

Y6 Curriculum Overview

Autumn 1

Reading

To access our curriculum, it is essential children can read. Please ensure your child reads daily and complete their reading record. Thank you for your support.

Writing

This term we will be learning to write a **Persuasive Text** and write a **Narrative**. To support your child's learning, please find the **Knowledge Organiser** attached for English.

Maths

This term we will be learning about **Place Value** and the **Four Operations**. To support your child's learning, please find the **Knowledge Organiser** attached for these units.

Science

This term we will be learning about **Biology: Animals including Humans**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

History

This term we will be learning about the **Vikings**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Art

This term we will be learning about **Drawing**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

PSHCE

This term we will be learning about **Respecting Rights**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Computing

This term we will be learning about **Digital Citizenship**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

RE

This term we will be learning about **What matters most to humanists?** To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Thank you for your continued support. More information can be found on the school website.

If you would like any extra support, please speak to your child's teacher.

Believe – Achieve - Succeed



PUNCTUATION, VOCABULARY & GRAMMAR

GRAMMAR

YEAR 6 KNOWLEDGE ORGANISER



Year 6 Overview

- By the end of Year 6, you should be able to use a formal or informal tone whenever it is appropriate, altering your vocabulary choices appropriately.
- You should be able to make precise vocabulary choices drawing from a range of synonyms and antonyms.
- To add creativity and relevance to your writing, you should be able to accurately use the passive voice and the subjunctive form.
- You should be building whole text cohesion and clarity using adverbials and presentational devices.
- Use a wide range of punctuation accurately, including semi-colons, colons, dashes and hyphens.



Vocabulary and Grammar

Formal and Informal Tone: Unless the type of writing requires informal, speech-like language, you should now be attempting to use formal, precise vocabulary in your writing.

e.g. rather than 'find out' – 'discover', rather than 'ask for' – 'request', rather than 'go in' – enter, rather than 'try to' – 'attempt', and rather than 'right' – correct.



Word Level

Synonyms: Synonyms are words with a similar meaning. Antonyms are words with an opposite meaning.



e.g. Synonyms of 'large' – substantial, huge, colossal, giant, great, enormous, immense, mighty, vast.

Antonyms of 'large' – small, thin, meagre, scanty, minuscule, tiny, little, compact, teeny, small-scale.

- Passive Voice: The passive form is when the subject of the sentence is acted upon by the verb.

e.g. 'The ball was thrown by the pitcher. The fruit was eaten by the toddler. The fence was jumped by the horse.'



Sentence Level

The Subjunctive Form: The subjunctive is a verb form that shows that that could or should happen. It can be used to express wishes, hopes, commands, demands and suggestions.



e.g. 'If I were you' and 'I suggest you take a coat with you.'

Note the use of 'were' rather than 'was.'



Text Level

Building Cohesion across Paragraphs: Ideas can be connected through the use of cohesive devices, such as adverbials e.g. 'on the other hand', 'consequently', 'furthermore', 'in contrast', or 'as a result.'



Layout Devices: You should now be thinking about how you present your writing on the page. Headings, sub-headings and bullet points can help to separate or compartmentalise ideas, whilst tables can add further information and clarity.

Punctuation

Semi-Colons

- Semi-colons separate two independent clauses (clauses that make sense on their own) that are closely related.
- e.g. 'The town was deserted; everyone was on holiday' or 'I cleaned the car; it looked sparkling clean.'

Dashes

- Dashes can be used for a number of different purposes within writing.
- Dashes can be used in place of a semi-colon, e.g. 'The town was deserted – everyone was on holiday.'
- They can also be used to show parenthesis.

Colons

- Colons can be used to introduce lists.
- e.g. 'I had three things to do that day: visit my grandma, go shopping and rest.'
- Colons are also used to separate clauses where one explains the other. E.g. a whale is not a fish: it is a warm-blooded mammal.

Hyphens

- Although they look similar, hyphens should not be confused with dashes.
- Hyphens join words and separate syllables. They can change the meaning of sentences.
- e.g. 'The man-eating shark' vs 'The man eating shark.' The meaning changes!

Key Terminology

Subject	Object	Active	Passive	Synonym	Antonym	Ellipsis	Hyphen	Colon	Semi-Colon	Bullet Points
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Number and Place Value

Knowledge Organiser

Key Vocabulary

ten million

millions

thousands

hundreds

tens

ones

zero

place value

greater than

less than

order

round

rounded

negative number

partition

digit

interval

sequence

linear sequence



Compare and Order

equals

$$26 + 38 = 8 \times 8$$

greater than

$$223\ 873 > 98\ 256$$

less than

$$901\ 198 < 1\ 091\ 098$$

Both calculations have the value 64.

The number on the left has 2 hundred thousands and the number on the right has 0 hundred thousands.

The number on the right has 1 million and the number on the left has 0 millions.

81 782

127 352

127 835

137 019

200 002

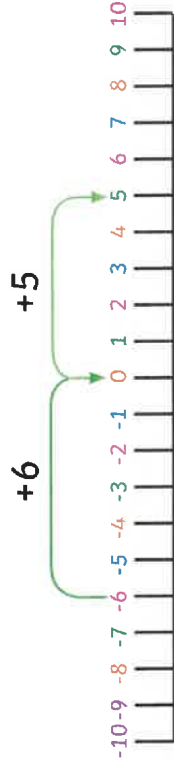
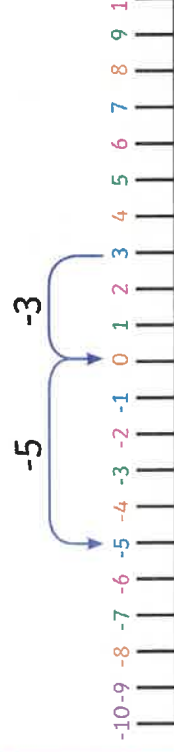
smallest

greatest

Negative Numbers

$$3 - 8 = -5$$

$$-6 + 11 = 5$$



Four Operations

Knowledge Organiser

Key Vocabulary

Add
Total
Make
Plus
Sum
More
Altogether
Difference
Leave
Subtract
Difference between
Less
Minus
Take away
Mentally, Orally
Column Addition
Column Subtraction
Estimate
Inverse operation
Solve problems
Number facts
Place Value
Complex

Add and Subtract Whole Numbers

Column Method

4	5	8	6	4
+	2	3	4	9
	6	9	3	6
		1	1	1

Starting with the ones, add each column in turn. Regroup tens, hundreds, thousands, ten thousands as required.

3	5	6	7	1	2
-		3	4	7	6
	3	2	2	6	6

Starting with the ones, subtract each column in turn. Exchange tens, hundreds, thousands and/or ten thousands as required.

Multiply up to 4-digit by 2-digit

1	3	2	
	1	5	4
x		2	6
	9	2	4
3	0	8	0
4	0	0	4
1	1		

Start with the ones.

$$154 \times 6 = 924$$

$$154 \times 20 = 3080$$

$$3080 + 924 = 4004$$

Order of Operations

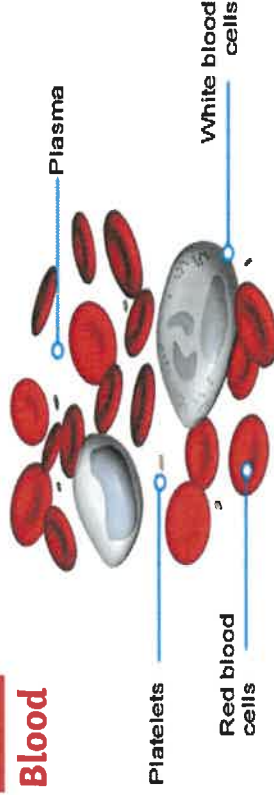
B	Brackets	$10 \times (4 + 2) = 10 \times 6 = 60$
O	Order	$5 + 2^2 = 5 + 4 = 9$
D	Division	$10 + 6 \div 2 = 10 + 3 = 13$
M	Multiplication	$10 - 4 \times 2 = 10 - 8 = 2$
A	Addition	$10 \times 4 + 7 = 40 + 7 = 47$
S	Subtraction	$10 \div 2 - 3 = 5 - 3 = 2$

Sticky Knowledge

- ✓ The entire trip around your body only takes blood about 20 seconds in total.
- ✓ Your heart can be kept healthy with a well-balanced diet and exercise, as well as avoiding things that can damage it, such as smoking, drugs or foods with high cholesterol.
- ✓ Cardiovascular exercises are designed to improve the fitness of the circulatory system.

Learning Components

- I know that the heart, lungs, veins, arteries and capillaries are part of the circulatory system.
- I know that the heart pumps blood and works by controlled contractions and the use of one-way valves.
- I know that blood is circulated through blood vessels to deliver oxygen to the body and to help remove carbon dioxide as part of respiration (breathing).
- I know that heart rate changes through exercise.
- I know that diet, exercise and the use of drugs affects a person's health.



Red Blood Cells: Transport oxygen.

White Blood Cells: Protect against disease.

Blood Platelets: Help the blood clot and repair cuts and grazes.

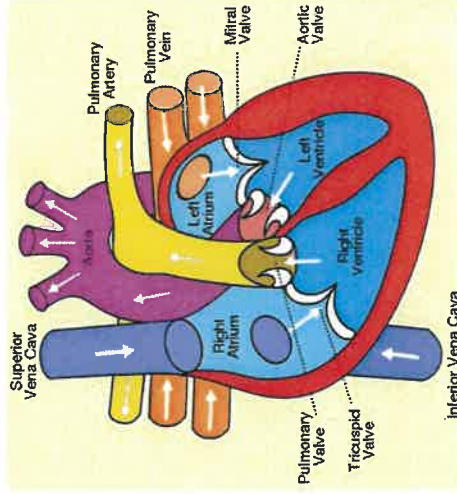
Plasma: The liquid that carries the cells and transports nutrients.

Big Idea

The body is made up of tissues and organs, which are linked together to do particular functions. The heart and lungs are such organs, which work together as part of the circulatory (cardiovascular) system, transporting oxygen, sugar and nutrients around our bodies.

The Circulatory System:

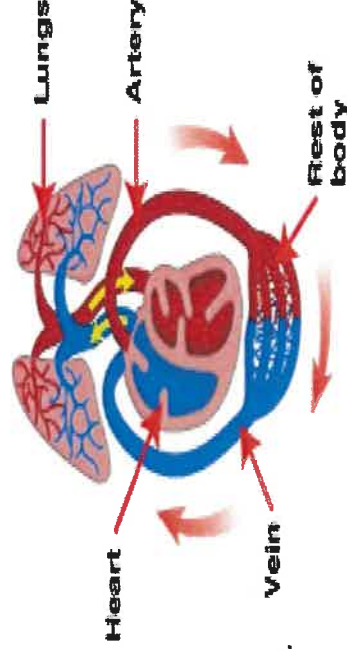
The Heart



Veins: Thin, flexible tubes which carry blood towards the heart.

Arteries: Muscular tubes which carry blood away from the heart.

Capillaries: Microscopic tubes which travel throughout the entire body, linking tissues to veins and arteries.



Vocabulary

Heart: Organ, which pumps blood at high pressure around the body by regular contracting (squeezing) and relating.



Pulse (rate): Your heart has to push so much blood through your body that you can feel a little thump in your arteries each time the heart beats

Blood: A body fluid which contains platelets, red and white blood cells within plasma. Red blood cells carry oxygen. White blood cells are part of the body's immune system.

Blood Vessels: Blood vessels are a series of tubes inside your body called veins, arteries and capillaries. They move oxygenated and deoxygenated blood to and from your heart via all tissues of the body.

Lungs: Organs designed to take oxygen from the air and deliver it into the blood stream. They also remove carbon dioxide from the blood and back into the air.

Oxygen: A gas required by living things.
Drugs: A drug is a chemical that is not food and that affects your body. Some drugs are given to people by doctors to make them healthy.

Carbon Dioxide: A waste gas created through breathing (respiration).

Circulatory System: Also called the cardiovascular system, delivers nutrients and oxygen to all cells in the body.

Vikings Knowledge Organiser – Year 6

Key Knowledge

- ✓ The Viking time period is 793-1066 AD.
- ✓ Vikings raided Lindisfarne in 793, signalling the start of the centuries of Viking raids on Britain.
- ✓ Not all Vikings were warriors. Many came in peace and became farmers.
- ✓ The lands that the Vikings occupied were known as Danelaw.
- ✓ Not many Vikings, if any, wore horns in their helmets.
- ✓ Vikings spoke Norse, which had an alphabet made up of runes.
- ✓ Longships were designed to sail in both deep and shallow water so that they could get close to the shore so they could not be easily seen.
- ✓ Vikings were pagans and often raided monasteries, looting gold.
- ✓ The most important Viking British city was York or Jorvik as it was known by the Vikings.

Days of the Week

The names for most of the days of the week originate from Vikings.

Monday – linked to the moon by the name Mani – Norse for Moon.

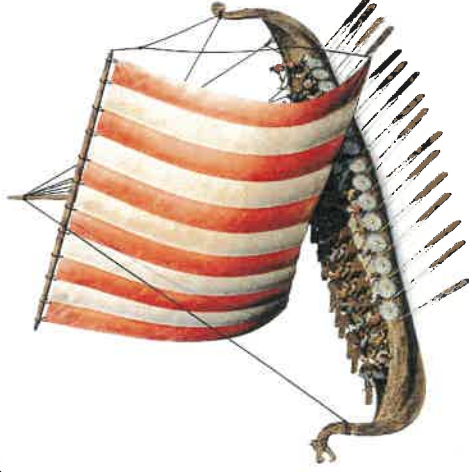
Tuesday named after the Viking God of War – Tyr.

Wednesday – named after Woden.

Thursday – named after Thor, the God of thunder.

Big Idea

In the centuries after their first raid on English soil in A.D. 793, Vikings made a historic series of attacks, waged wars and formed settlements in the British islands, leaving a permanent impact on the land, culture and language.



Concepts



Conflict & disaster - conquest

Disciplinary Concepts



Cause & consequence
Evidence & interpretation



Vocabulary

Archaeologist: People who work out our history by looking at artefacts that have been found.

Raids: A sudden armed attack against it, with the aim of causing damage rather than occupying any of the enemy's land.

Longhouse: A large hall like building where many Viking families would live together.

Berserkers: Warriors that went to war wearing wolf or bear skins. They were out of control and charged fearlessly. The word 'berserk' came from it.

Longship: The narrow boat used by Vikings to raid along coasts.

Odin: One of the most famous Viking Gods known for wisdom.

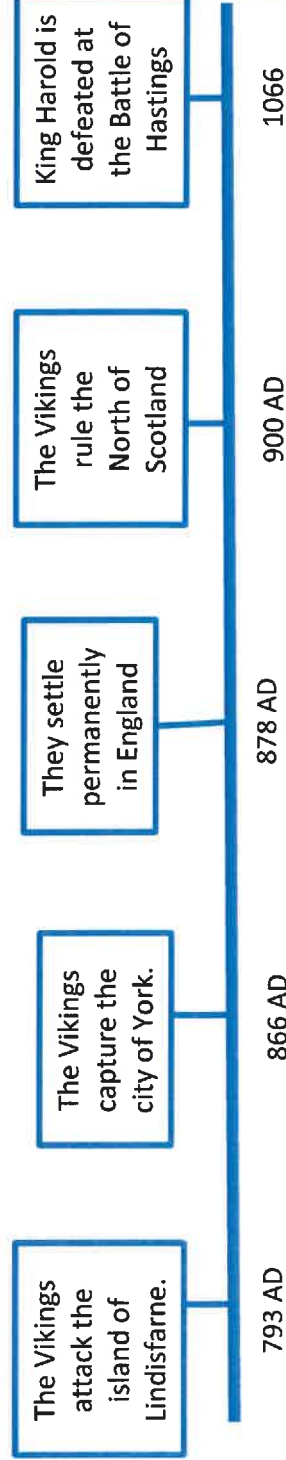
Scandinavia: The name given to the collection of countries: Denmark, Norway and Sweden.

Danelaw: The name given to lands in Britain occupied by the Vikings.

Misconception: This means mis-understanding. In Viking terms there were many misunderstandings about the Vikings.

Jorvik: The Viking name for the city of York. York now has a famous Viking museum called Jorvik.

Key Events



'A people without the knowledge of their past history, origin and culture is like a tree without roots' Marcus Garvey.

Drawing



A B grade means the core has more graphite, and will make a bolder, darker line, and also be a little smudgier than a light pencil.

An H grade means the core has more clay, and will make a lighter, finer line, and will be less smudgy than a dark pencil.

Artist Study

Pablo Picasso

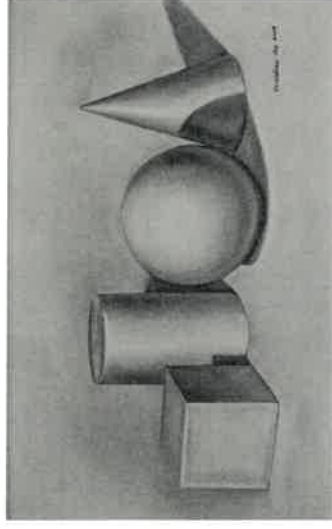
Pablo Picasso was born in Malaga, Spain on 25th October 1881.

His father started to train Pablo in drawing techniques and oil painting from the age of seven.

Picasso was a painter, sculptor, print-maker and poet.

During his career he completed more than 1800 paintings, sculptures, 2500 ceramic works, and 10000 drawings.

Several of Picasso's works have been sold for more than \$100 million dollars.



Tone is the relative scale of light to dark values in an image. It is vital to creating depth and solidity in a drawing or painting.

Texture is the way something feels to the touch or looks as if it may feel if it were touched.

"Value" simply means how light or dark something is.

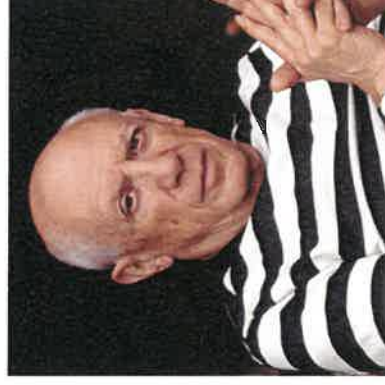


Vocabulary

form: form connotes something that is three-dimensional and encloses volume, having length, width, and height, versus shape, which is two-dimensional, or flat.

A **form** is a shape in three dimensions, and, like shapes, can be geometric or organic.

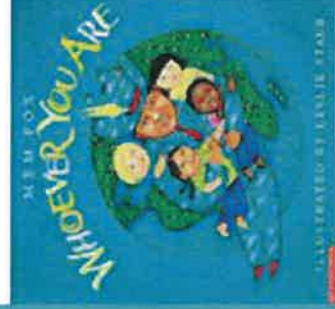
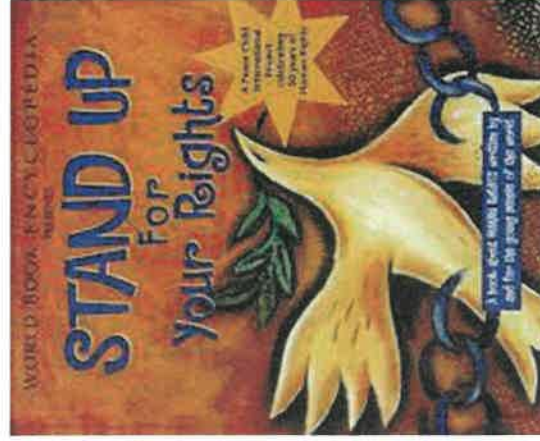
emotion: being able to get the feelings across to the viewer



Sticky Knowledge

- ✓ We can all share our human rights, no matter who you are or where you live.
- ✓ Our human rights belong to us and no one can take them away.
- ✓ We must respect other people's cultures and there are consequences for discriminating.

Exciting Books



Key Questions

- What are your basic human rights?
- How are some people's rights not met in places across the world?



Vocabulary

Rights-Something a person has which people think should not be taken away, a rule about what a person is allowed to do or have.

Human rights activist –A person/people who act to promote or protect our human rights.

Equality- The state of being equal; ensuring individuals or groups of individuals are not treated differently or less well.

Universal- Something for everything or everyone.

Discrimination- The unjust or prejudicial treatment of different groups of people, on the grounds of race, age ,or gender.

Consequence- The effect, result or outcome of something that has occurred earlier.

Culture The 'way of life 'of groups of people, the way different people do things.

Year 6 – Digital Citizenship

Sticky Knowledge:

- ✓ I can talk about my digital footprint.
- ✓ I can talk about the importance of asking until I get the help needed.
- ✓ I can describe issues online that could make anyone feel uncomfortable and explain how to get help if this happens.
- ✓ I can identify and critically evaluate online content relating to protected characteristics and explain why it is important to challenge and reject inappropriate representations online.
- ✓ I can explain how sharing something online may have an impact either positively or negatively.
- ✓ I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
- ✓ I can explain strategies anyone can use to protect their online identity and online reputation.
- ✓ I can describe how to capture bullying content as evidence to share with others who can help me.
- ✓ I can describe common systems that regulate age-related content and describe their purpose.
- ✓ I can assess and action different strategies to limit the impact of technology on health.

Our linked text



Pretty
by
Canizales

Big Idea:

I can understand computer networks including the internet; how they can provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration. I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. I can identify a range of ways to report concerns about content and contact.

The Butterfly Feeling



What is the butterfly feeling?

- When I get the butterfly feeling, I will...
- **SAVE** the evidence of what is making me uncomfortable.
 - **REPORT** and **BLOCK** using the game/website tools.
 - **TELL** a trusted adult.

Vocabulary

- Digital citizen:**
A person who uses technology and the internet responsibly.
- World wide web:**
The part of the internet that contains websites.
- Health and wellbeing:**
Being comfortable, safe and healthy.
- Digital footprint:**
The trail of information you leave behind when you use the internet.
- Online bullying:**
Repeated unkind behaviour that is carried out through the use of online devices.
- Online reputation:**
What other people think of you based on what you do and say online.
- Self image:**
The idea you have about your own abilities, appearance and personality.
- Identity:**
The things that make a person who they are.

Unit U2.10 What matters most to Humanists and Christians

Sticky Knowledge

- ✓ Make connections between Christian and Humanist ideas about being good.
- ✓ Suggest why it might be helpful to follow a moral code and why this might be difficult.
- ✓ Why are people generally good.

Big Idea

How can people with no faith know how to live a good life?



Vocabulary

Humanists: a rationalist outlook or system of thought attaching prime importance to human rather than divine or supernatural matters.

Faith: strong belief in the doctrines of a religion, based on spiritual conviction rather than proof.

Important facts to know by the end of this topic:

- Humanists do not believe in God.
- Both Humanists and Christians want the world to be a better place.
- Humanists and Christians have some common values but the beliefs behind these values differ.

