

Year 6

Shine Brightly Curriculum

Autumn 2024



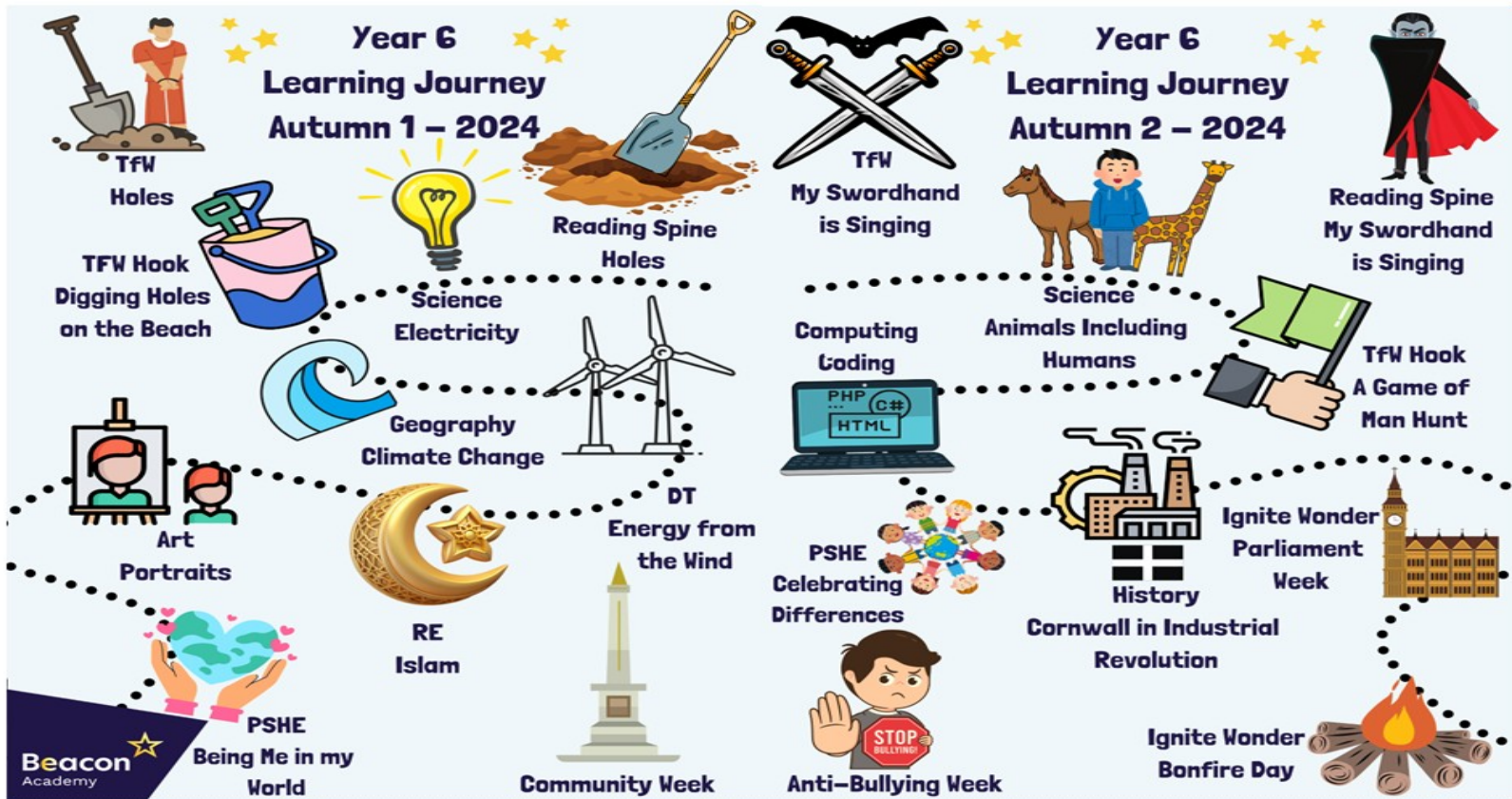
Overview of the autumn term curriculum

| Art | Computing | DT | French | Geography | History | Music |
|---|---|--|---|---|---|---|
| Focus: Drawing Unit: Self portraits | Focus: Coding | Focus: Creating a Structure Unit: Renewable Energy –Wind Turbines | Focus: A New Start Focus: Calendar and Celebrations | 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: Islam Unit: Muslims' Commitment to God | 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 War Horse Non-fiction: Discussion text Persuasive letter | Place value Addition and subtraction Multiplication and division Fractions Position and direction |



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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.

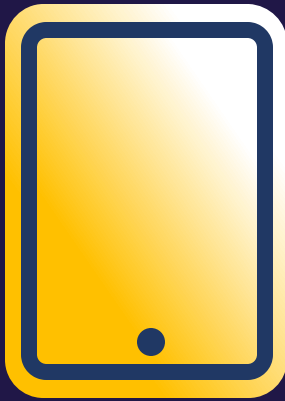
As artists, we are learning to use observational and proportional skills to add details to a portrait.

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 design a playable game with a timer and a score. 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 design technologists in Year 6, we are learning:

D.T

Term: Autumn

Focus: Renewable Energy

As design technologists, we are researching different sources of renewable energy.

As design technologists, we are researching and designing anemometers.

As design technologists, we are creating and evaluating our anemometer designs.

As design technologists, we are researching and designing wind turbines.

As design technologists, we are creating and evaluating our wind turbines.

As design technologists, we are creating our final wind turbine models.

Composite: To write an instruction text on how to make wind turbine and why they are important.

As linguists in Year 6, we are learning:

French



Term: Autumn

Focus: A New Start

As linguists, we are learning to say a greeting and a farewell in French.

As linguists, we are learning to ask and answer the question "how are you" in French.

As linguists, we are learning to say "My name is ..." and also ask "What is your name" in French.

As linguists, we are learning to say some numbers between 0 and 10.

As linguists, we are learning to remember and write some numbers between 0 and 10.

As linguists, we are learning to say some colours in French.

Composite: To use French phrases to answer the register.

As linguists in Year 6, we are learning:

French



Term: Autumn

Focus: Calendar and
Celebrations

As linguists, we are learning to say and write some colours linked to fireworks.

As linguists, we are learning to say and write some days of the week.

As linguists, we are learning to remember days of the week in French.

As linguists, we are learning to read and write dates in French.

As linguists, we are learning about Christmas celebrations in French.

Composite: To apply knowledge and write our date in French in our books each week.



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: To write an explanation text.



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: Role play linking to Talk for Writing unit.

To attend class trip to the beach (juvenile detention centre) as a consequence for behaviour choices.



As theologians in Year 6, we are learning:

R.E

Term: Autumn

Focus: Islam

As theologians, we are learning what it means to make a commitment.

As theologians, we are learning the importance of prayer for Muslims.

As theologians, we are learning the importance of giving to charity for Muslims.

As theologians, we are learning the importance of fasting for Muslims.

As theologians, we are learning to evaluate the best way for Muslims to show their commitment to God.

As theologians, we are learning to show our own commitment to something that is important to us.

Composite: Write an affirmation/short mission statement to reinforce our commitment to something that is important to us.

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 and create a circuit for a game with requires a at least two of the elements taught in this unit.

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 create a job advertisement for a part (or parts) of the circulatory system demonstrating their learning from this unit.