Bletchingley Village Primary School

Curriculum Map: Year 6, Autumn 2 **Educational Visits (where appropriate):**			
Subject	**Unit: Destination Question and Key Learning**	**Key vocabulary**	**Home learning**
Maths	**If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.** **Multiplication and Division** • Pupils explain why the product stays the same when one factor is doubled and the other is halved • Pupils explain the effect on the product when scaling the factors by the same amount • Pupils use their knowledge of equivalence when scaling factors to solve problems • Pupils explain the effect on the quotient when scaling the dividend and divisor by 10 • Pupils explain the effect on the quotient when scaling the dividend and divisor by the same amount • Pupils explain how to multiply a three-digit by a two-digit number • Pupils explain how to accurately use the method of long multiplication to multiply two, two-digit numbers (no regrouping of ones to tens) • Pupils explain how to accurately use the method of long multiplication (with regrouping of ones to tens & tens to hundreds) • Pupils explain how to accurately use the method of long multiplication to multiply a three-digit or four-digit by a two-digit number • Pupils explain how to use the associative law to multiply efficiently • Pupils explain when it is more efficient to use long multiplication or factorising to multiply by two-digit numbers • Pupils explain how to use accurately the methods of short and long division (two and three-digit number by multiples of 10)Pupils explain how to use accurately the method of long division with and without remainders (two-digit by two-digit numbers) • Pupils use knowledge of long division to solve problems in a range of contexts (with and without remainders) • Pupils explain how to use a ratio chart to solve efficiently: short division, long division.	Dividend Divisor Quotient Factor Product Multiple Commutative Law Remainder Multiplicative	**Hit the button** (topmarks.co.uk) **Maths frame** mathsframe.co.uk/en/resources/category/22/most-popular

Bletchingley Village Primary School

	• Pupils explain how to use accurately the method of long division with and without remainders (three-digit by two-digit, four-digit by two-digit numbers) • Pupils use long division with decimal remainders (1 decimal place), fraction remainders, decimal remainders (2 decimal places) • Pupils use knowledge of the best way to interpret and represent remainders from a range of division contexts • Pupils explain how and why a product changes when a factor changes multiplicatively • Pupils use their knowledge of multiplicative change to solve problems efficiently (multiplication) • Pupils explain how and why a quotient changes when a dividend changes multiplicatively (increase or decrease) • Pupils explain how and why a quotient changes when a divisor changes multiplicatively • Pupils identify and explain the relationship between divisors and quotients		
English	**If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.** **Text: A Monster Calls** **Focus: Setting description and building suspense** **Grammar/Sentence Level work:** • Personification, simile, metaphor, alliteration. • Sentence openers, such as fronted adverbials. • Extending sentences with clauses, including relative clauses and subordinate clause. • Dialogue to advance the action. • Subjunctive form. • Use of semi-colon to join linked main clauses. • Prepositions to develop and locate things in the setting. • Rhetorical questions to show MC's thoughts.	Personification Simile Metaphor Alliteration Fronted adverbial Relative clause Main clause Semi-colon Preposition	
Science	**Light and reflection** • Compare sources of light and explain how the eye is protected from light. • Describe how light travels and how we see luminous and non-luminous objects.	cast incoming ray light ray light source luminous	

	• Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow. • Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it. • Recall what happens to light when it reaches a smooth mirror surface. • Identify the incoming and reflected rays and describe the relationship between their angles. • Use mirrors to make a working periscope and explain how a periscope works using ray diagrams. • Recall a range of uses of mirrors and reflection and describe how a mirror reflects light in different situations. • Explain how light is reflected using knowledge of light and reflection. When working scientifically, pupils who are secure will be able to: • Make observations about the properties of light. • Use my observations as evidence to support conclusions about light. • Draw ray diagrams. • Pose testable questions in response to observations. • Record my measurements as a line graph. • Use my line graph to extrapolate data and make predictions about missing values. Recall various jobs or inventions that use mirrors and reflection.	mirror non-luminous opaque periscope pupil ray diagram reflected ray reflective shadow straight	
RE	Judaism (Rosh HaShanah) **What does it mean to be part of a synagogue community?** • 1. How do Jewish objects show what's important to some Jewish people? • 2. What helps us to be a part of a school community? How are we a place of 'study', 'gathering' and 'worship/prayer'? What goes on in a synagogue that relates to 'study', 'gathering' and 'worship/prayer'? • 3 & 4. How is synagogue worship focused around the Torah? Does this look the same for all Jewish people? • 5. Are Jewish people changed by observing Yom Kippur? • 6. What values are important for living as a community? How might tzedekah help Jewish communities to live out their values? Does tzedakah look the same for Jewish communities everywhere? What does it mean to be part of a synagogue community?	Mezuzah Shema Mitzvot Ten Commandments Torah Shema Tefillin Tallit Kippah Synagogue Rosh Hasanah Yom Kippur Fasting Repentance	

	Christianity (Christmas) **What do Christians believe about the Messiah – and why is it good news?** • 1. Can we predict the future? Are some events easier to predict than others? What is a 'prophet'? What is a 'prophecy'? • 2. How is the Last Supper a prophetic event? Which things that Jesus says hadn't happened yet? • 3. How do prophecies in the Old Testament relate to the person of Jesus? What impact might Christians' beliefs about Jesus being the Messiah have on the Christian community? What do local Christians say? • 4. How does Simeon's story help us to understand some ideas about the Messiah? • 5. What did Jesus say about himself? How might this link to some prophecies? How do these images help us to understand more about what Christians believe? • 6. Why might Jesus being the fulfilment of all these prophecies be good news for Christians? What impact might it have on the Christian community if these prophecies were not true? What do you think followers of Jesus thought as he talked to them on the Road to Emmaus?	Tzedek Chessed Gemilut Chasadim Tikun Olam Prophet Prophecy Messiah Fulfilment Passover Manna Sacrifice Resurrection Sin Salvation	
Geography	**Why does population change?** • Locating countries in Europe and North and South America using maps. • Locating key human features in countries studied. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Understanding some of the impacts and causes of climate change. • Describing and understanding economic activity, including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating.	air pollution birth rate cartogram climate climate change conclusions death rate deforestation densely populated digital technologies fossil fuels greenhouse gases impact improvements involuntary Likert scale migrants	

	• Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. • Developing their own enquiry questions. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this.	migration natural increase noise pollution population population density population distribution pull factors push factors qualitative quantitative refugee region sparsely populated	

Bletchingley Village Primary School

	• Analysing quantitative data in pie charts, line graphs and graphs with two variables.		
French	**French adjectives of colour, size and shape** • Listen carefully to build correct sequences of three to four blocks. • Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. • Recognise cognates. • Use please and thank you. • Listen carefully to instructions. • Describe some of the shapes in their work using language of colour, size or shape. Listen and then select the correct decoration according to its colour.	rouge bleu jaune vert orange un cercle un triangle un carré un rectangle grand petit c'es	**BBC Bitesize:** https://www.bbc.co.uk/bitesize/articles/zqx6dp3
Music	**Developing Ensemble Skills: How Does Music Connect Us with Our Past?** • Singing and listening are at the heart of each lesson. • Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B♭, B **Instrument**: Piano/keyboard **Composer:** Britten, Jan Boden, Jean-Baptiste Lully		
Computing	**Creating media – Web page creation** • Recognise that data is transferred across networks using agreed protocols. • Recognise that connections between computers allow access to shared stored files. • Explain that data is transferred in packets. • Recognised computers connected to the internet allow people in different places to work together. • Discuss opportunities that technology offers for communication and collaboration. • Explain which types of media can be shared through the internet. Explain that communicating and collaboration using the internet can be public or private.		
Art	**Drawing: Make my voice heard** • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects.	aesthetic audience character traits chiaroscuro	

	• Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. • Identify a cause and decide what message they want to convey. • Understand artist's choices to convey a message. • Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work.	commissioned composition expressive graffiti guerilla imagery impact interpretation mark making Maya Mayan mural representative street art symbol symbolic technique tonal tone	
PSHCE & RSE	**Citizenship:** • Understand that education is a human right and why education is important. • Understand some environmental issues relating to food and food production. • Understand the importance of caring for others and that we all have a responsibility to care for things and people around us. • Understand what prejudice and discrimination are and why and how they should be challenged. Understand the value of diversity in society, including significant individuals. Understand the roles and responsibilities of people in government.	Authority Conflict Earn Expectation Grief Grieving Protected characteristics Resolve Respect Stereotype	