

Year 6

Shine Brightly Curriculum

Autumn



Overview of the autumn term curriculum

Art	Computing	DT	French	Geography	History	Music
Focus: Drawing Unit: Self portraits	Focus: Coding	Focus: Creating a Structure Unit: Renewable Energy –Wind Turbines	Focus: Me and My Friends Focus: Time in the City	Focus: Physical Geography Unit: Climate Change	Focus: Cornwall During the Industrial Revolution Golden Thread: Changes in Society	Focus: Performance Unit: Playing a Melody
PE	PSHE	RE	Science	Reading	Writing	Maths
Focus/Unit: Body Management - Gymnastics Focus/Unit: Athletics - Fitness	Focus: Being me in my World Focus: Celebrating Differences	Focus: Hinduism Unit: Why do Hindus try to be good? Focus: Christianity Unit: Christians and how to live: What would Jesus do?	Focus: Electricity (physics) Focus: Circulatory System (biology)	Fiction: Holes The Haunting of Aveline Jones Skullduggery Pleasant Miss Peregrine's Home for Peculiar Children The Song that Sings Us Non-fiction: The World Book Poetry: Titanium The Christmas Truce	Fiction: Holes My Swordhand is Singing Non-fiction: Discussion text	Place value Addition and subtraction Multiplication and division Fractions Position and direction





As artists in Year 6, we are learning:

Art

Term: Autumn

Focus: Drawing - Portraits

As artists, we are learning to understand that portraits can be drawn from different angles.

As artists, we are learning to use effective shading techniques.

As artists, we are learning to use proportion and sketching techniques.

As artists, we are learning to use observational and proportional skills to add details to a portrait.

As artists, we are learning to plan and apply skills to create a profile self-portrait.

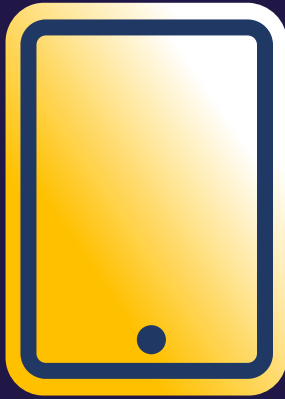
Composite: Final outcomes showing a range of skills and techniques.

As technologists in Year 6, we are learning:

Computing

Term: Autumn

Focus: Coding



As technologists, we are learning to design a playable game with a timer and a score. We will plan and use selection and variables.

As technologists, we are learning to understand how the launch command works.

As technologists, we are learning to use functions and understand why they are useful. We will understand how functions are created and called.

As technologists, we are learning to use flowcharts to test and debug a program. We will create a simulation of a room in which devices can be controlled.

As technologists, we are learning to understand the different options of generating user input in 2Code.
As technologists, we are learning to understand how user input can be used in a program.

As technologists, we are learning to understand how 2Code can be used to make a text-based adventure game.

Composite: To share and play each other's adventure games.



As designers in Year 6, we are
learning:

D.T

Term: Autumn

Focus: Renewable Energy

As designers, we are researching different sources of renewable energy.

As designers, we are researching and designing anemometers.

As designers, we are creating and evaluating our anemometer designs.

As designers, we are researching and designing wind turbines.

As designers, we are creating and evaluating our wind turbines.

As designers, we are creating our final wind turbine models.

Composite: To explain our final designs using a range of subject specific vocabulary.

As linguists in Year 5, we are learning:

French



Term: Autumn

Focus: Me and My Friends

As linguists, we are learning to understand some adjectives to describe my feelings.

As linguists, we are learning to begin to answer the questions "How are you?" in more detail.

As linguists, we are learning to say an extended sentence about how I am feeling.

As linguists, we are learning to say some important things about myself and somebody else.

As linguists, we are learning to say if I like or dislike a school subject.

As linguists, we are learning to give my opinion about school subjects.

Composite: To discuss/name school subjects in French outside of French lessons.

As linguists in Year 5, we are learning:

French

Term: Autumn

Focus: Time in the City

As linguists, we are learning to understand some facts about the capital city of France.

As linguists, we are learning to ask for an entrance ticket.

As linguists, we are learning to give and understand some simple directions around the city.

As linguists, we are learning to say and write a description of the city.

As linguists, we are learning to buy a souvenir and ask for the price.

As linguists, we are learning to describe a festive jumper.

Composite: To design and describe a festive jumper in French.



As geographers in Year 6, we are learning:

Geography

Term: Autumn

Focus: Physical Geography

As geographers, we are learning to explore the natural process of climate change.

As geographers, we are learning to investigate the impact climate change has on our sea levels.

As geographers, we are learning to explore how climate change will likely impact wildlife.

As geographers, we are learning to understand how carbon dioxide enhances climate change, particularly through burning fossil fuels.

As geographers, we are learning to explore how Denmark uses renewable energies (focusing on wind and bioenergy)

As geographers, we are learning to understand how Sweden uses renewable energies (focusing on Hydropower).

Composite: To write a discussion text: Which country uses renewable energies effectively?

As historians in Year 6, we are learning:

History



Term: Autumn

Unit: Cornwall during The Industrial Revolution

Golden Thread: Changes in Society

As historians, we are learning to understand what The Industrial Revolution was.

As historians, we are learning why the invention of the beam engine was so important.

As historians, we are learning to understand how the rail network developed.

As historians, we are learning to understand how The Industrial Revolution impacted Cornwall.

As historians, we are learning to investigate life as a miner in Cornwall.

As historians, we are learning about a significant person (Guglielmo Marconi) and his impact on Cornwall.

Composite: Class discussion of a concept cartoon, using and applying vocabulary learnt.



As musicians in Year 6, we are learning:

Music

Term: Autumn

Focus: Performance

As musicians, we are learning the differences between semibreves, minims, crotchets, quavers and semiquavers, and their relevant rests.

As musicians, we are learning to play a melody following staff notation.

As musicians, we are learning to accompany a melody using block chords or a bass line.

As musicians, we are learning to read and perform pitch notation within an octave.

As musicians, we are learning to play a familiar melody using staff notation.

As musicians, we are learning to create an ensemble piece of music as a class.

Composite: To perform ensemble to another class in the school or in assembly using notation.



As sports people in Year 6, we are learning:

P.E

Term: Autumn

Focus: Gymnastics

As sports people, we are learning to develop the straddle, forwards and backwards roll.

As sports people, we are learning to develop counter-balance and counter-tension.

As sports people, we are learning to perform inverted movements with control.

As sports people, we are learning to perform the progressions of a headstand and a cartwheel.

As sports people, we are learning to use flight from hands to travel over apparatus.

As sports people, we are learning to create a group sequence using formations and apparatus.

Composite: To choreograph and perform a routine, demonstrating skills.



As a sports person in Year 6, we are learning:

P.E

Term: Autumn

Focus: Fitness

As sports people, we are learning to develop an awareness of what your body is able to do.

As sports people, we are learning to develop speed and stamina.

As sports people, we are learning to develop strength using our own body weight.

As sports people, we are learning to develop co-ordination through skipping.

As sports people, we are learning to perform actions that develop agility.

As sports people, we are learning to develop control whilst balancing.

Composite: To design and take part in a circuit of activities.



As successful citizens in Year 6, we are learning:

PSHE

Term: Autumn

Focus: Being me in my World

As a successful citizen, we are learning to identify some of our hopes and fears for this year.

As a successful citizen, we are learning that there are universal rights for all children but for many children these rights are not met.

As a successful citizen, we are learning that our actions affect other people, both locally and globally.

As a successful citizen, we are learning to make choices about our own behaviour and understand how rewards and consequences feel. I know how these relate to my rights and responsibilities.

As a successful citizen, we are learning to understand how an individual's behaviour can impact a group.

As a successful citizen, we are learning to understand how democracy and having a voice benefits the school community.

Composite: To create a class learning charter with clear rewards and consequences.



As theologians, in Year 6, we are learning:

R.E

Term: Autumn

Focus: Hinduism – Why do Hindus try to be good?

As theologians, we are learning about the Hindu beliefs of dharma, karma, samsara and moksha.

As theologians, we are learning how karma suggests that our actions have consequences and can affect our future..

As theologians, we are learning about samsara, the cycle of birth, death and rebirth, and moksha, liberation from this cycle relating to the story of the man in the well (Mahabharata).

As theologians, we are learning how dharma, duties and responsibilities guide Hindus in living a good and meaningful life.

As theologians, we are learning how Hindu values such as ahimsa (non-violence) and satya (truthfulness) influence how Hindus live and treat others.

As theologians, we are learning to reflect on how Hindu beliefs about karma, dharma and reincarnation can influence ideas about justice, responsibility and how people should live.

Composite: Class discussion on what difference it would make to the way people live if everything they did, carried good or bad karma.



As theologians, in Year 6, we are learning:

R.E

Term: Autumn

Focus: Christianity- How to live

As theologians, we are learning to explain what Jesus taught about how people should live.

As theologians, we are learning to explore Jesus' teachings in the Sermon on the Mount and consider how they challenged people's ideas about how to live.

As theologians, we are learning to explain how Jesus' command to love God and our neighbour influences Christian choices and actions.

As theologians, we are learning to investigate how Christians put Jesus' teachings into practice through prayer, forgiveness, justice, healing and helping others.

As theologians, we are learning to apply Jesus' teachings to difficult situations and consider how a Christian might decide what is right

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Composite: Class discussion – What would Jesus do?



As scientists in Year 6, we are
learning:

Science

Term: Autumn

Focus: Electricity

As scientists, we are learning to draw circuits using recognised symbols.

As scientists we are investigating what happens to bulbs in a circuit when we change the number of cells or bulbs.

As scientists we are investigating what happens to buzzers in a circuit when we change the number of cells or buzzers.

As scientists we are learning to use circuits to solve a problem involving light.

As scientists we are learning to use circuits to solve a problem involving sound or movement,

As scientists we are learning about how circuits are used in real life.

Composite: To design, create and label a circuit that could be used in real life.



As scientists in Year 6, we are
learning:

Science

Term: Autumn

Focus: Circulatory System (biology)

As scientists, we are learning to identify and name the parts of the human circulatory system.

As scientists, we are learning to investigate what happens to our heart when we exercise.

As scientists, we are learning about the function of the circulatory system.

As scientists, we are learning about the function of blood.

As scientists, we are learning about the effects of drugs on the human body.

Composite: To discuss a concept cartoon using and applying the vocabulary learnt across the unit.