



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

Your Child's Learning Journey

AUTUMN 2023

An overview of the Autumn curriculum for **Year 6**



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

ENGLISH

In writing, we will focus on describing characters' feelings and emotions, a conquering the monster narrative, a non-chronological report about Matthew Henson and poetry.

Children will be taught to:

- Use noun phrases in apposition to express a viewpoint
- Use the subjunctive
- Use brackets to add explanatory detail
- Use colons to introduce a list
- Use semi-colons to link two clauses, and to create descriptive lists
- Use subject verb inversion in sentences to alter the emphasis in a sentence
- Adapt the register in piece of fiction writing to reveal a character's background

MATHEMATICS

You child will complete four units in Mathematics. They will begin with a unit on **number** and then move onto **addition, subtraction, multiplication, and division**. After half term they will learn about **fractions** and **measurement**.

By the end of the unit on **Number**, they should:

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).

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 non- standard partitioning.

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.

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.

In their unit on **Addition, Subtraction Multiplication and Division** they will:

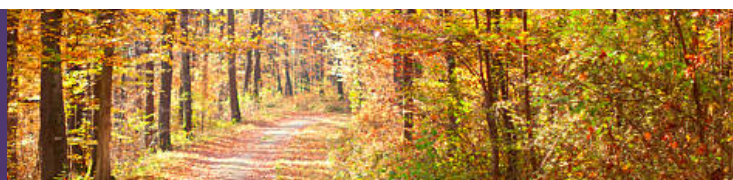
Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).

Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.

Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.

They will then move onto **fractions** and will work to:

Recognise when fractions can be simplified, and use common factors to simplify fractions.



Express fractions in a common denomination and use this to compare fractions that are similar in value.

Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.

They will then complete a short unit on **measurement**.

ART

Autumn 1 - Tints Tones and Shades

This project teaches children about **colour theory** by studying the colour wheel and exploring mixing tints, shades and tones. They learn about **significant landscape artworks** and features of landscapes before using this knowledge to create landscape paintings. This project also teaches children about **significant black artists and their work**, and provides opportunities to analyse and create artwork inspired by them.

DT

Autumn 2 - Food For Life

This project teaches children about **processed food and healthy food choices**. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.

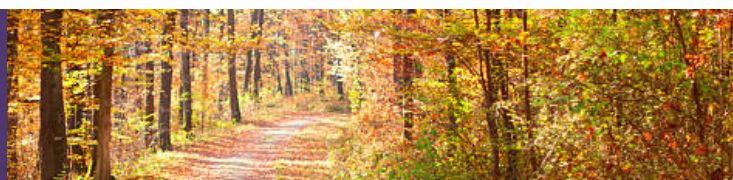
SCIENCE

The Circulatory System

In the Circulatory System project, your child will revisit prior learning about the systems in the human body and **the seven life processes**. They will explore **the role of the circulatory system** and its main parts, carrying out research to answer their own questions. They will look closely at the **structure, functions and features of the heart**.

They will learn about the **components and functions of blood**, making a representation of a separated blood sample. They will draw and label diagrams of each type of blood vessel and learn about their structure and function. They will test their resting heart rate using a variety of methods. **They will investigate** whether having a lower resting heart rate means you can sprint faster. They will recap the four types of exercise and test which raise their heart rate the most.

They will recap what they know about healthy eating and the Eatwell guide, exploring foods that fall outside the Eatwell plate and recommended daily amounts of foods. **They will research the effects of smoking, alcohol and drugs on the human body**. They will complete their learning by carrying out an investigation into heart rate recovery.



MUSIC

Autumn 1 – Composition

Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation. They will learn to:

- Identify the **structure of a piece of music** and match this to non-standard notation.
- **Improvise** their own piece of music.
- **Play a melody with reasonable accuracy.**
- **Compose and play a melody using stave notation.**

Autumn 1 – Film Music

Children will explore and identify the characteristics of film music. They will create a composition and graphic score to perform alongside a film and will learn to:

- Identify how different styles of music contribute to the feel of a film.
- **Use the terms ‘major’ and ‘minor’.**
- **Use the terms pitch, tempo and dynamics confidently** to explore music.
- Give reasonable and thought-out suggestions for **what different graphic scores represent.**
- Create a **musical score** to represent a composition.

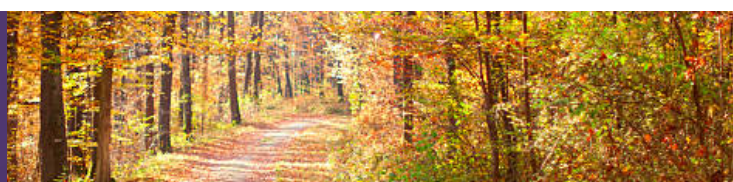
COMPUTING

Autumn 1 - Communicating and collaborating Online

In this unit children explore **how data is transferred over the internet.** They will initially focus on addressing, before they move on to the **makeup and structure of data packets.** Children then look at **how the internet facilitates online communication and collaboration;** they complete shared projects online and evaluate different methods of communication. Finally, they **learn how to communicate responsibly by considering what should and should not be shared on the internet.**

Autumn 2 – Video Production

This unit gives children the opportunity to **learn how to create short videos in groups.** As they progress through this unit, they will be exposed to topic-based language and develop the skills of **capturing, editing, and manipulating video.** Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.



PSHCE

Children will study three units on the themes of feelings and emotions, being responsible, and keeping and staying safe.

Our topic on **feelings and emotions** will focus on anger. Children will learn:

- Recognise that **everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant**
- explain how feelings can be communicated with or without words
- Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
- Demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger

We will then explore through the theme of **being responsible**, how we can look out for others.

- Recognise the importance of behaving in a responsible manner in a range of situations
- Describe a range of situations where being on time is important
- Explain the importance of having rules in the home

Finally through the topic **keeping and staying safe** we will focus on peer pressure.

- identify strategies we can use to keep ourselves and others safe
- recognise ways to manage peer pressure
- explain the potential outcomes that may happen when we take risks
- recognise the impact and possible consequences of an accident or incident

