

## Year 6 Autumn Term Curriculum Map

English		
Writing (HFL)		Spelling (No Nonsense)
<b>Year 6 Writing Purposes</b>	<p><b>Narrative:</b> To entertain (6.1)</p> <p><b>Non-chronological report:</b> Inform (6.2)</p> <p><b>Narrative:</b> Entertain (6.3)</p> <p><b>Speech:</b> Persuade (6.4)</p>	<p>Revise words with the /i:/ sound spelt 'ei' after 'c'. Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p>Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious)</p> <p>Homophones advice/advise, device/devise, licence/license, practice/practise,</p>
<b>Year 6 Writing Outcomes with core texts</b>	<p>Creating atmosphere and cohesion in writing linked to the text: Night of the Gargoyles and The Mysteries of Harris Burdick</p> <p>Non-chronological reports linked to the texts: Planetarium by and Professor Astro Cat's Frontiers of Space</p> <p>Narrative writing linked to the text: Wisp</p> <p>Persuasive speeches linked to the text: Talking History</p>	<p style="text-align: center;"><b>Handwriting (Letter Join)</b></p> <p>To continue consolidating an automatic cursive hand in all areas of the curriculum.</p>
<p><b>Vocabulary:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points plus all previously taught vocabulary.</p>		
Reading		
<p>Apply their growing knowledge of root words, prefixes and suffixes for reading and understanding (-fer, -cious, -tious, -cial, -tial, -ance, -ancy, -ent).</p> <p>Read previous and Year 5/6 common exception words.</p> <p>Critique books that they have read to their peers, giving a range of reasons for their views.</p> <p>Check that a range of text types make sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Ask appropriate questions to improve their understanding of texts.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Draw inferences, justifying them with evidence from the text, including quotations.</p> <p>Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, volume and tone so that the meaning is clear to the audience.</p> <p>Learn a wider range of poems by heart.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Explain and discuss their understanding of what they have read through formal presentations, maintaining a focus on the topic and making notes.</p> <p>Increase their familiarity with a wide range of books, including, myths, legends, traditional stories modern fiction, classics and books from other cultures and traditions. Share their views on a text or author, providing reasoned justifications.</p>		<p><b>Autumn Term Texts:</b></p> <p><b>Fiction:</b></p> <p>Extract – War Horse by Michael Morpurgo</p> <p>Extract – A girl of ink and stars by Kirran Millwood</p> <p>Extract – Why the Whales came – Michael Morourgo</p> <p><b>Non-Fiction:</b></p> <p>Extract – Anne Frank's Diary</p> <p>National Geographic – History's Greatest Hits.</p> <p><b>Poems:</b></p> <p>Hummingbird by Grace Nichols</p> <p><b>Poems to learn by heart:</b></p> <p>Autumn Term: I asked the little boy who cannot see - Anon</p>
<p><b>Class Reads: Reads (teacher to choose order):</b> <a href="#">Goodnight Mister Tom by Michelle Magorian</a>, Floodlands by Marcus Sedgwick, Letters from the Lighthouse by Emma Carroll, Holes by Louis Sacher, Secrets of a Sun King by Emma Carroll, The Island at the End of Everything by Kiran Millwood Hargrave, The Polar Bear Explorers Club by Alex Bell, The Final Year by Matt Goodfellow</p>		

## Maths (Herts Essentials)

### Key Concepts

6LS1 – Place value  
 6LS2 – Multiply and divide by 10, 100 and 1,000  
 6LS3 – Choosing effective mental calculation strategies  
 6LS4 – Problem solving with four operations  
 6LS5 – Application of factors, multiples and primes  
 6LS6 – Formal written method of multiplication 6LS7 – Area of parallelograms and triangles  
 6LS8 – Formal written method of short division 6LS9 – Equivalent fractions  
 6LS10 – Comparing and ordering fractions  
 6LS11 – Adding and subtracting fractions  
 6LS12 – Fraction and decimal equivalents  
 6LS13 – Fractions, decimals, and percentages 6LS14 – Calculating percentages  
 6LS15 – Properties of shape

### Vocabulary

#### Number: Counting and number properties

millions  
 tens of millions

#### Number: Place value, ordering and comparing

interval  
 multi-digit

#### Number: Calculation

long division  
 common multiples  
 order of operations

brackets  
 abstract  
 variables

BIDMAS

#### Fractions

simplify  
 degrees of accuracy

#### Geometry: Properties of shapes

dissect / dissection  
 net  
 radius  
 diameter

circumference  
 vertically opposite  
 complementary angles  
 dimensions

composite  
 exterior angle  
 intersect

## Science (Oak Academy)

The Human Circulatory System (6.1)		Changing circuits (6.2)	
Skills	Knowledge	Skills	Knowledge
<p>Exploring the human circulatory system, identifying the heart, blood vessels, and blood functions.</p> <p>Examining how diet, exercise, drugs, and lifestyle affect body function.</p> <p>Exploring how nutrient and water is transported in animals.</p> <p>Record data and present findings</p>	<p>Understand how the heart, blood vessels, and blood work together to transport oxygen and nutrients throughout the body.</p> <p>Name parts of the human circulatory system</p> <p>Explain how to keep healthy</p>	<p>Explore how circuit components like lamps and buzzers function, including the effect of cell number and voltage.</p> <p>Use symbols in circuit diagrams, planning scientific enquiries, taking precise measurements, recording data, and presenting findings with evidence and conclusions.</p> <p>Deepen understanding by learning how adding switches or altering components can change the flow of electricity.</p>	<p>Know the symbols for different electrical components</p> <p>Understand and explain what is needed for a complete circuit, stating what can stop/change the flow of electricity</p>
<p><b>Vocabulary:</b> Nutrients, digest, intestine, bloodstream, model, blood vessels, circulatory system, heart, organ, blood, function, oxygen, carbon dioxide, arteries, veins, oxygenated, deoxygenated</p>		<p><b>Vocabulary:</b> Circuit, component, cell, battery, terminal, voltage, brightness, variable, affect, decibel, appliance, switch, control, complete, industry, secondary sources</p>	
History (Autumn 2) World War II Evacuees (6.1)		Geography (Autumn 1) Extreme Earth (6.1)	
Skills	Knowledge	Skills	Knowledge
<p>To develop chronological knowledge and understanding.</p> <p>To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To consider how learning about the past can be used to prepare and prevent future events.</p>	<p>To know why the when and why the war started.</p> <p>To know the areas that were affected by the Blitz.</p> <p>To know about the effects of air raids.</p> <p>To know the causes and meaning of evacuation.</p> <p>To consider the feelings of evacuees.</p> <p>To understand the impact that rationing had on people's lives and families.</p> <p>To know about the experience of Jewish children during the war.</p>	<p>To locate key physical and human characteristics.</p> <p>To describe and understand key aspects of volcanoes and earthquakes.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries, volcanoes and plate boundaries</p>	<p>Know where the world's countries are.</p> <p>Know what a volcano and earthquake is, where they commonly occur and why.</p> <p>To understand the devastation that be caused from earthquakes and volcanoes</p> <p>To understand and explain key vocabulary</p>
<p><b>Vocabulary:</b> World War II, Germany, England, Italy, France, America, blitz, bombing, bombs, invaded, Britain, air force, Hitler, Royal Air Force, blackout, raids, bombing, gas mask, civilians, underground, blackout, evacuation, evacuee, treaty of Versailles, swastika, Nazi Party, Policy of Appeasement, Luftwaffe, Anderson shelter</p>		<p><b>Vocabulary:</b> volcano, earthquake, continent, tectonic plate, seismic shift. Vibration, earth's crust, lava, crater, erupt, magma chamber, vapour, gas</p>	

Art – Autumn 1 Illusions and cityscapes (6.1)		Design and Technology (Plan Bee) – Autumn 2 Programming Pioneers (6.1)	
Skills	Knowledge	Skills	Knowledge
<p>To make independent choices in drawing including media. 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 begin to create expressive patterns which reflect themselves.</p> <p>To reflect on own artwork and meaning behind this piece.</p>	<p>Know about perspective.</p> <p>Know how to apply previously learnt skills</p> <p>Know what an illusion is.</p>	<p>To write an algorithm to suggest how various appliances might work.</p> <p>To develop and build a prototype pedestrian crossing using computer programming.</p> <p>To develop, model and communicate ideas for an embedded system which monitors and controls a door, room or both.</p> <p>To debug errors in an algorithm.</p> <p>To suggest ways to change an algorithm to improve a system.</p> <p>To select and use electronic components to construct a prototype of an embedded computer-controlled room system.</p> <p>To evaluate my design for a computer-controlled system and consider the views of others to improve my work.</p>	<p>To understand how computers and computer programs are used in a variety of products.</p> <p>To explain how modern memory chips work to store information.</p> <p>To know some examples of how computer hardware and software specialists work together to create new products</p> <p>To describe the typical design process for computer-controlled electronic products.</p> <p>To know that Charles Babbage created the first mechanical computer.</p> <p>To know that Ada Lovelace is referred to as the world's first computer programmer.</p> <p>To know that Steve Jobs and Steve Wozniak co-founded Apple, Inc. to make the first Apple computers.</p> <p>To make links to World War 2 topic and Bletchley Park - Enigma.</p> <p>To know what a computer engineer is and what they do</p>
<p><b>Vocabulary:</b> 3D, sculpture, evaluate, research, construct, plan</p> <p><b>Artists:</b> Escher, Faith Ringgold, Stephen Wiltshire, Edward Hopper, Stuart Davis</p>		<p><b>Vocabulary:</b> computer, engineer, inventor, algorithm, prototype, component, pedestrian crossing, program, memory chip, embedded, computer controlled.</p>	

## Music (Sing Up)

### Skills and Knowledge

#### Hey Mr Miller (6.11)

- 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 (6.12)

- 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 (6.13)

- Create their own song lyrics.
- Fit their lyrics to a pulse, creating a chant.
- Write a melody and sing it.

Structure their ideas into a complete song.

### Vocabulary

#### Hey Mr Miller (6.11)

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 (6.12)

**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 (6.13)

**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 (lyrics spoken to a pulse), melody (or tune – a series of notes arranged in a pattern).

PSHE (Jigsaw)		Computing (Switched on Computing)	
Skills	Knowledge	Skills	Knowledge
<p><b>Autumn 1 - Being me in my world.</b>            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><b>Autumn 2 – Celebrating Differences</b>            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><b>Autumn 1 - Being me in my world.</b>            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><b>Autumn 2 – Celebrating Differences</b>            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><b>6.1 – We are toy makers</b>            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.</p> <p><b>6.2 - We are computational thinkers</b>            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.</p>	<p><b>6.1 – We are toy makers</b>            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.</p> <p><b>6.2 - We are computational thinkers</b>            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.</p>
<p><b>Vocabulary:</b></p> <p><b>Aut 1:</b> 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.</p> <p><b>Aut 2:</b> Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, 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.</p>		<p><b>Vocabulary:</b></p> <p><b>6.1 – We are toy makers</b>            Accelerometer, Bluetooth, controller, decomposition, edge connector, embedded system, input, interactives, light-emitting diode, Makecode, microbit, microprocessor, output, simulator, system</p> <p><b>6.2 - We are computational thinkers</b>            Abstraction, algorithm, binary search, decomposition, divide and conquer, graph, greedy algorithm, linear search, quicksort, search, search algorithm, selection sort, sort</p>	

## Religious Education (R.E)- Herts Agreed Syllabus

### Skills

**Beliefs and practices** – Evaluate a range of beliefs and practices within and across traditions and worldviews and explain how they share similarities with and differences from each other.

**Sources of wisdom** – Evaluate the ways a range of sources of wisdom can influence the lives of individuals and communities. Show awareness of the importance that different interpretations of stories, sacred

writings, psalms, hymns, prayers and artefacts can have on this.

**Symbols and actions** - Compare how/why a range of beliefs, symbolic expression & actions can communicate different meaning to individuals within communities. Identify & describe similarities/ differences

between and within communities.

**Prayer, worship and reflection** – Evaluate the importance of worship in the lives of individuals and communities from a range of different perspectives.

**Identity and belonging** – Explain the benefits for, and challenges to, individuals and communities that commitment to a faith can bring. Raise questions about guidance and leadership in their own and others’ lives.

**Ultimate questions** – Present a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth, and express their personal and critical responses to these.

**Human responsibility and values** – Evaluate whether they think that diverse communities can live together, identifying common values, respect and shared human responsibility. Use personal and critical responses to evaluate how individual and collective responsibility are shaped by faith and belief.

**Justice and fairness** – Evaluate how important faith and belief are in deciding what is right and wrong, just and fair, referring to their own and others’ ideas and arguments.

### Knowledge

#### Autumn 1 - How do Christians live? What would Jesus do? (6.1)

Gospel: Christianity

Explore how each Gospel was written and identify similarities & differences between them.

Identify differences between Jesus’ direct teaching and his teaching through parables & other stories.

Discuss the meanings of different biblical texts and what they mean for Christians today.

Explore the example of Jesus’ behaviour that Christians try to follow.

Discuss how Christian communities today act and how this is based on Jesus’ teachings.

**Vocabulary:** Gospel, theology, Luke, Matthew, Mark, interpretation, Leprosy, Christ-like, Parables, Commandments

### Knowledge

#### Autumn 2 – Why do some Christians believe that Jesus was the Messiah? (6.2)

Incarnation: Christianity

Learn about the concept of ‘incarnation’ and how it fits within the big story of the Bible.

Study key texts that recount the story of Jesus’ birth and the links Christians make to Old Testament prophecies.

Explore and discuss selected texts alongside key Christian beliefs, using theological terms.

Consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian

tradition, and consider the importance of this for Christians today.

**Vocabulary:** Gospel, theology, Luke, Matthew, Mark, interpretation, Leprosy, Christ-like, Parables, Commandments

## Physical Education (Complete PE)

#### Game sense: Invasion (6.12)

Pupils will consistently apply effective attacking and defensive skills and be able to apply these in a variety of game based scenarios. Pupils will create and apply tactics in games, adapting them as the game situation changes, in order to beat the opposition.

6.12: Tactics, transition, counter attack, pressure, man to man marking, tackle, referee/umpire

#### Commando Jo Session

#### Outdoor Adventure Activities: Leadership (6.21)

The focus of the learning is for pupils to understand what makes an effective leader. By unpicking the ‘STEP’ principles, pupils will be able to apply their developing understanding as they lead others. Pupils will be able to identify the different attributes that make an effective leader.

6.21: Communication, leadership, co-operation, responsibility, space, task, equipment, people

#### Commando Jo Session

# French

## Skills

**Listening** - Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

**Speaking** - Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

**Reading** Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

**Writing** - Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using

connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions

**Grammar** - Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

## Knowledge

### Phonetics – lesson 4 + At School (6.1)

Name the subjects we study in school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.

Start to tell the time by learning how to say time by the hour.

Explore the irregular, high frequency verb 'aller' (to go) in full.

### Planets (6.2)

Name and label a map of the Solar System in French. Apply the rules of adjectival agreement to describe the Solar System in French. Use conjunctions and intensifiers to extend descriptions of the Solar System. Ask key questions in French in order to conduct an interview with an astronaut.

Answer the questions in French in order to present themselves as an astronaut.

## Vocabulary

Nom		À l'école			
<b>Unit Glossary</b>					
French	English	French	English	French	English
à l'école	at school	Non, je n'aime pas ...	No, I do not like ...	car	because
le français	French	Non, je déteste ...	No, I hate ...	et	and
l'anglais	English	J'aime ...	I like ...	c'est...	it is...
le dessin	art	J'adore ...	I love ...	cependant	however
le sport	P.E	Je n'aime pas ...	I do not like ...	mais	but
la musique	music	Je déteste ...	I hate ...	Quelle est ta matière préférée ?	What is your favourite subject?
la géographie	geography	amusant	fun	Ma matière préférée c'est...	My favourite subject is...
l'histoire	history	utile	useful		
les maths	maths	intéressant	interesting		
les sciences	science	facile	easy		
l'informatique	ICT	ennuyeux	boring		
Est-ce que tu aimes...?	Do you like...?	difficile	difficult		
Oui, j'aime ...	Yes, I like ...	inutile	pointless		
Oui, j'adore ...	Yes, I love ...	parce que	because		

French	English
Quelle heure est-il ?	What time is it?
Il est une heure.	It is one o'clock.
Il est deux heures.	It is two o'clock.
Il est trois heures.	It is three o'clock.
Il est quatre heures.	It is four o'clock.
Il est cinq heures.	It is five o'clock.
Il est six heures.	It is six o'clock.
Il est sept heures.	It is seven o'clock.
Il est huit heures.	It is eight o'clock.
Il est neuf heures.	It is nine o'clock.
Il est dix heures.	It is ten o'clock.
Il est onze heures.	It is eleven o'clock.
Il est douze heures.	It is twelve o'clock.
Il est midi.	It is midday.
Il est minuit.	It is midnight.
J'étudie - (subject) - h + (number) + heures.	I study (subject) at (number) o'clock.



### Les planètes

Nom		Classe	
<b>Unit Glossary</b>			
French	English	French	English
le Système Solaire	the Solar System	bleu(e)	blue
les planètes	the Planets	petit(e)	small
le Soleil	the Sun	grand(e)	big
la planète Mercure	(the planet) Mercury	chaud(e)	hot
la planète Vénus	(the planet) Venus	froid(e)	cold
la Terre	the Earth	lumineux/lumineuse	bright
la Lune	the Moon	gazeux/gazeuse	gaseous
la planète Mars	(the planet) Mars	rocheux/rocheuse	rocky
la planète Jupiter	(the planet) Jupiter	et	and
la planète Saturne	(the planet) Saturn	très	very
la planète Uranus	(the planet) Uranus	assez	quite
la planète Neptune	(the planet) Neptune	est	is (3rd-person singular conjugation)
rouge	red	sont	are (3rd-person plural conjugation)