</b> 	<p>The children will be deepening their understanding of <b>mental health</b> by discussing and identifying signs of positive/negative mental health, identifying people who can support and help and to know that early intervention is key.</p>
<b>Music</b> 	<p>We will be looking at the function of <b>lyrics in songs</b> and how these can often reflect the time and place in which they are written. Following on from this we will be studying 'The Twelve Bar Blues', understanding its origins in 'Spirituals' and recognising the sequence of the three chords and identifying them in songs.</p>

<b>Art and Design</b> 	<p>We will be looking at using art to share their passions and interests with the community. They will be introduced to <b>activist artists</b> and will go on to identify and voice topics they are passionate about as individuals. They will be creating a final project using art skills such as collage, screen printing and painting to convey their message.</p>
<b>Computing</b> 	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>• Iterate ideas, testing and changing throughout the lesson and explain what their program does.</li> <li>• <b>Use nested loops</b> in their designs, explaining why they need two repeats.</li> <li>• Alter the house drawing using <b>Python commands</b>; use comments to show a level of understanding around what their code does.</li> <li>• Use loops in Python and explain what the parts of a loop do.</li> <li>• Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it.</li> </ul> <p><b>Online safety: Life online</b></p>
<b>French</b> 	<p>Children will be developing their vocabulary to include the <b>names of school subjects</b>. They will be extending their sentences both orally and in writing by learning how to express their opinions on school subjects in French and using adjectives to justify those opinions.</p>
<b>Outdoor PE</b> 	<p>Children will improve their <b>defending and attacking</b> play in <b>American football</b>, developing further knowledge of the principles and tactics of each. Children will begin to develop consistency and control in running with the ball, passing and receiving a ball. They will also learn the basics of goal kicking.</p> <p>Children will evaluate their own and others' performances, suggesting improvements.</p> <p>They will learn the importance of playing <b>games fairly</b>, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>
 <b>Indoor PE</b>	<p>Children will improve on key skills used in <b>dodgeball</b> such as throwing, dodging and catching. They also learn how to <b>select and apply tactics</b> to the game to outwit their opponent. In dodgeball, children achieve this by hitting opponents with a ball whilst avoiding being hit. Children are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Children learn <b>officiating skills</b> when refereeing games and are given opportunities to evaluate and suggest improvements to their own performance</p> <p>In swimming, children will be developing their <b>breaststroke technique</b>, focusing on the importance of breathing efficiently. They will also focus on <b>floating and water safety</b>.</p>