

### Science: Micro-organisms

Know and explain what a micro-organism is and examples.

Know and explain different types of micro-organisms.

Know ways of grouping organisms according to their characteristics.

Know how and why micro-organisms can be helpful and harmful and the effects of micro-organisms.

Know how they can keep us healthy and how infections can spread.

Know how to plan and design and investigation thinking about the variables that can be changed.

RE

Ourselves-Who am I?

Describe the actions of 'peacemakers', giving reasons for what they said and did, describing how we can live them out. Describe and show understanding of how Genesis 1:26 can affect Christian's daily lives, making links to Christian beliefs. Show understanding of my own personal uniqueness, using Colossians 3:10-11, describing how I value my own personal uniqueness and how it helps me to live as a child of God. Recorded-Making links to the reading from Colossians 3: 10-11 which says, 'You are all different', create a personal pen portrait focusing on your unique qualities. Describe how actions and decisions of Maximilian Kolbe are linked to beliefs and values. Recorded- research. Discuss 'God is the gift giver', make links to Christian beliefs and describe how we can live this out. 'Recorded-Recipe for living'. Describe the fruits of the Holy Spirit and make links with how we can live them out.

Life choice-Is commitment important?

Explore: Discuss ideas about showing care and commitment. Describe how we can live this out. Make links between our own mission, Christian beliefs and give reasons for why we do this. Show understanding and give reasons for how prophets and apostles lived their lives. Describe the promises made during the Sacrament of Marriage, making links to how they shape people's lives. Describe the marriage liturgy, making links between the words and actions and Christian beliefs. Describe how we are all called to live in love and service and how this shapes our decisions.

Music: Composing with Ostinatos

#### Listening, Composing, Performing.

1. Know the term 'ostinato' and 'riff' through listening. (L)

2. Know how to compose a 4 – 8 beat vocal ostinato.

Know what the term 'layering' within music. (C)

3. Know how to compose a rhythmic ostinato using stave notation and instruments. (C)

4. Know how to compose a melodic ostinato using stave notation and instruments. (C)

5. Know how to layer a vocal, rhythmic and melodic ostinato into a performance piece. (C)

6. Know how to perform my ostinato piece with confidence and musicianship.

French-clothes

link to what you would wear in different seasons and weather types. Conversations, preferences, likes, dislikes.

### DT: Cooking and nutrition

Know where food comes from.

Know and explain how beef is reared and processed and the ethical issues around farming.

Know the nutritional differences between different products and give reasons as to why this might be based on the different ingredients and quantities.

Know how to adapt and design a traditional recipe.

Know that the nutritional value of a recipe can change if you remove, substitute or add additional ingredients.

Know how to carefully follow a method to make a recipe justifying the reasons for my choices.

Know how my packaging displays key features of my product and justify the reasons for my choices.

**Know how to evaluate my work according to my design criteria. (KSH – Kind, specific, helpful).**

**Know how to justify reasons the recipe used in the product.**

Year 6

Curriculum Map

Advent 2024



#### History: Ancient Egyptians

Know when and where the Ancient Egyptians lived.

Know and identify the difference between CE and BCE.

Know and evaluate the biggest achievements in Ancient Egyptian civilisations

Know and identify some of the most famous ancient Egyptian pharaohs and explain why they are remembered.

Know and explain the beliefs of the Ancient Egyptians and how these impacted their lives.

Know and evaluate the challenges of building an Egyptian pyramid.

Know and explain why the Egyptians mummified people.

#### PSHE-Created and loved by God

Know that God loves and cares for us, making links to the Gospel story.

Know that we can bring our troubles to Jesus and reflect on how the disciples felt during the Gospel story.

Know that we can have faith in God and describe feelings associated with this.

Know that we know and trust Jesus, describing how we can grow in our faith.

Know that Jesus is with us through the 'storms' of life and discuss upcoming challenges.

### Maths: Place Value

Understanding that place value columns follow consistent

patterns – ones, tens, hundreds, then (one) thousands, ten

thousands, hundred thousand, before reaching millions – is key.

Place value charts, Gattegno charts and place value counters can be used to support understanding of the relationships between columns and the construction of numbers.

Children also revise partitioning, exploring both standard and non-standard ways of composing numbers. We will focus on Numbers to 1,000,000, numbers to 10,000,000, read and write numbers to 10,000,000, powers of 10, number line to 10,000,000, compare and order any integers, round any integer and negative number.

#### English: Secrets of a sun King

Setting description-Children will know how to Use expanded noun phrases. Use powerful adjectives. Create a descriptive setting to set the story. Build up excitement, tension and suspense.

Diary entry-Children will be able to Use of dates – say when the account was written. Salutation/sign off (optional). Use of chronological order to sequence paragraphs. Use of past tense. Use of first person and informal language. A mixture of facts and opinions. Use of rhetorical questions

**Computing:** In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.

#### PE: Dance/Cricket

**Know how to create movements from a stimulus creating dances that use compositional principles.**

**Know how to develop movements using a stimulus, creating dances that use compositional principles.**

**Know how to review, describe and evaluate dance performances. Know how to rehearse and perform dance sequences with technical control and a good sense of rhythm.**

**Know they need to vary the speed and angles at which they strike the ball.**

**Know the risks if strike the ball in the air when the fielders are standing back (caught out). Know the need to change the way they bat depending on the fielders. Know the need to communicate.**

**Know how to bowl successfully using the correct side of the wicket. Know different ways of bowling i.e. fast, slow or spinning the ball. Know which side of the wicket they should bowl on.**