

## High Ham Primary School Autumn Term Curriculum Plan: Willow Class (Year 6) 2024/25

	Autumn 1	Key Focus/Outcomes	Autumn 2	Key Focus/Outcomes
English	Windrush Child Benjamin Zephaniah	<ul style="list-style-type: none"> <li>Understand how historical events have been presented through story and poetry</li> <li>Write short informal letters</li> <li>Write a persuasive pitch based around commemorating the Windrush generation</li> </ul>	The Arrival Shaun Tan A silent graphic novel	<ul style="list-style-type: none"> <li>Explore the theme of migration and immigration</li> <li>Write diary entries</li> <li>Write short narratives and scripts to describe the events and feelings of characters shown</li> <li>Write a narrative describing a journey to a new land</li> </ul>
Maths	Number and place value  Addition, subtraction, multiplication and division	<ul style="list-style-type: none"> <li>Place value within 10,000,000</li> <li>Negative numbers</li> <li>Problem solving using written methods of addition and subtraction</li> </ul>	Fractions  Measurement – converting units	<ul style="list-style-type: none"> <li>Comparing and ordering fractions</li> <li>Adding and subtracting fractions</li> <li>Multiply proper fractions</li> <li>Divide proper fractions</li> <li>Solve problems involving the calculation and conversion of units of measure</li> <li>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</li> </ul>
Science	Animals including humans	<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	Evolution and Inheritance Scientist Study Who was Charles Darwin?	<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Explore the discoveries of Charles Darwin</li> </ul>
Geography	Where does our energy come from?	<ul style="list-style-type: none"> <li>Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.</li> </ul>		
History	What did the Ancient Egyptians believe?	<ul style="list-style-type: none"> <li>Identify the ancient civilisations and key periods in ancient Egypt.</li> <li>Describe the physical features of Egypt.</li> <li>Explain the Egyptian creation story.</li> <li>Identify the characteristics of important gods or goddesses.</li> <li>Explain why the pyramids were built.</li> </ul>		

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		<ul style="list-style-type: none"> <li>• Identify the stages and challenges of building a pyramid.</li> <li>• Explain the links between ancient Egyptian beliefs and mummification</li> <li>• Name sources that can be used to find out about ancient Egyptian beliefs.</li> <li>• Explain some Egyptian beliefs about the afterlife.</li> </ul>		
Music	Advanced rhythms	<ul style="list-style-type: none"> <li>• Repeat rhythms accurately.</li> <li>• Successfully participate in rhythm games.</li> <li>• Feel the pulse while participating in activities, e.g. singing or chanting. Notate rhythms accurately.</li> <li>• Clap the rhythm at the same time as chanting the words.</li> <li>• Choose rhythmic elements that add up to 8 counts.</li> <li>• Perform compositions demonstrating a good sense of pulse.</li> <li>• Perform their compositions securely with their partners.</li> </ul>	Dynamics, pitch and texture	<ul style="list-style-type: none"> <li>• Engage in discussion about the sounds of an orchestral piece.</li> <li>• Have a selection of varied vocabulary in response to what they hear.</li> <li>• Change dynamics and pitch, differentiating between the two.</li> <li>• Change texture within their group improvisation and talk about its effect.</li> <li>• Create a graphic score to represent sounds.</li> <li>• Follow the conductor to show changes in pitch, dynamics and texture.</li> </ul>
DT			Structure: Playgrounds	<ul style="list-style-type: none"> <li>• Create five apparatus designs, applying the design criteria to their work.</li> <li>• Make suitable changes to their work after peer evaluation.</li> <li>• Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.</li> <li>• Make a range of landscape features using a variety of materials which will enhance their apparatus.</li> </ul>
French	French sport and the Olympics	<ul style="list-style-type: none"> <li>• Construct simple sentences to say whether they like a sport or not.</li> <li>• Identify some of the French country words using cognates and near cognates.</li> <li>• Use the correct form of 'aller' and the correct preposition in most cases in written exercises.</li> <li>• Understand and accurately pronounce most words and phrases about sports.</li> <li>• Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame.</li> </ul>	In my French house	<ul style="list-style-type: none"> <li>• Understand the different types of houses and their rooms in French.</li> <li>• Ask and answer questions using vocabulary about houses.</li> <li>• Use a writing frame to create a written description of their house.</li> <li>• Label a bedroom and use the related vocabulary in simple sentences.</li> <li>• Write a letter including questions.</li> </ul>

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Art	Painting and mixed media: Artist study	<ul style="list-style-type: none"> <li>Suggest ideas for the meaning behind a picture.</li> <li>Identify different features within a painting and use the formal elements to describe it.</li> <li>Be creative and imaginative in finding their own meaning in a painting.</li> <li>Use their own art or personal experiences to justify their ideas.</li> <li>Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.</li> </ul>		
PE	Fitness	<ul style="list-style-type: none"> <li>develop an awareness of what your body is able to do.</li> <li>develop speed and stamina.</li> <li>develop strength using my own body weight.</li> <li>develop co-ordination.</li> </ul>	Gymnastics	<ul style="list-style-type: none"> <li>develop counter balance and counter tension into sequence work with apparatus.</li> <li>explore jump sequence work with consideration of performance tools.</li> <li>develop inverted movements with control.</li> <li>create a group sequence using formations and apparatus.</li> </ul>
	Basketball	<ul style="list-style-type: none"> <li>dribble with control under pressure.</li> <li>develop shooting technique and make decisions about when to pass, dribble or shoot.</li> <li>use the appropriate defensive technique for the situation.</li> <li>apply principles, rules and tactics to a tournament.</li> </ul>	Volleyball	<ul style="list-style-type: none"> <li>use the fast catch volley to create space and place the ball.</li> <li>select and apply skills to keep a continuous rally going.</li> <li>develop the dig and understand when to use it.</li> <li>develop the underarm serve and learn the rules of serving.</li> </ul>
RE	Judaism-What is in the Torah?	<ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals.</li> <li>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</li> <li>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities.</li> </ul>	Humanism/Christianity - Incarnation	<ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals.</li> <li>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</li> <li>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities.</li> </ul>
PSHE	Family and relationships	<ul style="list-style-type: none"> <li>Understand that everyone can expect a level of respect but this can be lost.</li> <li>Understand what respect is and how they should be respected.</li> </ul>	Health and wellbeing	<ul style="list-style-type: none"> <li>Describe qualities or values they want to develop and create achievable goals.</li> <li>Describe the importance of relaxation and suggest different strategies.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Understand how stereotypes influence our ideas and opinions.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe how they take care of their physical wellbeing.</li> <li>• Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this.</li> </ul>
Computing	<b>Computing systems and networks</b> Communication and collaboration	<ul style="list-style-type: none"> <li>• explain that internet devices have addresses</li> <li>• recognise how data is transferred across the internet</li> <li>• explain how sharing information online can help people to work together</li> </ul>	<b>Creating media</b> Web page creation	<ul style="list-style-type: none"> <li>• review an existing website and consider its structure</li> <li>• plan the features of a web page</li> <li>• consider the ownership and use of images (copyright)</li> </ul>