



Year 6 Curriculum Map Autumn 1, 2020

This term's value is: **Community**

In our learning we will be exploring the big ideas of: **Identity and diversity**

Key Information

PE:

Shonibare: Monday and Friday

Banksy: Monday and Friday

Correct P.E. Kit must be worn to take part in the lesson. House top, Navy bottoms, trainers.

Maths:

Place Value: Read, write, order and compare numbers to 1 million and beyond

Addition and Subtraction: add and subtract using formal written method and a range of mental strategies up to 3 decimal places.

We will be working on:

- all formal written calculations
- times tables at speed and by heart up to 12 x 12
- efficient mental calculation strategies

Please see the Calculation Policy on the school's website for clarification on methods.

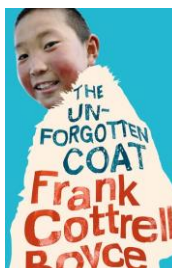
Help at home:

Times Rock Stars – 1 garage game daily

Mathletics – approx. **5 activities weekly**



English – The Unforgotten Coat – Frank Cottrell Boyce



Children will write extended narratives and diary entries. They will also have opportunities to write non-chronological reports, following research about Mongolia. Key skills will include punctuation for clarity and writing from alternate points of view.

Help at homeDiscuss the geographic settings of the books your children are reading at home. Also focus on beginnings, middle, resolutions and endings.

PSHE: We will focus on getting to know each other (again) and a sense of belonging. We will focus on our core value for this half term: community and how to work towards a harmonious and fruitful community.

We will also be discussing racism within our migration topic and its consequences.

Help at home:

Please encourage positive conversations about differences between people within our school community.

YEAR 6 PROJECT

Migration

Using The Unforgotten Coat by Frank Cottrell Boyce, we will explore migration. We will look at some of the reasons people migrate, including the plight of refugees.

Children will become story tellers, creating a story based on The Un-forgotten Coat

Our learning about Eurasia and the Windrush will feed into our exploration of immigration and British history.

History: Windrush

- To develop chronologically secure knowledge and understanding of historical events; to consider the factors/ life experiences which influence decisions and cause change; to interpret data & construct knowledge from a range of sources.
- To use a range of sources to identify & understand some of the relationships between different groups facing change; to know and understand the changing nature of rules, laws and the justice system over time.

Geography:

Locational knowledge, place knowledge, skills and fieldwork.

- Locate countries linked to the text using maps, focusing on environmental regions, key physical and human characteristics, countries and major cities.
- Geographical similarities and differences of human and physical geography of Mongolia and the UK
- Use maps, atlases and globes
- Use the 8 points of a compass for 6 figure grid references, symbols and keys to build knowledge of the UK and wider world.

Help at home:

Locate and identify countries of origin within your family on a globe or map. Spend some looking for key mountain ranges and rivers across the world.

Help at home- these are ideas you can do with your child at home. It would be fantastic for children to bring any home learning into school to share with the class. Home learning will be sent separately.