

Year 6 – Mr. Kearney
Curriculum Overview
First Half of the Autumn Term 2024– 2025

<u>English</u>	<u>Maths</u>	<u>Topic</u>	<u>Science</u>
<p>The Hound of the Baskervilles</p> <ul style="list-style-type: none"> • Research and compare classic Victorian mystery stories. • Identify features of a mystery story. • Identify characters and create hot seat interviews from Hound of the Baskervilles. • Identify settings from Hound of the Baskervilles and compare and contrast. • Structure of mystery plot. • Strategies to create tension. • Create character profiles for a mystery story. • Create and describe historical settings for a mystery story. <p>Poetry.</p> <ul style="list-style-type: none"> • Discussing the effective use of language in various types of poems • Finding examples of personification • Looking at examples of similes and metaphors in the poem and discussing their impact 	<p>Counting, partitioning and calculating</p> <ul style="list-style-type: none"> • Amounts up to ten million • Identify change in place value. • Continue a sequence. • Positions on a numberline • Doubling and halving. • Recap multiplying and dividing by 10, 100, 1000. • Multiplication – <ul style="list-style-type: none"> ◦ partitioning, ◦ formal methods • Division – <ul style="list-style-type: none"> ◦ short and long division • Problem solving – <ul style="list-style-type: none"> ◦ Operation and method <p>Geometry and number facts</p> <ul style="list-style-type: none"> • Classify 2D quadrilaterals • 3D shapes and their properties <ul style="list-style-type: none"> ◦ pyramids and prisms ◦ nets of open and closed cube, ◦ nets of 3D shapes • Formal addition and subtraction with decimals <ul style="list-style-type: none"> ◦ HTU, ThHTU ◦ Check calculations with the inverse ◦ Solve missing digit calculations 	<p>Victorians</p> <ul style="list-style-type: none"> • To place the history of Brentford within a Victorian context <ul style="list-style-type: none"> ◦ education, transport and work • Plot change in Brentford from a rural market town to an industrial part of London • Understand the difference between St. Paul's school today and in Victorian times • Make (to a given design brief as from the Victorian era) a toy 	<p>Earth and Space</p> <p>Describe the movements of the Earth, and other planets, relative to the Sun in the solar system.</p> <ul style="list-style-type: none"> • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p style="text-align: center;"><u>French</u></p> <p>Salut, Gustave!</p> <ul style="list-style-type: none"> • Greet people and give and personal information • Ask and talk about sisters and brothers • Say what people have and have not using 3rd person avoir • Say what people are like using 3rd person être including negatives.

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<ul style="list-style-type: none"> Freeze framing and role play to create emotions for inanimate objects Using this knowledge to create their own personification poem about the River Thames <p style="text-align: center;"><u>PE</u></p> <p>Tag Rugby</p> <ul style="list-style-type: none"> To apply throwing and catching skills to a game situation. To understand when to pass and when to run with the ball. To use a backwards pass effectively when attacking. To work as a team to stop the opposition from scoring, applying the 'offside' rule. To use a dodge to create space and beat a defender. To apply rules and skills to take part in competitive games. 	<p style="text-align: center;"><u>Computing</u></p> <p>Data Handling</p> <ul style="list-style-type: none"> Understand why we might store certain information Investigate data held on physical cards, such as in card games and discuss the ease or difficult of finding information Explore how databases online may work Populate a simple database Create their own more complex database based on a topic or question Evaluate the effectiveness of their database for finding information <p style="text-align: center;"><u>Music</u></p> <p>"Livin' On a Prayer" (Style: Rock)</p> <ul style="list-style-type: none"> To understand the geographical origin of the music and in which era it was composed. To experience and learn how to apply key musical concepts/elements, e.g. finding a pulse, clapping a rhythm, use of pitch. To recognise the style of the music and to understand its main style indicators. To understand and use general musical vocabulary and specific vocabulary linked to the song 	<p style="text-align: center;"><u>RSHE</u></p> <p>Relationships</p> <ul style="list-style-type: none"> To understand what makes a healthy friendship To discuss peer influence To discuss the impact of the need for peer approval in different situations, including online To think about strategies to manage peer influence and the need for peer approval To develop strategies to positively resolve disputes and reconcile differences in friendships To understand that friendships can change over time To understand how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable To understand when and how to seek support in relation to friendships 	<p style="text-align: center;"><u>RE</u></p> <p>How has the Christian message survived for 2000 years?</p> <ul style="list-style-type: none"> To understand the events of Jesus' Ascension. To be aware of how the strength of the Christian message. Make links between the events of the first Pentecost and how Christians feel empowered to spread the Christian message. To be able to describe Christian beliefs of The Trinity. To consider the beliefs that Christians are promising in Confirmation. Suggest reasons for the similar and different beliefs which Christians and other people hold.
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