



St Ippolyts CE (Aided) Primary School

A copy of this curriculum overview plan is available on the school website www.stipps.herts.sch.uk (under the 'For parents' tab)

CURRICULUM INFORMATION Autumn 2022

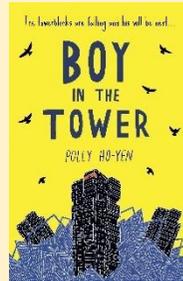
Class 6

Miss L. Walker

ENGLISH

Boy in the Tower – Polly Ho-Yen

- ❖ To express opinions about an author's technique.
- ❖ To make inferences based on a text.
- ❖ To use character and plot clues to inform writing.
- ❖ To make deliberate use of simple nouns and pronouns.
- ❖ To write dialogue that gives clues to characters thoughts and feelings,
- ❖ To suggest urgency and threat through cho sen verb forms.
- ❖ To write dialogue that moves the plot on
- ❖ To use the language of possibility for speculation
- ❖ To use character and plot clues to inform writing



SPaG Focus:

- ❖ Relative clauses beginning with who, which, where, when, whose, that, or, with.
- ❖ Using model verb s to indicate degree of possibility.
- ❖ Adverbs
- ❖ Using brackets, dashes, and commas for parenthesis.

MATHS

- ❖ 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 zero Identify the value of each digit to three decimal places.
- ❖ Solve number problems and practical problems that involve all of the above.
- ❖ Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places.
- ❖ Use, read, write and convert between standard units, converting measurements of length, mass, volume, and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
- ❖ Solve problems which require answers to be rounded to specified degrees of accuracy.
- ❖ Perform mental calculations, including with mixed operations and large numbers,
- ❖ Solve problems involving addition, subtraction, multiplication and division.
- ❖ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

SCIENCE

Humans and Health

- ❖ Identify and name the main parts of the human circulatory system, and describe the function of the heart, blood vessels and blood.
- ❖ Describe the ways in which nutrients and water are transported within animals, including humans.
- ❖ Investigating Heart Rate - Recognise the impact of diet, exercise, drugs, and lifestyle on the way their body's function
- ❖ To understand the benefits of exercise on physical health
- ❖ To be able to recognise the impact of drugs on the way body's function
- ❖ To be able to recognise the impact of alcohol on the way body's function

RELIGIOUS EDUCATION

God

- ❖ Understanding that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.
- ❖ 'Is it true that in the Bible, God hates evil actions, but loves people, even when they do wrong?'
- ❖ When forgiveness is hard – 'what did Jesus say about the people who nailed him to the cross?'
- ❖ Looking at well-known Christians - explore what they did and why, and how it showed that they were taking the Bible's teaching about God's love and holiness seriously.
- ❖ Is holiness only for religious believers? – how might love, holiness and forgiveness might be good in the world today?

HUMANITIES

History – The Titanic

- ❖ To understand why the Titanic was significant - to construct a timeline of the Titanic's maiden voyage.
- ❖ To identify different types of historical source and determine their reliability.
- ❖ To investigate what life was like on board for the different classes.
- ❖ To investigate the people on board the Titanic.
- ❖ Who was the blame? Interviewing the survivors.
- ❖ To reflect on how the sinking of the Titanic changed following events.



ART/DT

Various

- ❖ To use line, mark making, tonal values, colour, shape and composition to make my work interesting.
- ❖ Negative space and grid method, adding to drawing and basic animal shape.
- ❖ Transform drawings. collage pieces into a three-dimensional object.
- ❖ Making drawings into sculptures.
- ❖ To draw for a sustained period of time, using observation skills nature themed ready for print design.
- ❖ Overprint using different colours to create final design.

MUSIC

How Does Music Bring Us Together?

You will continue to learn about all the Foundational Elements of Music with a focus on melodic development, while working implicitly with all the other elements of music as you go through the steps of the unit. You will think about the rhythms, notes and pitches using and improving improvisation skills.

PE

FitKidz – Fitness focus
Dance – Electricity

PE Kits should be in school throughout the week. All children should have trainers for outdoor PE and plimssoles for indoor lessons.

Computing

Creating my own Webpage

- ❖ Creating own web page in Google Sites -
- ❖ Adding navigation paths and links to a webpage.
- ❖ Finish and evaluate website.

RSHE

Relationships

- ❖ Roles and Responsibilities in Year 6
- ❖ Respectful Relationships.
- ❖ Challenging Stereotypes
- ❖ Resolving Conflict
- ❖ Managing Loss