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| **Design and Technology (D.T.)**  Design Icon - Services Flat Icons - SoftIcons.com | Textiles  This unit is linked to the second world war history unit. Children will build on their stitching and joining skills and create their own bag from an old t-shirt. They will be given the opportunity to use computer aided design when creating their final design. |
| **Physical Education**  **(P.E.)**  Athletics Icon Button - Circle, HD Png Download , Transparent Png Image -  PNGitem | Invasion Games – Netball and Basketball  The focus of the learning is to consolidate children’s ability to use passing and moving skills, to keep possession and score.  Gymnastics – Symmetry and Asymmetry  During this unit, the children will create individual, paired and group sequences involving symmetry and asymmetry, using a range of low and high apparatus.  Invasion Games – Health Related Exercise  Through health-related fitness tasks the children will record their scores regularly throughout the unit to monitor improvement.  Dance  The children will develop precision, control and fluency of movements, working with a partner to create motifs using different compositional devices. |
| **Computing**  Computer - Free computer icons | Digital Literacy Including E-safety  As part of their learning about Digital Literacy, the children will be investigating how computer networks and search engines work. In addition to this, the children will be building on the word processing skills that they have developed throughout their time at school. During the E-safety lessons, the children will think about technology that they use regularly that requires an internet connection and how best to stay safe whilst using such devices. |
| **Music** | This term, the children are learning to play steel pan drums from the Bedfordshire Music Borough Hub.  How does music bring us together?  They are also learning to play glockenspiels with music and technology. Singing and listening is at the heart of each lesson. The children will learn to play, improvise and compose using a selection of notes. |
| **Personal Social Health Education (P.S.H.E.)** | My Emotions  How can we make mental wellbeing a part of daily life? How do I manage strong emotions? How can I judge if my own feelings are appropriate and proportionate? How do I recognise how other people feel and respond to them? How do I get support when things are difficult?  Anti-bullying  Can I explain the differences between friendship difficulties and bullying? Can I define the characteristics and different forms of bullying? How can I be safe online and deal with cyberbullying? How might bullying affect people’s mental wellbeing? Can I identify ways of preventing bullying in school and the wider community?  The theme of anti-bullying will be addressed throughout the year, but with a particular focus during Anti-Bullying Week in November. |
| **World Views** | Should we see difference or diversity?  This unit is an introduction to ethics with a focus on Christianity. It starts with an opportunity for the children to reflect on how they make judgements about others, before investigating various examples of situations from history where people have had to choose between treating others badly because of their differences or celebrating diversity. We will explore the question, ‘Is what you do or what you say the most important?’  How can Hindus find out what God is like?  A more in-depth look at sources of information about the idea of god in Hinduism, including murtis, stories, texts and religious practise. It will include looking at the female aspect of god as well as the male; ideas of diversity and inclusiveness within the stories of Krishna and Durga; ideas of incarnation and the environmental aspects of Durga Puja and problems of cultural appropriation of Hindu festivals in modern Western societies. |
| **Languages** | Fruits & Vegetables  In the unit ‘Les Fruits’, we will name, recognise and remember up to 10 fruits in French. and attempt to spell some of these nouns with their correct article/ determiner. We will learn how to ask somebody in French if they like a particular fruit and say what fruits we like and dislike. |
| **Enrichment** | If you have any expertise relating to any of our units of learning and would be interested in sharing them with the children, please contact the school office. |

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| Home - Harrold Primary Academy | The children will continue to develop their growth mindset as it leads to a desire to learn and therefore an aptitude to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism and find lessons and inspiration in the success of others. We promote this positive attitude to learning across the curriculum.  This overview gives an outline of the Year 5/6 autumn term curriculum. |
| **English** | Narrative: ‘Friend or Foe” by Michael Morpurgo will be used as a text relating to our WW2, History learning. The children will develop their use of literary devices, vocabulary and dialogue.  Non-Fiction: The children will be writing journalistic pieces and persuasive writing texts linked to other areas of the curriculum.  Poetry: The children will be exploring narrative poems and developing their use of figurative language. Links will be made with Remembrance Day and Anti-Bullying Week in November.  Reading: Children will use high quality stimuli to develop their reading skills. They are exposed to a wide range of text types and encouraged to build their reading stamina.  Spelling: Curriculum spelling rules/patterns and Year 5/6 key words are taught on a two weekly cycle.  Grammar: Children will apply their learning of punctuation and grammar skills throughout all English units. |
| **Maths** | Year 6  The children will extend their knowledge of place value to numbers up to 10,000,000, including numbers to three decimal places They will then develop their skills in the four operations (+, -, x, ÷) using numbers within this range. Also, they will extend their knowledge of fractions, learning to multiply and divide them. They will learn about ratio and proportion and position and direction relating to all four quadrants. |
| **Science** | Evolution and Inheritance  The children will be able to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will also identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution |
| **History** | WW2 - What was the impact of WW2 on Britain?  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. |
| **Geography** | North America – Why is this America?  The children will develop their geographical knowledge of North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  They will describe and understand key aspects human and physical geography such as climate zones and types of settlement and land use. |
| **Art**  Art Flat Icon Png, Transparent Png , Transparent Png Image - PNGitem | Typography & Maps  Children will be introduced to typography and design. They will explore how they can create their own fonts and designs. Children will explore how they can use visual letters and other elements to convey ideas and emotions.  Shadow Puppets  Children will explore both traditional and contemporary artists and craftspeople using intricate cutouts to create artwork which is meaningful to the culture in which its created. Sketchbooks will be used to throughout to record, generate ideas, test and reflect. |

**Year 6 Autumn Term Curriculum 2023**