


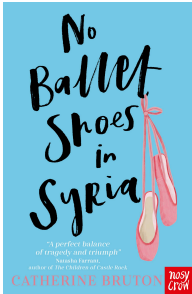















Our Year 6 Curriculum - Autumn 1



Lens	Migration and Diversity
Big Question 	<p style="text-align: center;">What were the push and pull factors and experiences of those immigrating to the UK? (Jewish -1930s and Caribbean - 1948-1970)</p> <p>Children will explore what immigration means to them, their community, and how it has shaped and continues to influence British society. We will link our reading and writing texts to support a deeper understanding of different types of immigration, as well as the experiences of those who immigrate and those living in the UK.</p>
Maths 	<p>To further strengthen the foundation of our children's mathematics knowledge, we will be building upon skills of number and place value and the four operations (addition, subtraction, multiplication and division). We will be identifying and using mathematical vocabulary and re-establishing resilient and ambitious learning behaviours.</p>
English 	<p>The children will be reading the following books this half term:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>No Ballet Shoes in Syria by Catherine Bruton, The Journey by Francesca Sanna and The Arrival by Shaun Tan.</p> <p>They will use these texts as a stimulus for their writing. We will be revisiting previously taught grammar including coordinating and subordinating conjunctions, fronted adverbials and apostrophes for possession and contractions. Handwriting will be a focus this half term, using Debbie Hepplewhite's method.</p>
History 	<p>In history, we are exploring migration, immigration and emigration, 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> <p>Educational Visit - Migration Museum Workshop</p>
Science 	<p>In science, we will be building on children's knowledge of living things by identifying how living things are classified by exploring Carl's Linnaeus's classification terms and deepening their understanding of the similarities and differences between living things.</p>
Religious Education	<p>Reality - What is real?</p> <p>In Year 6 Religious Education, pupils will engage in deeper philosophical enquiry by examining the concept of reality through the lens of Abrahamic and</p>

	<p>Dharmic religions. They will explore how different faiths interpret the nature of existence, the soul, divinity, and creation, while comparing these views with non-religious worldviews. Through critical discussion, pupils will consider complex questions such as: What defines reality? Can truth be absolute? What is the role of faith, evidence, and experience in shaping belief? This unit encourages respectful debate, reflective thinking, and empathy.</p> <p>Educational Visit -Mandir</p>
<p>PSHCE</p> 	<p>The children will be deepening their understanding of how we can stay healthy as we grow. They will explore ideas about what is a healthy lifestyle, discuss how some choices made may be bad for a healthy lifestyle and work towards making links between a healthy lifestyle and general well-being.</p> <p>British Value: Democracy</p>
<p>Music</p> 	<p>We will be looking at the function of lyrics in songs 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>
<p>Art and Design</p> 	<p>We will be looking at using art to share their passions and interests with the community. They will be introduced to activist artists, such as Shepard Fairey, 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>
<p>Computing</p> 	<p>Introduction to Python Coding</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • Iterate ideas, testing and changing throughout the lesson and explain what their program does. • Use nested loops in their designs, explaining why they need two repeats. • Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does. • Use loops in Python and explain what the parts of a loop do. • Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it. <p>Online safety: Life online</p>
<p>Outdoor PE</p> 	<p>In this basketball unit, pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>They will develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>
<p>Indoor PE</p> 	<p>Children will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics 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 officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own performance.</p>

	<p>Swimming</p> <p>As we prepare for the new swimming term, our focus for the first half will be on reintroducing routines and ensuring safety. We will be reinforcing safety rules in the changing rooms, at the poolside, and in the pool. During this time, we will also assess each child's swimming ability and needs to place them in appropriate groups. Safety in the water will be our main priority this term.</p>
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