



Year 6 Autumn Term Curriculum Map



English (HFL)		Maths (Herts Essentials)
Reading (including phonics)	Writing	Key Concepts
<p>Floodlands – Marcus Segwick Letter from the Lighthouse – Emma Carroll</p> <p>VIPERS focused on through whole class guided reading</p> <p>Focus on using evidence and quotes from texts to support VIPERS</p> <p>Begin to evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Begin making comparisons within and across books.</p>	<p>*Narrative writing linked to– Wisp by Zana Fraillon & Grahame Baker-Smith</p> <p>*Non-chronological text linked to – Planetarium by Raman Prinja</p> <p>*Creating atmosphere and cohesion in writing linked to - Night of the Gargoyles by Eve Bunting Illustrated by David Wiesner</p> <p>*Free verse poetry linked to a cross curricular topic</p>	<p>Place Value</p> <p>Multiply and Divide by 10, 100 and 1,000</p> <p>Choosing Effective Mental Calculation Strategies</p> <p>Problem Solving with Four Operations</p> <p>Application of Factors, Multiples and Primes</p> <p>Simplifying Fractions</p> <p>Comparing and Ordering Fractions</p> <p>Adding and Subtracting Fractions</p> <p>Fraction and Decimal Equivalents</p> <p>Fractions, Decimals and Percentages</p> <p>Calculating Percentages</p> <p>Formal Written Method of Multiplication</p> <p>Area</p> <p>Formal Written Method of Short Division</p> <p>Properties of Shape</p>
<p>Vocabulary: Vocabulary: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points plus all previously taught vocabulary.</p> <p>Core texts: Floodlands – Marcus Segwick, Letter from the lighthouse – Emma Carroll</p>		<p>Vocabulary: Please see Year 6 Maths vocabulary and key concept map.</p>

PSHE (Jigsaw)		Science	
Skills	Knowledge	Skills	Knowledge
<p>Autumn 1 - Being me in my world. Be able to make others feel welcomed and valued Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions</p> <p>Autumn 2 – Celebrating Differences Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being Excluded Be able to recognise when someone is exerting power negatively in a relationship Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Appreciate people for who they are Show empathy</p>	<p>Autumn 1 - Being me in my world. Know how to set goals for the year ahead Understand what fears and worries are Know about children’s universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process</p> <p>Autumn 2 – Celebrating Differences Know that there are different perceptions of ‘being normal’ and where these might come from Know that being different could affect someone’s life Know that power can play a part in a bullying or conflict situation Know that people can hold power over others individually or in a group Know why some people choose to bully others Know that people with disabilities can lead amazing lives Know that difference can be a source of celebration as well as conflict</p>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ☐ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ☐ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ☐ Using test results to make predictions to set up further comparative and fair tests ☐ Reporting and presenting findings from enquiries, including conclusions, causal relationships, explanations and degree of trust in results, in forms such as displays and other presentations ☐ Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Autumn 1 Living Things and their habitats Describe how living things are classified in to broad groups according to common observable characteristics and based on similarities and differences, including micro organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Autumn 2 – Light Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
<p>Vocabulary: Aut 1: Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy. Aut 2: Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity,</p>		<p>Vocabulary: Aut 1: Classification Vertebrate, invertebrate Kingdoms: animal, plant, ‘micro-organism’ Classes: amphibian, reptile, bird, mammal, Scales, feathers Flowering plant, non-flowering plant Aut 2: Simple comparisons: dark, dull, bright, very bright Comparative vocabulary: brighter, duller, and darker Superlative vocabulary: brightest, dullest, and darkest Opaque, translucent, transparent Shadow – block, absence of light Reflect – bounce, mirror, reflection See – light source Sun – sunset, sunrise, position</p>	

Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.			
Computing (Switched on Computing)		History – Autumn 2 <u>World War II – Autumn 2</u>	
Skills	Knowledge	Skills	Knowledge
6.1 – We are toy makers <ul style="list-style-type: none"> how computers use stored programs to connect input to output how to generate and evaluate designs in response to a brief to plan a complex project by decomposing it into smaller parts to work with physical components of a system how to design and write a program for an embedded system to use criteria to provide others with feedback on their work. 6.2 - We are computational thinkers <ul style="list-style-type: none"> develop the ability to reason logically about algorithms understand how some key algorithms can be expressed as programs understand that some algorithms are more efficient than others for the same problem understand common algorithms for searching and sorting a list. 	6.1 – We are toy makers <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and repetition in programs; work with various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 6.2 - We are computational thinkers <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	Skills To develop chronological knowledge and understanding. To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance. To understand how our knowledge of the past is constructed from a range of sources. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To consider how learning about the past can be used to prepare and prevent future events.	To know why the when and why the war started. To know the areas that were affected by the Blitz. To know about the effects of air raids. To know the causes and meaning of evacuation. To consider the feelings of evacuees. To understand the impact that rationing had on people's lives and families. To know about the experience of Jewish children during the war.
Vocabulary: 6.1 – We are toy makers Accelerometer, Bluetooth, controller, decomposition, edge connector, embedded system, input, interactives, light-emitting diode, Makecode, microbit, microprocessor, output, simulator, system 6.2 - We are computational thinkers Abstraction, algorithm, binary search, decomposition, divide and conquer, graph, greedy algorithm, linear search, quicksort, search, search algorithm, selection sort, sort		Vocabulary: World War II, treaty of Versailles, Germany, England, Italy, France, America, swastika, Nazi Party, Policy of Appeasement, blitz, bombing, bombs, invaded, Britain, air force, Luftwaffe, civilians, Hitler, Royal Air Force, blackout, raids, bombing, gas mask, Anderson shelter, underground, blackout, evacuation, evacuee.	

Physical Education (PE)		Geography (Autumn 1) Climate Change	
Autumn 1	Autumn 2	Skills	Knowledge
<p>Aut 1 - Cricket – Taught by Chance to Shine – 1 hr per week</p> <p>Aut 1 - Tri- Golf</p> <ul style="list-style-type: none"> To apply knowledge of striking the ball to a specific fixed point To understand how to hold the stick and the movement needed To move the ball from a clean and accurate swing To comfortably adopt the correct posture and position to aid accuracy To accurately aim for a set target or goal To enhance a swing through the body and the follow through afterwards To continue to learn to evaluate and recognise their successes and areas for improvement To continue to enhance communication skills and develop competitive streak 	<p>Aut 2 - Gymnastics</p> <ul style="list-style-type: none"> Revisit aspects of Year 4 Gymnastics Perform pairs sequences including counter balances Perform group sequences including group balances Use apparatus to add height and creativity to sequence work Be able to perform a sequence Be able to perform a tuck, straddle, pike, pencil jumps from elevated surfaces To be able to land a jump from an elevated surface with no movement To be able to take off two feet onto a piece of apparatus Use wall equipment and ropes to form individual, inverted balances To know and understand the safety rules for gymnastics To be able to recognise and name some British gymnasts. To have an understanding of professional Make up longer, more complex sequences 	<ul style="list-style-type: none"> To create maps of locations identifying patterns such as: land use, climate zones, population densities, height of land. To understand how human and physical processes interact to have an impact on landscapes (terrestrial and marine) both in terms of spatial variation and change over time. To discuss, debate and make decisions considering ethical, moral and cultural viewpoints. To use Geographical Information Systems (GIS) to view, analyse and interpret places and data To describe how locations around the world are changing and explain some of the reasons for change To make connections and consider different perspectives, challenging stereotypes and source provenance and bias. To collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations. 	<p>To have some knowledge of the effects of climate change on the world.</p> <p>To be aware of the UK'S and other countries pledges to combat climate change.</p> <p>To understand their and others role in the fight against climate change.</p>
<p>Vocabulary: Striking, Hitting, Contact, Throwing, Batting, Communication, Accuracy, Pace, Bouncing, Balancing, Grip, Twist, Wrist, Arm, Bend, Follow through, Swinging, movement</p>	<p>Vocabulary: Making Shapes, Rolling, Bending, Twisting, Movements, Exploring Body parts, Developing Routines, Rhythms, Linking Movements, Stretching, Mirroring, Muscles, weight, support, relax, listen, observe, reflect, evaluate, safety, awareness, teamwork, communication, group work, patience,</p>	<p>Vocabulary: climate change, Greta Thunberg, interpret, analyse, moral, ethical, cultural, impact, pledge, sustainability, global warming, economic, environment, population, terrestrial, marine, coral reef, Great barrier reef,</p>	

Tri Golf: Club, Wedge, Target, Putter, Tee, Ball, Position, Swing, Approach,	tumbling, standing, posture, finesse, independence, confidence, achievement, Flexibility, strength, technique, control, balance, Finesse, posture, achievement, tumble, technique, flexibility		
Art – Autumn 1 Illusions and cityscapes		Religious Education (R.E)- Herts Agreed Syllabus	
Skills	Knowledge	Skills	Knowledge
<p>To make independent choices in drawing including media.</p> <p>To creatively draw from imagination and observation.</p> <p>To use observational skills to draw shapes/objects from different perspectives. (observational)</p> <p>To be able to draw comparisons and contrasts between artists and their techniques.</p> <p>To consider the impact of artwork and how the effects impact mood.</p> <p>To be able to explain inspiration behind own artwork and choices for techniques being used.</p> <p>To research and explore 3D artwork from a variety of genres and cultures to develop own response through experimentation.</p>	<p>Know about perspective</p> <p>Know how to apply previously learnt skills</p> <p>Know what an illusion is.</p>	<p>Compare how & why a range of beliefs, expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities. <i>(Symbols and actions)</i></p> <p>Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities. <i>(Beliefs and practices)</i></p>	<p><u>Symbolic ways of expressing meaning (Aut 1)</u> Explore and compare how different religions and worldviews express their beliefs through the arts. Explore how artefacts and symbolic actions communicate different meaning to individuals. Investigate the mudras of the Buddha, the Three Jewels, the wheel and the lotus flower in the light of Buddhist teachings and actions. Examine why Christians celebrate the same thing in different symbolic ways.</p> <p><u>Celebrations and key events in life (Aut 2)</u> Investigate what it means to live as a Christian or Buddhist in Britain today, considering internal diversity. Develop an understanding of key Christian concepts, enquiring into how God can be different things to different people. Reflect upon different spiritual and internal diversity, comparing ways of celebrating the same and different festivals/events around the world. Question how and why festivals and events are valued by some and not others.</p> <p><u>Annunciation in a sacred and secular Christmas (Aut 2)</u></p>

			Explore annunciation in a sacred and secular Christmas.
Vocabulary: 3D, sculpture, evaluate, research, construct, plan Artists: Escher, Faith Ringgold, Stephen Wiltshire, Edward Hopper, Stuart Davis		Vocabulary: <u>Autumn 1:</u> Mudras (gestures), The Three Jewells (Buddha, Dharma and the Sangha), Dharma wheel, lotus flower, Christianity, Buddhism, symbolic <u>Autumn 2:</u> Secular, Humanist, symbolism, family tradition, diversity, festivals, Annunciation, Incarnation, temptation, resurrection, salvation, ascension	
Design and Technology (Plan Bee) – Autumn 2 Programming Pioneers.		Music (Sing Up)	
Skills	Knowledge	Skills and Knowledge	Vocabulary
<p>To investigate the appearance and function of a variety of different bird houses.</p> <p>To identify what materials have been used to construct a variety of bird houses and suggest how the parts have been joined together.</p> <p>To create a flat pack diagram of a constructed bird house.</p> <p>To draw an exploded diagram.</p> <p>To measure, clamp, saw, sand and join wood.</p> <p>To use a hand drill to drill a hole in a piece of wood.</p> <p>To design a bird house for a particular bird, taking into account the bird's needs.</p> <p>To select appropriate tools and materials to use when making a bird house.</p> <p>To create a sturdy bird house frame using wood.</p> <p>To evaluate their finished bird house, taking into account the views of others to improve my work.</p>	<p>To know what a flat pack diagram is and can use it to identify each part of a structure.</p> <p>To know when they may need this knowledge in the future</p> <p>To the safety rules I need to follow when doing woodwork.</p> <p>To recognise and name the tools associated with basic woodwork.</p> <p>To understand why it may be important to help conserve the bird population.</p> <p>To understand climate changes that affect wildlife</p>	<p>Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately. Sing and play their own arrangement of the song together in time Listen to historical recordings of big band swing and describe features of the music using music vocabulary. Shadows Explore the influences on an artist. Recognise and identify features of timbre/instrumentation and expression in an extract of recorded music Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music Composing for protest Create their own song lyrics. Fit their lyrics to a pulse, creating a chant. Write a melody and sing it.</p>	<p>Hey Mr Miller Duration: beat, pulse, count-in, swing/swung rhythm, syncopation. Pitch: arpeggio, chromatic, C major scale. Structure: question-and-answer. Texture: layers. Timbre: rhythm section, brass section, woodwind section, scat singing (scatting). Other: improvisation, big band, swing music Shadows timbre: electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins. Other: genre/style, fusion, rock, country, electronic dance music (EDM), DJ, impressionism, drum and bass, legato, decoration, off-beat rhythms, classical. Composing for protest Pulse: a steady beat (like a ticking clock). Tempo: the speed of a piece of music. Structure: ostinato (a repeating pattern), coda (a fancy ending). Other: protest song (a song written to help a social cause or to effect change), lyrics (the words or text of a song), chant</p>

To use observation to evaluate the effectiveness of my bird house		Structure their ideas into a complete song.	(lyrics spoken to a pulse), melody (or tune – a series of notes arranged in a pattern).
Vocabulary: bird house, drill, screwdriver, sandpaper, chisel, clamp, saw, sand, join, nail, screw, hammer, woodwork, population, climate, Vocabulary: bird house, drill, screwdriver, sandpaper, chisel, clamp, saw, sand, join, nail, screw, hammer, woodwork, population, climate,			
French (Language Angels)			
Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required). Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.) Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant). Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear. Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. 	Autumn 1 Verbs and Grammer Autumn 2 La Seconde Guerre Mondiale- World War 2. I can group words in French into verbs, adjectives and nouns Name four countries and languages involved in WWII Say what city and country life was like in WWII Present myself as an evacuee in WWII	Je/Tu/Il/Elle/Nous/Vous/Ils/Elles, Jouer joue/joues/joe/joue/jouons/jouez Jouent Jouent Habiter, habite/habites/habites/habite, habite/habitions/habitez/habitant/habitant, Finir, Finis/finis/finit/finit/finissons/finissez/finissent/finissent, Vendre, vends/vends/vend/vend/vend/vendons/vendez/vendent/vendent Aller Vais/vas/va/va/allons/allez/vont/vont Avoir J’ai/as/a/a/avons/avez/ont/ont Etre Suis/es/est/est/sommes/etes/sont/sont Faire Fais/fais/fait/fait/fait/faisons/faites/font/font La Seconde Guerre Mondiale L’Angleterre La France L’Italie ‘Allemagne La Pologne La Tchecoslovaquie Les Etats-unis En on parle L’anglais Le francais L;italien L’allemand Le polonaise Le tchecoslovaque Cher papa Chere maman Chers parents Bonjour Ca va? Moi, ca va viene Moi, ca va malje suit a la campagne Je suit un ville A la campagne c’est En ville c’est Mais Parce que Et Aussi Amusant Calme Sans danger Triste Convivial Sombre Sain Difficile Dangereux Enfume Grosses bises A bientot	

<ul style="list-style-type: none"> • Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). • Use connectives to link together what they say so as to add fluency. • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. • Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. • Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant) 		
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