



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 2023

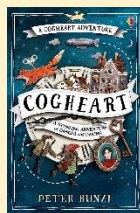
Class 6

Miss L. Walker

ENGLISH

Cogheart – Peter Bunzl

- ❖ To consider how authors craft an interesting story.
- ❖ To consider devices used by authors to create suspense.
- ❖ To consider the structure of a text.
- ❖ To consider how authors use dialogue effectively and use dialogue to advance the action.
- ❖ Journalistic writing - formality and structure of a newspaper article
- ❖ Diary entry – characterisation and language choices.



SPaG Focus:

- ❖ Relative clauses beginning with who, which, where, when, whose, that, or, with.
- ❖ Using modal verbs to indicate degree of possibility.
- ❖ Adverbials
- ❖ Using brackets, dashes, and commas for parenthesis.
- ❖ Direct Speech

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

Evolution and Inheritance

- ❖ To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- ❖ To identify how animals and plants are adapted to suit their environment in different ways.
- ❖ To understand that adaptation of plants and animals to suit their environment may lead to evolution.
- ❖ To find out about how the work of scientists has helped develop our understanding of the process of evolution.
- ❖ To recognise that living things have changed over time and that several factors can affect a species' evolution.
- ❖ To understand how humans have evolved over time, and how human behaviour can affect change in species over time.

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

Brave Colour

Taking inspiration from artists who use colour, light and form to create immersive installations, children will be encouraged to create (propose) their own art work. They are enabled to imagine "what if...?" and encouraged to share their vision or imagining with others through mock-up artworks and models.

- ❖ Colour theory and colour mixing.
- ❖ Explore the work of artists who use colour in their work.
- ❖ Designing and creating a piece of structural art that uses light, colour and form

PE

Basketball and Fitness

Children will develop their understanding of the attacking and defending principles of invasion games and think about how they use skills, strategies, and tactics to outwit the opposition within a game of Basketball.

Fitness

Children will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility.

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

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.

Computing

Systems and Networking

- ❖ To explain the importance of internet addresses.
- ❖ To recognise how data is transferred across the internet.
- ❖ To explain how sharing information online can help people to work together.
- ❖ To evaluate different methods of online communication

RSHE

Relationships

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