



Windmill Hill Primary School

Autumn Term 2020 Curriculum Plan

Year 6

English	<p>This half term, we are writing an 'Autobiographical Snapshot'. Children will write 3 chapters (past, present and future centric) based on different aspects of their life – it is a wonderful opportunity for me to get to know children better whilst discovering the skills that they have managed to retain from previous years. The children will discover the importance of the re-drafting process and learn to craft and revise details within their work to improve their writing. The first half term will also focus on instructional writing. We will talk about instructions designed to 'make', 'do' and 'play'. In addition, we will look at how instructions are differentiated depending on the intended audience.</p> <p>The second half term will focus on journalistic writing. The children will take on the role of a journalist and learn how to write their own articles. We will be looking at the typical features of a modern newspaper article and how this is changing with a move towards 'clicks' and online journalism.</p> <p>Reading is assessed and all children are encouraged to read 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. All children will have a reading book that will remain in school and we will ensure that books are available to read at home, so they can enjoy reading a text whenever an opportunity is presented.</p> <p>Pupils will practise their handwriting and be encouraged to differentiate their writing style based on the audience and purpose of the task. We talk about the standard of handwriting and overall presentation that is expected for a range of different tasks.</p>
Mathematics	<p>During the first term, there will be an emphasis on 'Number'. We will be taking into account the potential loss of learning during the 'Lockdown' by incorporating recap lessons from the previous year group's objectives. When appropriate, the children will be introduced to new concepts through utilisation of concrete objects/ manipulative and pictorial support.</p> <p>Reasoning will be at the heart of lessons where the children will face mathematical problems that they will be encouraged to discuss and strategise before journaling their thoughts and ideas.</p> <p>'BIG Maths' is introduced to all children and a baseline will be taken so that that each child has their own, individual target. 'BIG Maths' motivates all children to improve speed and accuracy when faced with number bonds and times tables: the skills that underpin the use of the formal methods. This will become a daily occurrence for the children and used as a fluency task.</p>

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Science	<p>Inheritance and Evolution - This unit builds on the children's learning from the Year 3 'Rocks' unit as well as the 'Animals including Humans' and 'Living Things and their Habitats' units. As such, it is important that children have the appropriate understanding of fossils, habitats and human development in order to grasp the concepts and ideas presented to them in these lessons. Children will learn about variation and adaptation. They will be able to explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution.</p>
Computing	<p>This term, we will focus on e-safety by looking at how to use the internet safely and what to do if the children come across any dangers.</p> <p>We will work on how to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content: how reliable is the information that I have found?</p> <p>We will be looking into computer programming using programs such as 'Scratch' and 'Kodable' to work on some complex algorithms and fault-finding. The goal will be to ensure that we can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact. It is important that the children are aware of the safeguarding measures that in place on the school equipment and how this might differ from the experience of using their devices in the home. We want the children to be responsible users who feel safe when using the internet both in and out of the school environment.</p> <p>Comic Life will be the software used to design an infographic: a concise and useful way of presenting and organising information and data.</p>
Art and Design and Technology	<p>The children will learn about how to use pencil, colour, printing, sculpture and paper modelling to create quality artwork that shows the progression of their skills.</p> <p>Initially, the children will work on self-portraits. Each child will look at the symmetry of the human face; looking at how they can work from a centre line to get accurate proportions on their sketch. A Butterfly will be used to introduce the concept and skillset required to draw their own face in monochromatic form.</p> <p>Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p>

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Humanities	<p>The objectives of the Geography and History natural curriculum will be taught through the theme of the 'Ancient Greeks'. Lesson sequencing will be logical so that the children will take an organic path through life during these times.</p> <p>As historians, the children will discover the lasting influence of the Ancient Greeks on the western world. Together, we will investigate the four main periods of the Greek Empire. We will evaluate historical sources to assess their usefulness so that the pupils understand that the validity of the information they are reading can be questioned. We will marvel at Alexander the Great and the empire under his leadership and learn about their everyday life including trading, lifestyle and clothing,</p> <p>As geographers, we will locate Greece and the key regions on a map. We will compare Ancient Greece to modern day Greece and its European counterparts during the relevant periods to understand the geographical differences and similarities. Furthermore, we will focus on the human and physical features of Greece and how the landscape and perception of the country has changed over time.</p>
French	<p>The children will get the opportunity to extend their vocabulary and research French customs and traditions. All pupils will build upon their work from last year and have further opportunities to build on their knowledge and understanding of the French language.</p> <p>The topic of 'This is Me' will give the children space to learn how to give an 'All About Me' account of themselves to support their descriptive work in English. They will discuss their looks, personality, hobbies and family life whilst revising and discovering vocabulary along the way.</p> <p>The goal is for the children to understand and respond to spoken and written language from a variety of authentic sources, speak with increasing confidence, fluency and spontaneity.</p>
Music	<p>The children will follow the 'Charanga' Scheme to explore music in class. During this time, the children will be learning a range of notes and songs. Our first song is the hit 'Happy' by Pharrell Williams.</p> <p>The children look forward to performing for you on a number of occasions this year, but we are aware that their opportunities to perform into front a live audience may be limited compared to last year. A Virtual Concert and/or a podcast would be our contingency.</p> <p>Music, as always, plays a major role in our Christmas performance. All children will have the opportunity to learn synchronised dance and singing in harmony. Children will audition for solo singing performances.</p>

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Physical Education	<p>The children were scheduled to do weekly swimming session. However, due to the ever-evolving Covid-19 guidelines, it is difficult to say whether they will resume. If sessions do resume, the children will be assessed and shown how to develop a range of strokes, working on developing their technique and efficiency whilst remaining safe in the water</p> <p>During in-school PE sessions, the children will be completing a set of 'fitness' circuits to gain greater strength, endurance, co-ordination and flexibility. All children will be given a baseline assessment and learn to assess their own progress. Exercise selection will be modified so that they are more accessible to those who struggled on the baseline and made more difficult for children who excelled during the first round of assessments.</p> <p>For the second half term, we will focus on Yoga. The children will learn about mindfulness and body awareness. They will learn increasingly complex yoga poses and techniques that will help them to connect their mind and body. The unit looks to help the children to provide key improvements that should benefit them across a range of sports: we hope to improvements in strength, flexibility and balance. We will also be focusing on breathing and meditation taught through a range of activities.</p>
RE	<p>In the autumn term, children will focus on Hindu and Christianity.</p> <p>This Christianity unit will teach the children about key aspects of the Christian faith. The children will work creatively to enhance their learning experience. They will find out where Christianity originated, about special places linked to Christianity and about key festivals in Christian life. The children will also learn about symbols in Christianity, the Christian holy book and the main beliefs held by Christians.</p> <p>The Hinduism unit will give the children an overview of Hinduism, focusing on its origins, core beliefs, festivals and special places. Children will explore the different Holy Books, identify key Hindu symbols and understand their meanings.</p>
PSHE	<p>'Being Me in My World' is the first of our PSHE themes. We will begin by Identifying hopes and fears for the year ahead – we anticipate that anxiety levels will be higher than normal after the 'lockdown' period and want to ease the transition for our pupils. Children will debate the rights and responsibilities of class members to establish rewards and sanctions that are universally agreed and understood so that they know that their own views are valuable to me and to their classmates. We will work on the idea of 'choice' and how our choices in life have consequences that can be negative or positive; the predictability of the consequences can also vary greatly depending on circumstance.</p>