

## **Computing**

### **Blogging**

Learning about what blogs are. Planning a blog, writing a blog, sharing posts and commenting.

Online safety continuous.

## **Science**

### **Light**



Recognise that light appears to travel in straight lines. Learn that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Explain why shadows have the same shape as the objects that cast them.

## **French**

At School/L'ecole

Name the subjects we learn in school. Extend sentences by giving an opinion on the various school subjects.

## **Visits and Events:**

Year 6/Reception welcome assembly  
Season of Creation\*  
National Poetry Day  
Black History Month\*

## **English – Writing**

**Non-Fiction:** Blogs and reports

**Key texts:** Suitable examples sourced online (e.g. Newsround) Read, analyse and identify features of blogs and reports. Difference between formal and informal writing. Active and passive voice. Plan, write, evaluate and edit their own pieces of formal and informal writing in the style of a blog and a formal email.

**Non-Fiction: Biographies and Autobiographies**

**Key Text:** Anne Frank's Diary\*

Compare and discuss different biographical texts simple compound and complex sentences. Expanded noun phrases. Plan, write, evaluate and edit their own biographical report.

## **English – Reading**

Discussions, Book Talk and questions based around our class reader: While The Storm Rages by Phil Earle\*

Along with looking at linked extracts from:

On a Beam of Light (A Story of Albert Einstein) by Jennifer Berne, Can I build Another Me? by Shinsuke Yoshitake, Caged Bird by Maya Angelou, I, Too by Langston Hughes.



## **Year 6 Curriculum Autumn 1**

### **Marian Term**

**Catholic Social Teaching\*:** Options for The Poor and Vulnerable

“You are not making a gift of your possessions to the poor person. You are handing over to them what is theirs.”

St Ambrose

**Values and Virtues** – Grateful and Generous

## **Maths**

**Place Value** – read, write, order and compare numbers up to 10,000,000 and determine the value of each digit, round any whole number to a required degree of accuracy, use negative numbers in context and calculate intervals across 0.

**Four Operations** – multiply and divide multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication and long division (interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context), perform mental calculations, including with mixed operations and large numbers, order of operations.

Solve problems involving addition, subtraction, multiplication and division

## **History**

**World War 2 and its impact locally\***

How did life change for children during WW2?  
What was happening in Europe leading up to 1939?  
What was the Blitz?  
What was life like on the Home Front?  
Local history link – Frank Foley



## **Music**

**Songs of World War 2\***

Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.

## **RE**

**The Story of The People of God**

In this unit children will be given opportunities to develop their knowledge and understanding of the structure of the Bible and the forms of literature that are found in the different books. The children will be introduced to stories of significant people in the Old Testament, where people answer the call of Christ.

## **PSHE**

Ten:Ten Calming the Storm\*  
Growth mindset\*  
Catholic Social Teaching\*

## **PE**

Netball  
Football



## **Art - William Morris**

Use the formal elements within observational studies - line, shape, form, tone, colour. Block printing. Create a repeating pattern using observational drawing/painting of a flower.