



# Windmill Hill Primary School

## Autumn Term 2023 Curriculum Plan

Year 6

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| <b>English</b>     | <p>In our first 'Steps to Read' unit, our theme is 'war' as we will be using the topic of history as a primary curriculum driver. Our texts are:</p> <ul style="list-style-type: none"><li>➤ The Boy in the Striped Pyjamas</li><li>➤ Poems from the Second World War</li><li>➤ Fireweed</li><li>➤ DK Eye Witness – World War II</li><li>➤ The Diary of a Young Girl (<i>Anne Frank</i>)</li></ul> <p>Our second, unit of 'Steps to Read' will be based on modern fiction and poetry. There will be three vehicle texts to explore:</p> <ul style="list-style-type: none"><li>➤ Boy in the Tower</li><li>➤ Asha and the Spirit Bird</li><li>➤ Carol Ann Duffy New and Collected Poems for Children</li></ul> <p>A typical Steps to Read lesson is 30 – 40 minutes and delivered using four key steps: teacher read, teacher mode, children practise, children apply. As ever, we strive to allow enough time for the children to engage in free discussion about our texts and let them have some autonomy on where that discussion leads.</p> <p>Our first 'Read to Write' unit is designed to support the children to write a diary entry and a bravery award speech. We will use two vehicle texts to support our learning journey: Rose 'Blanche' by Roberto Innocenti and 'Anne Frank' by Josephine Poole.</p> <p>Our second unit of 'Read to Write; in the autumn term will provide the children with the skills that they need to write a 'Flashback' narrative and a newspaper report. We will use vehicle texts to support our learning journey: A Story Like the Wind by Gill Lewis.</p> <p>Our 'Read to Write' units are planned and delivered across 4 phases: I</p> <p><b>Phase 1: Immersion in Vehicle Text</b> – here, we will enjoy, explore the text, determine its purpose, audience, form and introduce the children to our example text.</p> <p><b>Phase 2: Analyse</b> – we gain familiarisation with text structures and language features and build the bank of knowledge for the writer.</p> <p><b>Phase 3: Plan</b> – this is the experimental process of gathering ideas and organising them in a coherent plan</p> <p><b>Phase 4: Write</b> – the final stage allows a mix of modelled and guided writing where the children will apply their skills and knowledge and finish with an independent write followed by a review and redraft session.</p> |
| <b>Mathematics</b> | During the first term, there will be an emphasis on 'Number'. When appropriate, the  |

children will be introduced to new concepts through utilisation of concrete objects/ manipulative and pictorial support.

Reasoning will be at the heart of lessons where – through the ‘In Focus’ tasks - the children will face mathematical problems that they will be encouraged to discuss and strategise before journaling their thoughts and ideas.

‘BIG Maths’ is be reintroduced 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.

The children’s first ‘Maths – No Problem!’ unit will centre of place value where they will work with numbers up to ten million. Following that, the children will work through the four operations on whole numbers.

The children will then learn to multiply and divide 3 and 4-digit numbers by 2-digit numbers. In this unit, pupils will be exploring the four operations, in combination and in isolation. The unit begins with lessons on creating and solving expressions involving brackets, exponents, multiplication, division, addition and subtraction. Pupils are then multiplying 3- and 4-digit numbers by 2-digit numbers using number bonds and column multiplication as the key methods. After this, they are estimating the product of multiplication sentences before moving on to division. Pupils are dividing 3- and 4-digit numbers by 2-digit numbers using a variety of methods, including number bonds and long division. Pupils then begin solving more complex word problems involving multiple operations, including multiplication and division, with bar models being a main heuristic in addition to other pictorial methods. The pupils are then challenged by finding common multiples and common factors before ending the unit exploring prime numbers.

In the following unit, the children work on fractions. They will learn to add, subtract, multiply and divide fractions. The chapter begins with pupils simplifying fractions and moves on to comparing and ordering fractions. Bar model diagrams are incorporated to support pupils' understanding before moving on to multiplication and division. Pupils will be required to divide fractions by whole numbers and will explore different methods.

We will also be focused on decimal numbers this term. To begin with, pupils will read and write decimals using Base 10 materials before moving on to dividing and multiplying decimals by 1-digit numbers with no regrouping or renaming. Pupils will then be asked to write fractions as decimals using division and pictorial methods before looking at multiplying fractions which involve some regrouping and renaming by 1-digit numbers. Pupils will look at dividing decimals again, this time when regrouping and renaming with 1-digit numbers is required. They then move on to multiplying and dividing decimals by 2-digit numbers, which involves regrouping and renaming, using a variety of methods and strategies, including: number bonds, the worded method (writing down a problem in words and numbers), long division and the column method.

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| <b>Science</b>                       | <p><b>Electricity</b></p> <p>Our first science unit of this academic year will build on the Year 4 electricity unit. The children will deepen their knowledge of electricity as energy and understand how prevalent it is in modern day society. The children will learn about circuit components and their symbols so that they can utilise them in an accurate circuit diagram. We will build circuits and troubleshoot issues with faulty circuits using our newly acquired knowledge. The children will learn how to accurately diagnose issues within their circuits and correct them effectively. We will research and discuss two important figures in the realm of electricity: Thomas Edison and Nikola Tesla.</p> <p><b>Light</b></p> <p>This unit will build on the work carried out in Year 3 on light, shadows and reflection. The topic introduces the children to the notion of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable children to understand how we can see things. When this core understanding is established, the children will then apply their knowledge and skills to look at the production of shadows and start to look at how light is reflected. The topic then takes the learning into the realm of coloured light and rainbows. The children will be using their scientific skills to raise and answer questions.</p> |
| <b>Computing</b>                     | <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 danger online.</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><b>'We are Computational Thinkers!'</b> will be the main theme for our first term. Pupils will design, write, and debug programs that accomplish specific goals. They will also learn to use sequence, selection, and repetition in programs. Furthermore, there will a specific focus on using logical reasoning to explain how some simple algorithms work whilst also learning to become competent and detecting and correcting errors within algorithms and programs.</p>  |
| <b>Art and Design and Technology</b> | <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>The children will also discover the works of Clarence Cliff – one of the 20<sup>th</sup> century's</p>  |

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|                   | <p>most influential ceramic artists. The children will discover how she loved to use bright colours and geometric shapes to produce some of the most collectible and eulogised ceramics in the circulation. They will use her work to inspire their own bold designs which they will craft from early sketches through to finishes pieces of artwork that they can be proud of.</p>   |
| <b>Humanities</b> | <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> |
| <b>French</b>     | <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>   |
| <b>Music</b>      | <p>The children will be fortunate enough to benefit from a unit of work based on African Drums. They will discover the different ways that you can hit the drums to refine a sound and, once familiar with the notes required, they will learn how to play the drums to musical notation and create the own music.</p> <p>Next, the children will follow the 'Charanga' Scheme to explore music in class. During</p>  |

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|                           | <p>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 still be limited. 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>   |
| <b>Physical Education</b> | <p>During this half-term, the children will be swimming for 45 minutes on a weekly basis. They will all be assessed and shown how to develop a range of strokes, working on developing their technique and efficiency whilst remaining safe in the water. The children work with two professional lifeguards and will be differentiated into two groups to get maximum benefit from the sessions.</p> <p>During in-school PE sessions, the children will be on dance. The pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, and dynamics. The pupils will have opportunities to choreograph, perform and provide feedback on dance. All pupils will consider how to use movement to convey ideas, emotions, feelings and characters. The children will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p> |
| <b>RE</b>                 | <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 explore the church as a community of believers and consider the importance of sacraments and rites of passage as a part of Christian life. The children will explore their own commitments and how these might change as they progress through the different stages of life.</p> <p>The Hinduism unit will give the children an overview of Hinduism. The children will investigate how rites of passage help to prepare Hindus for each new stage of life and how their beliefs about reincarnation influence a Hindu's sense of purpose. The children will explore events and celebrations in their own lives that have influenced their life's journey so far</p>   |
| <b>PSHE</b>               | <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 a turbulent 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</p>   |

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|  | <p>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> |
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