



Cumnor House
School

Year 6 Learning Overview – Autumn Term 1

<p>English</p>	<p>Text/Stimulus: <i>The Arrival</i> by Shaun Tan; <i>The Promise</i> by Nicola Davies Outcomes: Diary entries, short scripts, narrative writing (3rd person), descriptive writing, comprehension including inference and authorial techniques, personal recount (1st person) Skills: modals; categorising verbs; adjectival effects on sentences; using adjectives and verbs to create atmosphere; use verbs and adverbs to add detail and power to writing; expand single-clause sentences; understand active and passive verb forms; accurate use of tenses in one piece of writing; cohesive writing using conjunctions; features of a report; textual references to analyse opinion; adapt writing to audience and purpose; use a semi-colon as a silent conjunction; use direct and reported speech Exam Preparation: Timings; grammar knowledge; VR skills; writing in a range of genres; comprehension skills and exam technique; short writing skills and exam technique.</p>
<p>Maths</p>	<p>Place value</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers up to 10,000,000 • Know the value of each digit • Use negative numbers in context and calculate intervals across zero <p>Number</p> <ul style="list-style-type: none"> • Addition and subtraction of numbers of any size • Long multiplication (including decimals) • Short division (Using factors to help divide by larger numbers) • Long division • Giving appropriate answers according to context (e.g. rounding, remainders, decimals) <p>Using and Applying</p> <ul style="list-style-type: none"> • Using knowledge of the order of operations to carry out calculations involving all four operations (BIDMAS) • Problem solving and interpreting word problems • 11+ preparation and practice papers
<p>Science</p>	<ul style="list-style-type: none"> • Know and be able to use and design different types of keys for sorting. • Understand what we mean by “classification” and how it came to be • Know that animals adapt and evolve over millions of years and relate this to habitat • Understand what we mean by the term selective breeding and think about the ethic of this.
<p>Drama</p>	<ul style="list-style-type: none"> • Core physical movement skills • Drama skills – Character, stage craft, emotions
<p>Spanish</p>	<ul style="list-style-type: none"> • Introductions • Sport • Food and drink
<p>Food Tech</p>	<ul style="list-style-type: none"> • Eat Well Plate • What’s in Season?

	<ul style="list-style-type: none"> • Label reading on ready-made food and drinks <p>Skill: Analysing food/drinks tasting with good sensory verbs, investigating on the amount of sugar in drinks. Tossing, chopping, grating and washing up.</p>
Humanities	<ul style="list-style-type: none"> • Origins of WW2 • Evacuation of Dunkirk • Preparations for War including evacuation • Blitz • Role of Women during WW2
Computing	<p>Online safety Cyberbullying, Secure websites, Online world, Online activities</p>
Art	<ul style="list-style-type: none"> • Figurative sculpture completion • Expressive use of drawing materials and clay to create convincing autumnal observational drawings and sculptures that show texture and form
Music	<p>Using voices expressively through singing rounds, part singing, a capella and unison.</p> <p>Playing tuned/un-tuned instruments to Tchaikovsky's Swan Lake.</p> <p>Listening with concentration and understanding the key features of music from the Romantic Period.</p> <p>Singing harvest songs.</p>
PE	<p>Games – Netball Develop knowledge of netball rules. Ball Handling: Develop accuracy and variety of passing. Footwork: Develop consistent footwork technique. Effective use of space to retain possession when attacking. Quick adjustment of distance when defending in order to avoid contact and obstruction.</p> <p>P.E – Fitness Pupils will learn about the components of fitness and how they contribute to a healthy active lifestyle.</p> <p>Swimming Ensure all Year 5 learning goals are consolidated. Continue to develop good technique across all 4 strokes, using teaching practices or coaching drills when appropriate.</p>
RE	<p>Buddhism – Who? When? Where? How did it come about? Main beliefs and practices. What does it mean to be Buddhist. Harvest</p>