St Benedict's Catholic Academy
Curriculum Information
Year 6
Autumn Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	• Different types of texts • How to organise writing • Using a range of sentences • A range of higher level punctuation to ensure sentences are effective and used for purpose. These include colons, semi-colons, brackets, dashes and hyphens. • Prepositions, conjunctions, adverbials, parenthesis and commas for clarity. • Spellings patterns • Reading for a range of purposes	• Select appropriate grammar and vocabulary when writing • Use paragraphs appropriately depending on the style of the text • Write for different purposes and audiences • Use simple, compound and complex sentences to ensure writing is effective • Using commas in a variety of ways • Use higher level punctuation to add detail • Use knowledge of morphology and etymology in spelling • Use a dictionary/spellchecker to check spellings when unsure • Proofread/edit and re-draft work • Participate in discussions about books providing reasoned justifications for their views • Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet • Use a text to make predictions and inferences based on what has been read	• Work collaboratively to create pieces of drama • Mutual respect when listening to other people's pieces of writing and their views on different texts	• Identifying spelling patterns • Compose their own pieces • Organise writing using appropriate features • Proofreading, editing and re-drafting work to check for sense and enhance meaning • Inference and deduction skills

		• Ask questions to improve their understanding • Identify and discuss themes and conventions across a wide range of writing • Discuss and evaluate author's use of language considering the impact on the reader		
MATHS	**Place Value** **Addition and Subtraction, Multiplication and Division** **Fractions** **Converting Units**	• Read, write, order and compare numbers up to 10 million and recognise the place value of each digit • Round any integer • Use and solve problems involving negative numbers in real life contexts • Find common factors and common multiples • Know rules of divisibility • Know prime numbers to 100 • Know square and cube numbers • Add, subtract, multiply and divide using formal written methods • Solve problems including multi-step problems using the 4 rules • Know the order of operations (BODMAS) • Reason from known facts • Know how to find equivalent fractions and how to simplify fractions • Compare and order fractions • Add and subtract mixed numbers • Multiply and divide fractions by integers and fractions • Find fractions of amounts • Use, convert and calculate with metric measure • Convert miles and km	• Children work collaboratively • Gain the confidence to cope with setbacks and learn from their mistakes	• Mental calculation strategies • Quick recall of key facts • Use the formal methods for calculations • Solve number problems • Reasoning • Find fractions of amounts • Use, convert and calculate with metric measure

		• Convert imperial measure		
RE	• The Story of the People of God • Preparation for Confirmation • Advent • Christmas	• Develop their knowledge and understanding of the structure of the Bible. • Learn about stories of significant people in the Old Testament. • Recap Baptism and learn the links between Baptism and Confirmation. • Understand the role of a Confirmation sponsor. • Learn the gifts and fruits of the Holy Spirit. • Know the two parts of the season of Advent. • The story of the birth of Christ from the Gospel of St. Matthew and the Gospel of St. Luke.	• Reflect on own lives and how children can be more like Jesus • Developing an awareness of a sense of God and the way God acts in our lives	• Group work • Discussion • Thinking skills • Empathetic writing • Critical thinking • Interpreting symbolism • Sequencing skills
PE	• Netball • Football • Hockey	• Run, jump and catch in isolation and combination • Show confidence in using ball skills in various ways and link these together effectively e.g. dribbling, bouncing, kicking • Keep possession of balls during games situations • Know the basic principles of defending and attacking during team games • Know the main rules for competitive team games • Play competitive games showing an understanding of tactics • Know the effect exercise has on the body	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Pass the ball accurately to another player • Catch the ball accurately • Dribbling • Tactical awareness
ICT	• Online Safety • Word processing	• Recognise how to keep safe online	• Listen and respond appropriately to the views of	• Researching and note taking

		• Use Microsoft Office programmes to produce suitable documents appropriate to task.	others, when working as part of a team.	• Discuss and reflect critically • Working as part of a group

Year 6 Disasters!

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To name countries and cities of the world. To know that certain parts of the world are more prone to earth quakes than others. To know the meaning of specific vocabulary including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To know the names of different climate zones. To understand different climate zones and the impact global warming has on climate zones. To know what tectonic plates are. To know what the Richter scale is.	**Knowledge** To have an awareness of main changes in a period of history. To know key dates involving different volcanic eruptions. To know what caused the destruction of the city of Pompeii. To know what an archaeologist does and give examples of how and when they have discovered lost cities. To recall famous natural disasters.
Skills To use atlases, maps and digital mapping to locate countries and cities of the world. To label the cross section of a volcano. To describe how countries and geographical regions are interconnected and interdependent. To research and present facts about Montserrat. To describe what causes and earthquake to occur. To explain and use the correct terminology to describe how an earthquake is measured. To understand different climate zones and the impact global warming has on climate zones.	**Skills** To place events, artefacts and historical figures on a timeline. To research and select suitable sources of evidence to justify claims about the past. To review factual evidence of a past society. To use original ways to present information and ideas. To select a range of primary and secondary sources to research key natural disasters. To explore causes and consequences over time. To explore similarities and differences in events and make connections or analyse trends.
Art	**Technology**
Knowledge To know who Donald J Ryker is and his style of art. To understand and distinguish between 'hot' and 'cold' colours. To know what is meant by 'tone' and 'texture.' To know how to mix tints and shades fit for purpose. To know drawing pencils come in a range of values and the different shades they create.	**Knowledge** To understand the essential characteristics of a series circuit. To understand and use electrical systems in their products. To know how to use computing to program, monitor and control their products. To know and use technical vocabulary relevant to the project. To name famous inventors who developed ground-breaking electrical systems and describe their work.
Skills To create mood with colour. To combine colours by mixing tones and tints to enhance the mood of a piece. To use appropriate styles of shading and mark making To use a variety of techniques to add interesting effects (shadows, shading, textures, brush marks, layering). To plan a sculpture through drawing and other preparatory work. To shape, form, model and construct from observation. To use recycled, natural and man-made materials to create sculptures. To work on a sustained piece of work and review and refine to improve.	**Skills** To design, make and evaluate an electrical alarm for the school sports container for security purposes. To generate and develop innovative ideas taking into account constraints including time, resources and cost. To communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. To formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. To competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. To create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. To test and evaluate the system to demonstrate its effectiveness for the intended user and purpose.

Year 6 Living Things and their Habitats

This half term I will learn the following skills and knowledge:

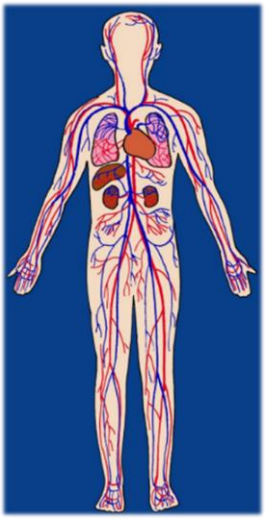
Science	
Knowledge	Skills
To know the Linnaean system of classification. To know who Carl Linneaus is. To recall the order of the levels of the classification system. To know what Taxonomists do. To know there are helpful micro-organisms. To know some micro-organisms can cause us harm and cause illness. To know there are steps to follow to conduct and carry out a scientific investigation. To know the parts of a cell. To know there are organisms all around us. To know an investigation must have controlled variables to produce valid and reliable results.	To classify animals based on specific characteristics. To identify the characteristics of different animals. To describe the characteristics of helpful and harmful micro-organisms. To classify organisms in my natural habitat. To investigate 'mould' as a helpful and harmful micro-organism. To make a scientific prediction and scientific observations

Year 6 Back to the Future

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know which parts of the country were key during the Industrial Revolution. To know the different types of environmental impact. To know how humans have a positive and negative impact on the environment. To know the environmental impacts caused by advances in technology. To know about the HS2 project. To know what geographical fieldwork is and how it is carried out.	**Knowledge** To name the 3 ages of prehistory- Stone, Bronze and Iron Ages. To know the dates each age began and ended. To know key inventions from each of these ages. To know what is meant by the 'industrial revolution.' To know when the industrial revolution took place in Britain. To know that farming was the main occupation before the industrial revolution. To know the significant technological advances which took place during the Industrial Revolution. To name famous Victorian inventors and their inventions To know key facts about their life. To know about inventions in the Electric, Electronic and Information Ages. To know how the Industrial Revolution affected Nuneaton and the local area.
Skills To use 6 figure grid references to locate British cities. To make comparisons between maps over time and reflect on the reasons for the differences. To research geographical changes brought about by advances in technology, both physical and human. To critique the environmental impact a new invention or project may have e.g. electric cars, HS2. To give reasons why some developments are seen as more significant than others. To undertake a traffic study of the local area including collecting data and undertaking surveys. To collate and present data, analyse evidence and draw conclusions. To form and develop opinions and make comparisons. To make suggestions for improvements.	**Skills** To place events, artefacts and historical figures on a timeline. To devise, ask and answer more complex questions about the past. To research and select suitable sources of evidence to justify claims about the past. To understand that no single source of evidence gives the full answer to questions about the past. To understand that the past is represented and interpreted in different ways and give reasons for this. To understand the concepts of continuity and change over time, in particular 'The Stone Age to The Iron Age'. To use original ways to present information and ideas. To use a range of sources to research key historical inventions.
Art	**Technology**
Knowledge To know who William Powell Frith is and his style of art. To know Frith's artistic influences. To know what is meant by perspective and proportion. To know what is meant by composition. To know how paintings are composed and the vocabulary used when discussing composition i.e. foreground, middle ground, background.	**Knowledge** To know how key events and individuals in design and technology have helped shape the world. To know that mechanical and electrical systems have an input, process and an output. To know how gears and pulleys can be used to speed up, slow down or change the direction of movement. To know and use technical vocabulary relevant to the project. To know famous manufacturing and engineering companies relevant to the project. To know that axles, axle holders and wheels can be fixed or free moving.
Skills To observe the effect of light on objects and people from different directions. To select and use a range of drawing tools with control and dexterity. To develop ideas using a sketchbook. To begin to develop an awareness of composition, scale and proportion. To begin to use simple perspective in their work using a single focal point and horizon. To produce increasingly accurate drawings of people and in particular faces. To use a variety of techniques to add interesting effects. To work on a sustained piece of work and review and refine to improve.	**Skills** To design, make and evaluate a new toy vehicle incorporating pulleys or gears for a child to play with. To generate innovative ideas by carrying out research. To develop and communicate ideas through discussion and annotated drawings To produce detailed lists of tools, equipment and materials and formulate step-by-step plans. To select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. To work within the constraints of time, resources and cost. To test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.

Year 6 Animals Including Humans



This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
To know and name parts of the human circulatory system. To know the types of blood components and their functions. To know that diet and exercise impact on our human bodies. To know healthy and unhealthy foods. To know the impact drugs and alcohol have on our body.	To identify and describe the functions of the heart. To describe the importance of the blood components and their functions. To explain how water and nutrients and transported around the body. To describe the importance of a healthy diet. To describe the importance of exercise. To describe how drugs and alcohol affect our bodies.