

Curriculum Overview

Year 6

Year 6 at William Law CE Primary School

This document will cover:

- Foundation curriculum overview
- Maths - Autumn overview
- Reading & Writing overview for Autumn
- Writing & SPAG progression for the year
- Reading skills for Autumn
- History overview for Autumn
- Science One & Two overview for Autumn
- Computing and PSHRE overview for Autumn
- DT overview for Autumn
- PE, Music, French and RE overview for Autumn

The Curriculum in Year 6

The Foundation
curriculum for
Year 6

Y6	History A study of an aspect in British History that extends chronological knowledge beyond 1066: Advances of Medicine / Crime and Punishment	Science Animals: humans Circulatory system –diet and exercise Science 2.3,3.3,3.4.1	History A study of an aspect in British History that extends chronological knowledge beyond 1066: Advances of Medicine / Crime and Punishment	Science Electricity- symbols and Compare variations of how components function Science 4.2	Geography North & South America	Science Light- How it travels and shadows Science 3.5	Geography Region within North or South America: Amazon Locating areas and looking at physical and human features	Science Living things- classification systems Science 4.5	Geography Region within North or South America: Amazon Comparing areas of North and South America	Science Evolution, inheritance and adaptation Science 2.3	History A Non-European Society: Mayan Civilization	Science Keeping our bodies healthy and human reproduction Science 5.5,5.6
	Art: 2D Drawing to 3D Making	PE Outdoor Adventurous Activities Gymnastics	DT Cooking and Nutrition- Come Dine with Me	PE Hockey Dance	Art Exploring Identity	PE Rounders Dance	DT Mechanical systems- Automata toys	PE Basketball Tennis	Art Take a seat	PE Cricket Swimming	DT Digital world- Navigating the world.	PE Athletics Swimming
	PSHRE Introduction lesson Family and relationships	Computing Gymnastics <u>Computing Systems and Networks</u> Bletchley Park	PSHRE Health and wellbeing	Computing <u>Programming</u> Intro to Python	PSHRE Health and wellbeing	Computing <u>Data Handling</u> Big Data 1	PSHRE Safety and the changing body Citizenship	Computing <u>Creating Media</u> History of Computers	PSHRE Citizenship Economic wellbeing	Computing <u>Data Handling</u> Big Data 2	PSHRE Economic wellbeing Identity Safety and the changing body Transition lesson: Dealing with change	Computing <u>Skills Showcase</u> Inventing a Product
	RE Big Questions.	Music World Unite – step dance	RE How can following God bring freedom and justice?	Music Music and IT – hip-hop	RE What would Jesus do?	Music Ukulele – First Access	RE What difference does the resurrection make for Christians?	Music The Blues = Composition and performance	RE Talk about what Buddhists believe about life, suffering and death.	Music <u>Songwriting</u> – analysis and composition	RE Understand that people without a faith can still have a belief system	Music PRODUCTION
	MFL – French Decris -moi, (skills & vocabulary relating to 1st & 3rd person descriptions including famous French people, conjugating verbs, addressing stereotypes & exploring language families.)				MFL – French Ou habites-tu? (skills & vocabulary relating to describing where you live, exploring a French poem, giving & following a series of directions to places in town.)				MFL – French La Musique (skills & vocabulary relating to giving opinions about music & musicians including those from the Francophone world.)		Introduction to Spanish (¡Hola!) (skills & vocabulary relating to greetings, numbers & Spanish culture.)	

Maths coverage in Year 6 Autumn term

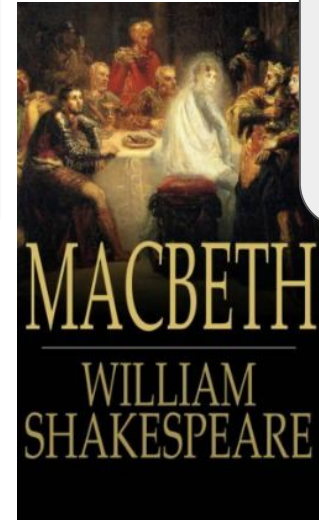
Number and Place Value	Number – Addition and Subtraction	Number – Multiplication and Division	Fractions	Shape
<ul style="list-style-type: none"> Read, write, order and compare numbers up to 10,000,000 Use negative numbers in context and calculate intervals across zero. Round any whole number to a required degree of accuracy Solve number and practical problems <p><u>Ready to progress objectives</u> 6NPV-1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). 6NPV-2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning. 6NPV-3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. 6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.</p>	<ul style="list-style-type: none"> Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why Add and subtract negative numbers Use knowledge of the order of operations to carry out calculations involving the four operations Perform mental calculations, including with mixed operations and large numbers Estimate and use inverse operations and rounding to check answers to a calculation 	<ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Identify common factors, common multiples and prime numbers <p><u>Ready to progress objectives</u> 6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). 6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.</p>	<ul style="list-style-type: none"> Compare and order fractions, including fractions > 1 Compare and order fractions whose denominators are all multiples of the same number Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as mixed numbers Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers <p><u>Ready to progress objectives</u> 6F-1 Recognise when fractions can be simplified, and use common factors to simplify fractions. 6F-2 Express fractions in a common denomination and use this to compare fractions that are similar in value. 6F-3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.</p>	<ul style="list-style-type: none"> Solve problems involving similar shapes where the scale factor is known or can be found Solve problems including unequal sharing and grouping using knowledge of fractions and multiples

The Book Spine in Year 6 for Autumn term

Year 6:	Autumn Term 1	Autumn Term 2
Core text for Reading	Shared reading and writing - The highwayman by Alfred Noyes	Shared reading and writing - Shakespeare - MacBeth - Andrew Matthews
Genre (model text, purpose)	Narrative - suspense - Zelda Claw and the Rain Cat	Explanation text - Why are ogres dangerous?
Short Burst Writing ideas	Eye Witness account - focusing on a build up Fictional non-chronological report - for a description on setting or character. Discussion/Interviews for news report Letter - From fictional characters or settings Lots of setting descriptions Poems - focused on vocabulary/building atmosphere Character description Suspence & build up Descriptive story openers Diary entry from a character's perspective	
Class book (daily read aloud)	The Extraordinary Life of Alan Turing	



Within Autumn term one, we will be learning about the famous poem, 'The Highwayman' by Alfred Noyes..



Within Autumn term two, we will be learning about Macbeth, by William Shakespeare.

Writing and SPAG in Year 6

Year group	Sentence types	Grammar and Punctuation	Word classes
Year 6	<p>Recap Year 2</p> <ul style="list-style-type: none"> Simple sentences, identifying what is the subject and object. <p>Recap Year 3</p> <ul style="list-style-type: none"> Write a compound sentence using coordinating conjunction Write a complex sentence using conjunctions to make a subordinating clause <p>Recap Year 5</p> <ul style="list-style-type: none"> Write a complex sentence using parenthesis. 	<p>Recap Year 3</p> <ul style="list-style-type: none"> Use a range of coordinating conjunctions (for, but, so, yet) To use the past tense correctly. To use the present tense correctly including present perfect (He has gone out.) <p>Recap Year 4</p> <ul style="list-style-type: none"> Use a wider range of subordinating conjunctions (because, although, since, after, before) Use commas to separate complex sentences Use the correct use of plural possessive apostrophe To punctuate speech accurately including inverted commas and commas to separate reporting clause for speech. <p>Recap Year 5</p> <ul style="list-style-type: none"> Use parenthesis, brackets, commas and dashes, to add detail to a sentence. To use relative clauses using a relative pronoun to add detail to a sentence <p>Year 6</p> <ul style="list-style-type: none"> Use semicolons, dashes, colons and hyphens within a context 	<p>Recap of Year 2</p> <ul style="list-style-type: none"> To use and understand verbs. To use and understand adverbials. <p>Recap of Year 3</p> <ul style="list-style-type: none"> To use prepositional phrases To use similes within a sentence <p>Recap Year 4</p> <ul style="list-style-type: none"> To begin to use active and passive verbs within a sentence. To use a thesaurus to choose suitable vocabulary and uplevel synonyms <p>Recap Year 5</p> <ul style="list-style-type: none"> Use adverbial openers punctuate these correctly to create a cohesive paragraph

Write an antonym for the word	Difficult	Circle the adverb	Furiously, the old man slammed the door shut.
Write a synonym for the word	Patience	Underline subject, verb and object to the sentence	Sam baked cakes for charity and he sold them at breaktime
Add the possessive apostrophe to the sentence	Has anyone seen Anitas book?	Circle the adjective.	I fried some chopped onions.
Write the contracted version of the word	I would not like to ride on that massive roller-coaster.	Is the sentence active or passive?	The creak door was opened by the man.

We work on a weekly rotation of SPAG.

We do 4 lessons of spelling a week. All of which are focused on one spelling pattern.

We then do SPAG recaps at the start of every lesson of English along with an 8 Box challenge focused on 8 specific grammar strategies.

Reading skills coverage for Autumn

Year 6	Step 19
Comprehension	<ul style="list-style-type: none"> I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text. I can ask questions to confirm what I already know. I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points. I can compare and contrast the styles of different writers and provide examples. I am able to link them with my own ideas to support what I say.
Themes and Conventions	<ul style="list-style-type: none"> I can identify the ways in which one paragraph is linked to the next. I can take part in discussions, taking account of what others say and comment on their ideas.

Year 6	Step 19
Language for Effect	
	<ul style="list-style-type: none"> I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices.
Making Inferences	<ul style="list-style-type: none"> I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this. I can refer to the text to support my predictions and provide examples.

Word Reading	<ul style="list-style-type: none"> I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix <u>circum</u> meaning around).
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Outcome - Range of Texts

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- making comparisons within and across books.
- learning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

History for Autumn Term

How does this link to our existing knowledge?

What will we be learning next.

<div>What we already know:<ul style="list-style-type: none">•The chronology of British history (pre 1066) including the Stone, Bronze and Iron Ages, and the Roman, Anglo-Saxon and Viking invasions and settlements.•The Normans invaded Britain in 1066 and at the Battle of Hastings, William I defeats King Harold, bringing an end to the Anglo-Saxon era.•When Queen Victoria reigned and what life was like during this period.</div>				<div>Year 6 History: Crime and Punishment</div>				<div>What's next?<ul style="list-style-type: none">The impact of the Black Death on law and order in <u>medieval</u> EnglandThe development of the jury system and trial by ordeal in <u>medieval</u> EnglandThe causes, events and consequences of the English Civil War and its impact on Crime and PunishmentThe development of the modern police force and changes to the criminal justice system in the 19th century</div>	
Timeline									
	Ancient History			1 CE	Modern History				Present
Stone Age	Bronze Age	Iron Age		Roman Britain	Anglo Saxons	Tudors	Victorian Era		2023
800,000 BCE Used stones tools, Nomadic	2,100 BCE Metal was used for the first time	750 BCE Large organised tribes Used Iron for tools				1451 Columbus Slavery	1799 Mary Anning 1820 Florence Nightingale		Yr6
					1381 Peasants Revolt	1534 Henry VIII Becomes head of Church of England	1829 Police force created		

History for Autumn Term

Story of Britain

- British history after England became a single kingdom is split into different eras: Anglo-Saxons; Medieval; Tudors; Stuarts; Georgians; Victorians and the modern era
- Tudor kings, particularly Henry VIII, increased their power over the law
- Public executions became more common during Tudor and Stuart times
- The Church and monarchy became more powerful in the Tudor and Stuart eras, leading to new laws and crimes such as the Witch Hunts
- Punishments for crimes became more barbaric to deter criminals, such as the hanging, drawing, and quartering of the [Gun Powder](#) plot conspirators
- New laws set by Parliament in the Tudor and Stuart eras made life harder for poor people and easier for the rich
- Public executions were stopped in the Victorian era due to public opinion
- There were still many crimes punishable by hanging or transportation to hard labour in another country during the Victorian era
- Victorian Parliaments introduced many new laws that gave more rights to poorer people and created the first police



Society and Government

- Anglo-Saxon conversion to Christianity led to the belief that God was in direct control of all things and Trial by Ordeal
- Christianity comes in different forms and Henry VIII broke from the Roman Catholic Church to form the Church of England, causing a split in the country
- The division between Roman Catholics and Protestants was a reason behind the [Gun Powder](#)
- In Stuart times, Parliament became the main place where laws were set and the monarchy and church lost some of their power
- In modern times, religion has less to do with the legal process.



Beliefs

- In Anglo-Saxon times, tax laws favored the rich and punished the poor, leading to stories like Robin Hood.
- In Tudor times, the monarch was seen as all-powerful, appointed by God, and controlled the Church of England.
- Parliament was originally created to advise the monarch.
- During Stuart times, the power of the monarchy and church was perceived as unfair, leading to the English Civil War and greater democracy.
- By Victorian times, laws were set by Parliament.
- The Prime Minister leads Parliament, and Robert Peel set up the police in the UK.
- Modern Britain's legal system builds on Victorian laws, with Parliament setting laws, the police gathering evidence, and courts and juries determining guilt.



Vocab

Tier One

Community	Judge
Court	Law
Crime	Monarch
death	Prison

Tier Two

execution	the act of putting someone to death, usually as punishment for a crime
heresy	belief or opinion that goes against the official
jury	a group of people (usually 12) who are sworn to give a verdict in a legal case
justice	fairness and impartiality in the treatment of people, especially in the administration of the law
offence	a breach of a law or rule, or an action that causes harm, damage, or hurt to someone else
revolt	an attempt to overthrow a government or authority by force or rebellion
treason	the crime of betraying one's country

Tier Three

Hue and cry
Vagrancy
Deter

Science For Autumn Term

How does this link to our existing knowledge?

What will we be learning next.

Year 6 Science

Biology : Keeping our bodies healthy and the circulatory system.

What we already know:

- Which things are living and which are not.
- Classification of animals (e.g. amphibians, reptiles, birds, fish, mammals, invertebrates)
- Animals that are carnivores, herbivores and omnivores.
- Animals have offspring which grow into adults.
- The basic needs of animals for survival (water, food, air)
- The importance of exercise, hygiene and a balanced diet.
- Animals get nutrition from what they eat.
- Some animals have skeletons for support, protection and movement.
- The basic parts of the digestive system.
- The different types of teeth in humans.
- Respiration is one of the seven life processes.
- The life cycle of a human and how we change as we grow.

What's next?

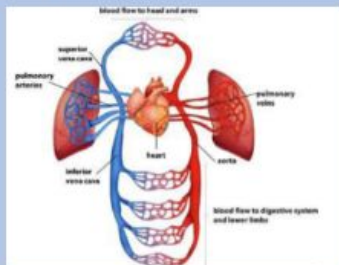
1. The right atrium collects the deoxygenated blood from the body, via the vena cava. It sends the blood to the right ventricle.
2. The right ventricle pumps the deoxygenated blood to the lungs. Here the blood picks up oxygen and disposes of carbon dioxide.
3. The lungs send oxygenated blood back to the left atrium which pumps it to the left ventricle.
4. The left ventricle pumps the blood to the rest of the body, via the aorta.

How does your pulse change with exercise? What is the most efficient way of presenting this data?
Which exercise produces the fastest pulse? How would you make this a fair test?

Science For Autumn Term

What is the circulatory system?

- The circulatory system is made of the heart, blood and the blood vessels
- **Arteries** carry oxygenated blood from the heart to the rest of the body
- **Veins** carry deoxygenated blood from the body to the heart
- Nutrients, oxygen and carbon dioxide are exchanged via the **capillaries**



Choices that can be made that may harm our bodies?

- Some choices, such as smoking and drinking alcohol can be harmful to our health.
- Tobacco can cause short-term effects such as shortness of breath, difficulty sleeping and loss of taste and long-term effects such as lung disease, cancer and death
- Alcohol can cause short-term effects such as addiction and loss of control and long-term effects such as organ damage, cancer and death



Why is exercise important?

Exercise can:

- tone our muscles and reduce fat
- increase fitness
- make you feel physically and mentally healthier
- strengthens the heart
- improves lung function
- improves skin.



Vocab

Tier 1

Heart, lungs, blood vessels, oxygen, carbon dioxide

Tier 2

aorta the main artery through which blood leaves your heart before it flows through the rest of your body

arteries a tube in your body that carries oxygenated blood from your heart to the rest of your body

atrium one of the chambers in the heart

circulatory system -the system responsible for circulating blood through the body, that supplies nutrients and oxygen to the body and removes waste products such as carbon dioxide.

deoxygenated blood that does not contain oxygen

oxygenated blood that contains oxygen

pulse the regular beating of blood through your body. How fast or slow your pulse is depends on the activity you are doing.

Tier 3 - Vena cava, ventricle

Science For Autumn Term

How does this link to our existing knowledge?

What will we be learning next.

Year 6 Science

Physics : Electricity

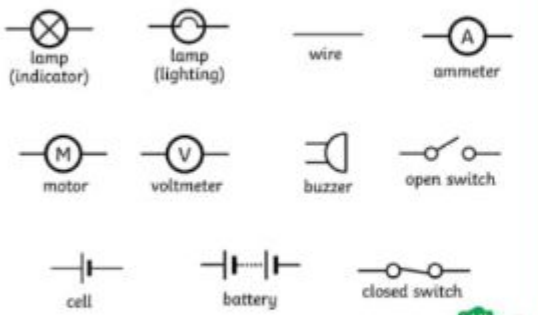
What we already know:

- **Electricity** is a form of **energy** that can be carried by wires and is used for heating and lighting, and to provide **power** for **devices**.
Sources of light and sound may need **electricity** to work.
- Where **electricity** comes from
- Which **appliances** need **electricity**
- What a **circuit** is, the **components** of a circuit and how it works.
- What **electrical conductors** and **insulators** are.
- What happens when a **switch** is added to a circuit.
- What **forces** and **resistance** are.

What's next?

- Match circuit symbols to their meanings and their words.
Predict, then investigate what happens when more batteries are added to a circuit. Explain why this happens.
- Predict, then investigate what happens when more bulbs, motors are added to a circuit. Explain why this happens.
- Systematically identify the effect of changing one component at a time in a circuit.
- Use circuit symbols when representing a simple circuit in a diagram.
- Design and make a set of traffic lights, a burglar alarm or some other useful circuit.
- Investigate what happens when the voltage of the battery changes.
- Investigate what happens when the length of the wires changes.
- Investigate what happens when you add a resistor to a circuit.
- Use ammeters to measure the current in a circuit.

Science For Autumn Term

Use recognised symbols to represent a simple circuit	Facts	Vocab
<p style="text-align: center; color: green;">Electrical Circuit Symbols</p>  <p>The diagram displays eleven standard electrical circuit symbols arranged in three rows. Each symbol is accompanied by its name and function in parentheses. The symbols include: a lamp with a cross (indicator), a lamp with a circle and dot (lighting), a simple line (wire), a circle with 'A' (ammeter), a circle with 'M' (motor), a circle with 'V' (voltmeter), a trapezoid (buzzer), an open switch, a cell (two parallel lines of unequal length), a battery (multiple cells), and a closed switch.</p>	<ul style="list-style-type: none"> ★ We use scientific symbols to represent the components (parts) of a circuit. ★ The brightness of a bulb or the loudness of a buzzer is affected by the number of cells in a circuit. ★ The brightness of a bulb or the loudness of a buzzer is affected by the voltage of cells in a circuit. ★ The number of components in a circuit can affect how they function. ★ The arrangement of components in a circuit can affect how they function. ★ The length of wires in a circuit can affect how the components function. 	<p>circuit a closed loop for electricity to travel around</p> <p>component a part used in an electrical circuit</p> <p>electricity a form of energy caused by electrons moving</p> <p>cell (battery) a stored source of electricity</p> <p>switch a switch turns an electrical circuit on or off by completing or breaking the circuit</p> <p>conductor an object that allows electricity to flow through it easily (objects made of metal are good conductors)</p> <p>insulator an object that does not allow electricity to flow through it easily</p> <p>voltage a force that makes electricity flow through a wire (it is measured in volts)</p> <p>motor a machine that turns electrical energy</p>

Year 6 Computing - Big Data & an introduction to Python

Big Data I

Barcode	A machine-readable code of lines and numbers, printed on an item and scanned to identify the item and information about it.
Boolean	A form of data, which consists of (true) 1s and (false) 0s values.
Brand	The mark or logo that identifies the object as belonging to a particular establishment or person.
Commuter	Someone who travels between places on a frequent basis, for example between work and home.
Contactless	Devices or codes that can be read wirelessly or without the need to touch surface-to-surface, object-to-object.
Data	Information used for a specific purpose or investigation.
Data privacy	The right to keep information private and away from those you do not wish to have access.
Encrypt	To secure information by converting it into a code made up of letters, numbers and symbols which cannot be understood by those that do not have access.
Infrared waves	The red section of the electromagnetic spectrum, which is invisible to the eye but can transmit small amounts of data.
NFC	Near Field Communication. Enables data transmission between 2 devices up to 4cm away. NFC is often used for contactless payments from devices such as smart watches.
QR code	Quick Response code. Is presented in a similar way to a bar code and when scanned, can take you to a specific website or provide information.
Radio waves	Invisible electromagnetic waves that can transmit information via an antenna, which converts the electrical signal it receives into another format, for example, a sound wave.
RFID	Radio Frequency Identification is a device that uses radio signals to check where something or someone is.
Signal	A voltage, current or electromagnetic wave that is either sent or obtained.
Systems or data analyst	A person who manages, sorts, analyses and models data to identify key trends and solve problems within a system.
Transmission	When something is passed or sent to another place.

Key facts

Infrared light can be used to:

- > Transmit small amounts of data, such as a remote control beaming the instruction to turn the TV on and off or change channel.
- > Provide warmth from electrical heaters.
- > Heat up and cook food.
- > Detect heat through thermal imaging cameras.



How do barcodes help libraries track book borrowing?



1. Choose a book to borrow from the library and find the barcode.
2. Take it to the self-scan to check the book out of the library.



3. The system will warn the librarian that your book is almost due back.
4. Return and scan the book to check it back in to the library.

Kabow Primary

Algorithm	A sequence of instructions which, when followed, solve a problem.
Code (computer)	A set of instructions written in programming language, to tell a computer what to do.
Computer command	To give an order or instruction to a computer, to complete a particular task.
Decompose	To break something down into smaller chunks.
Import (software)	To pull another file into software, to place, edit and manipulate.
Indentation (programming)	In programming (for example Python), indentation is used to define a block of code.
Loop	A repeated sequence of instructions.
Nested loop	A loop, within a loop.
Random numbers	An unpredictable sequence or reveal of numbers.
Remix	Something that has been reworked to produce a varying version of the original.
Script libraries	A series of pre-written, functional codes that can be accessed and imported into a program to save time.
Variable	This could be a number or text, that can change each time the program is run and often in combination with selection to change the end result of the program.

Did you know?

Python is used to teach computers how to think for themselves!

This is sometimes known as artificial intelligence (AI) or machine-learning.

They can learn skills such as speech recognition.



Python program to display times tables:

Try this Python code out yourself, and change the variable (input = 'x') to display a different times table chart.

```
# Times tables in Python
input = 10
# Iterate 10 times from i = 1 to 10
for i in range(1, 11):
    print(input, 'x', i, '=', input * i)
```

Indentation
Variable
Loop

Algorithm to make a cup of tea:

The steps in the algorithm must be followed, if we ignored step one, we would have no hot water!



Year 6 PSHRE - Family & Relationships and Health & Wellbeing

Authority	A person with high status and decision making power.
Conflict	A disagreement or argument.
Earn	To gain something like respect by showing others that you are a good, trustworthy person.
Conflict	Anticipating that something will happen a certain way.
Authority	Feelings of sadness experienced after someone's death.
Grieving	A period of sadness that someone experiences when someone close to them dies.
Resolve	To find a solution to a problem.
Respect	Being thoughtful and polite towards other people.
Stereotype	A view or idea about something, often someone, which is often untrue.



Getting help

Talk to an adult you trust, this could be:

- someone at school e.g. teacher
- someone at home e.g. parent or older siblings
- another relative e.g. grandparent or aunt/uncle
- someone at a club or organisation you attend e.g. sports coach

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Sometimes people might lose your respect but this can be returned if they change their behaviours.



Stereotyping can happen when people have limited information about a person or group of people.



Stereotypes can have negative consequences but they can be challenged.



Growth mindset	Believing that we can achieve things if we work hard. 'I can't do it YET!'.
Habit	A repeated action.
Qualities	The personality traits that make someone who they are.
Responsibility	Being in charge of our own actions.
Skill	The ability to do something well.
Vaccination	An injection that gives us a very mild form of the disease and allows our bodies to develop antibodies to protect us from that disease.

Health tips



Decide which relaxation methods work best for you.



If you notice changes in your body or you feel unwell, talk to an adult you trust or the doctor.



Using a tracker might help to start a good habit.

Getting help

If you are worried about your health, talk to an adult you trust.

As a child it is best to see a doctor with your parent and carer but you can go on your own if you are really worried about something.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

We can decide what type of person we want to be and we can develop skills and qualities to achieve this.



Meditation and mindfulness can help us to relax.



Lots of things contribute to keeping our bodies healthy including diet, exercise and sleep.

As we get older, we will make our own choices and have responsibility for our health.

There are strategies we can use to improve our resilience.



Vaccinations prevent us from getting diseases which can make us very ill or could kill us.



We can have good and bad habits. It can be hard to start good habits and to stop bad habits.


Year 6 Design & Technology - Come Dine with Me

Food - Come dine with me

Accompaniment	Something which goes well together with other foods and drinks.
Cookbook	A book which contains recipes to make various dishes or foods.
Cross-contamination	Cross-contamination is how bacteria can spread. It happens when liquid from raw meats or germs from unclean objects touch cooked or ready-to-eat foods.
Equipment	Items and objects which are needed to complete a task.
Farm	Land or water used to produce crops or raise animals for food.
Flavour	How food or drink tastes. (e.g. sour, sweet, bitter, salty)
Imperative verb	Also known as 'bossy verbs' because they tell you what to do. You put them at the beginning of a command or action. (e.g. bake, grill, add, heat).
Ingredients	Items that make up a mixture e.g. foods that make a recipe.
Method	A way of carrying out a certain process, following a list of instructions.
Nationality	Belonging to a certain group of people in a particular country.
Preparation	The process of getting ready to make something.
Processed	When foods are passed through multiple processes in a factory to change or preserve it so it keeps for longer.
Reared	To breed and raise livestock. e.g. cows.
Recipe	A set of instructions for making or preparing a food item or dish.
Target audience	A particular group or person who a product is aimed at.
Unit of measurement	The unit which you use to measure a quantity. (e.g. litres)

Did you know?

Hawaii produces about 1/3 of all pineapples in the world.

 You cannot mix raw meat with other ingredients, it is not safe. Remember to also wash your hands after handling raw meat.



Key facts

Kapow Primary

The five different food groups are:

1. Carbohydrates
2. Fruits and vegetables
3. Protein
4. Dairy
5. Foods high in fat and sugar



Many countries have traditional dishes. For example: India is known for hot curries, whilst England is known for the fish'n'chips which were historically served in newspaper.

Year 6 PE - Outdoor Adventure Activities & Gymnastics

LESSON 1	To build communication and trust whilst showing an awareness of safety
LESSON 2	To collaborate as a team to solve problems.
LESSON 3	To develop tactical planning and problem solving.
LESSON 4	To work as a team and use critical thinking to determine the best approach
LESSON 5	To develop navigational skills and map reading.
LESSON 6	To use a key to identify objects and locations.

LESSON 1	To develop the straddle, forward and backward roll.
LESSON 2	To develop rolling into sequence work and on apparatus.
LESSON 3	To develop counter balance and counter tension.
LESSON 4	To develop counter balance and counter tension into sequence work with apparatus.
LESSON 5	To develop jumps and explore the effect of height.
LESSON 6	To explore jump sequence work with consideration of performance tools.
LESSON 7	To develop inverted movements with control.
LESSON 8	To develop inverted movements with control.
LESSON 9	To use flight from hands to travel over apparatus.

Year 6 Music



Year 6 Music Autumn



Topic: World Unite



Focus of unit: Composition

Exploring beat and syncopation through a song and body percussion

Create rhythm patterns and combine.

Perform a rhythmic sequence to a piece of music

Create and perform a sequence of rhythms using cups

Understand pitch shape through movement and staff notation. Using voices and pitched instruments to play melodic phrases

Arranging different musical sections to build a larger scale performance

Topic: Music and IT

Focus of unit: Hip Hop

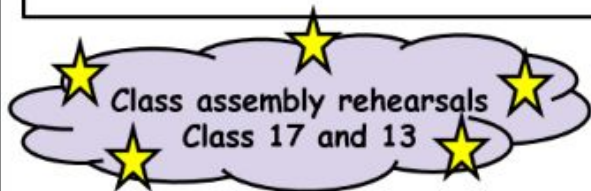
Explore culture and musical features of Hip Hop as a genre of music.

Revise use of Garageband from Year 5:-

- Create/improvise rhythm patterns (both drum kit and sync pad)
- Create/improvise melodies (guitar and keyboard)
- Create harmony using chord sequences (guitar)
- Explore and use pre-recorded loops

Use each of the skills to create a Hip Hop track including introductions and endings; lyrics; chorus and verse structure; sound effects.

Arrange ideas in sequences and use loops
Edit, arrange, work - improving and refining



Listening focus:

The History of Music



Listening to a variety of music chronologically and discussing composers, instruments and notable features of each period of music in history

Year 6 French

Pronouns

je (I)

tu (you)

il (he)

elle (she)

nous (we)

vous (you - plural)

ils (they)

elles (they)

Use 'ils' (they) for all masculine nouns. Use 'elles' for all feminine nouns.



Conjunctions

et (and)

aussi (also)

mais (but)

car (because)

Year 6 Knowledge organiser Décris-moi

Adjectives

Choose the correct spelling (masculine for masculine nouns and feminine for feminine nouns.) These adjectives all come **AFTER** the noun

petit, petite - short (m), short (f)

grand, grande - tall (m), tall (f)

anglais, anglaise - English (m), English (f)

français, française - French (m), French (f)

sportif, sportive - sporty (m), sporty(f)

intelligent, intelligente - intelligent (m), (f)

amusant, amusante - funny (m), funny (f)

courageux, courageuse - brave (m), (f)

sympa - nice (m ./ f)

Adjectives that go before the noun

beau - beautiful (m)

belle - beautiful (f)

The verb **être** means to be. It changes spelling when used with different pronouns.

Describing people with the verb être



Example sentences

Il est sportif et assez amusant.
(He is sporty and quite funny.)

Elle est française aussi elle est sympa. (She is French also she is nice.)

Une belle fleur.





In Year 6 Autumn term 1 we will be asking and trying to answer some **BIG** questions.



- *Articulate your views on a variety of ethical questions.
- *Ask questions about the meaning of life
- *Explain your feelings about slavery.



In Year 6 Autumn term 2 we will be learning more about the **Old Testament** and how following God can bring freedom and justice