


## Year 6: Autumn Term Curriculum Information for Parents 2023-24



**KRISHNA AVANTI**  
Excellence · Virtue · Devotion

Subject Area	Curriculum Information	
<p style="text-align: center;"><b>English</b></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Rooftoppers by Katherine Rundell</li> <li>• Pig Heart Boy by Malorie Blackman</li> <li>• How to Live Forever by Colin Thompson</li> </ul>	
	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Autobiography</li> <li>• Discursive writing and speeches</li> <li>• Poems that create images and explore vocabulary (War poetry)</li> <li>• First person stories with a moral</li> <li>• Shakespeare (Sonnets)</li> <li>• Explanatory text</li> </ul>	<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Homophones revisited</li> <li>• Prefixes and suffixes revisited</li> <li>• Statutory word list</li> <li>• Spellings ending in -cious, -tious, -cial and -tial</li> <li>• Spellings ending in -ant, -ance, -ancy, -ent, -ence, -ency revisited</li> <li>• Spellings ending in -able, -ible, -ably, -ibly.</li> </ul>
<p style="text-align: center;"><b>Maths</b></p>	<p><b><u>Number and Place Value</u></b></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</li> <li>• Round any whole number to a required degree of accuracy.</li> <li>• Round whole numbers to the nearest 10, 100, 1000.</li> <li>• Solve problems which require answers to be rounded to specified degree of accuracy.</li> <li>• Find the difference between a positive and a negative integer, or two negative integers, in the context such as temperature or a number line.</li> <li>• Order a set of negative integers.</li> <li>• Solve number and practical problems that involve all of the above.</li> </ul>	<p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiply or divide whole numbers by 10, 100 or 1000. Understand and use relationships between the 4 operations, and the principles of the arithmetic laws.</li> <li>• Recall multiplication and division facts to 12 x 12.</li> <li>• Multiply mentally any two-digit number by a one-digit number.</li> <li>• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li> <li>• Divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context.</li> <li>• Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</li> <li>• Identify common factors, common multiples and prime numbers.</li> </ul>

### Addition and Subtraction

- Perform mental calculations, including with mixed operations and large numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Add/subtract any pair of two-digit numbers including crossing 100.
- Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve problems involving addition, subtraction, multiplication and division.

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### Fractions:

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1.
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ].
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,  $\frac{3}{8}$ ].

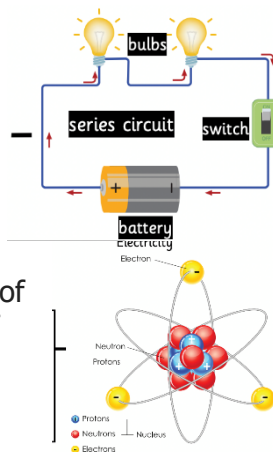
### Converting units

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- 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, and vice versa, using decimal notation to up to 3 decimal places

## Science

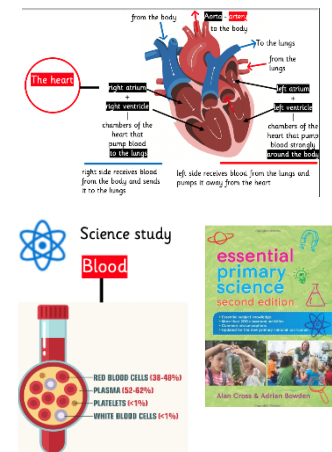
### Introduce Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram



### Introduce Animals, including Humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.



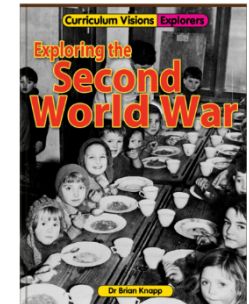
<p style="text-align: center;"><b>PRE</b></p> <p style="text-align: center;"><b>(Philosophy, Religion and Ethics)</b></p>	<p><b><u>Critical and Philosophical Thinking</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Analyse how we know things</li> <li>Describe philosophical insight</li> <li>Learn to analyse the truth</li> <li>Analyse logical arguments</li> <li>Understand the process of reasoning</li> <li>Carry out a debate on learnt topics</li> </ul>	<p><b><u>The Bhagavad Gita Study</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Describe Arjuna's dilemma</li> <li>Describe the relationship between the soul and super soul</li> <li>Analyse karma, time, and nature</li> <li>Describe the structure of the Bhagavad Gita</li> <li>Describe a moral dilemma</li> <li>Consider the relevance of Bhagavad Gita</li> </ul>
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**History**

**Beyond 1066 a Local History Study - how did conflict change our locality in World War 2?**

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- Why did Britain declare war on Germany in 1939?
- Why was rationing introduced?
- Why were people evacuated from cities? (Get Diaries from Headstone Mannor/Harrow)
- What happened in the Battle of Britain?
- The Blitz: how did Hitler continue to attack Britain?
- How did conflict change society in the Second World War?



**Geography**

**Physical processes: Earthquakes, mountains and volcanoes**

Lesson 1: What makes up the layers of planet Earth?

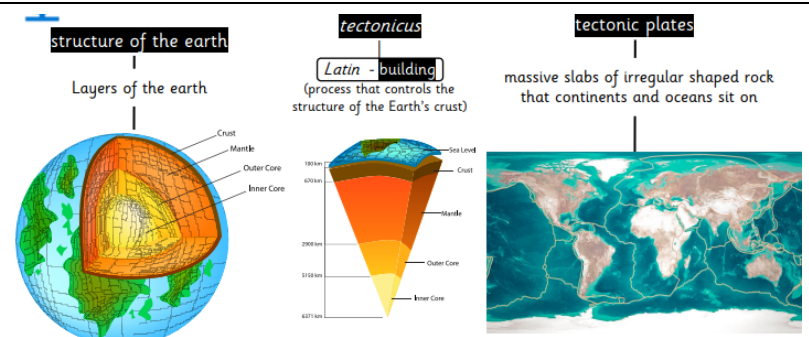
Lesson 2: What are tectonic plates and where do you find them?

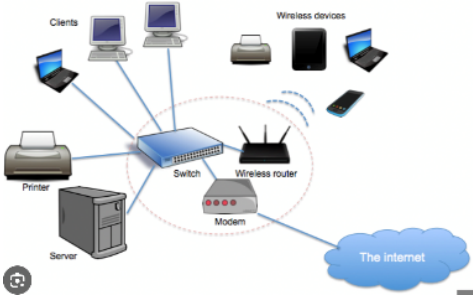


Lesson 3: How do tectonic plates move and what happens?

Lesson 4: What causes an earthquake and what's the effect?




Lesson 5: How are mountains formed?

Lesson 6: How do volcanoes work?



<p><b>Computing</b></p>	<p><b><u>Computing systems and networks - Communication and collaboration</u></b></p> <ul style="list-style-type: none"> <li>• Children will learn about the World Wide Web as a communication tool.</li> <li>• First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</li> <li>• They will then investigate different methods of communication, before focusing on internet-based communication.</li> <li>• Finally, they will evaluate which methods of internet communication to use for particular purposes.</li> </ul>	<p><b><u>Creating media – Web page creation</u></b></p> <ul style="list-style-type: none"> <li>• To review an existing website and consider its structure</li> <li>• To plan the features of a web page</li> <li>• To consider the ownership and use of images (copyright)</li> </ul> 
<p><b>Art</b></p>	<p><b><u>AU1: Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Know how to draw enlarged images and scale to create abstract forms.</li> <li>• Know how to include detail.</li> <li>• Know how to draw features in proportion and include details.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Able to draw the contour lines of 3D objects in a still life composition.</li> <li>• Able to layer and overwork paper on paper.</li> <li>• Understand how to mix primary, secondary and tertiary colours and how to change the tint or tone of a colour using white or grey.</li> </ul>
<p><b>Design and Technology</b></p>	<p><b><u>Food and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>• Explore the cultural food traditions of Mexico.</li> <li>• Identify reasons why some common snacks are unhealthy.</li> <li>• Explore traditional Indian snacks</li> <li>• Explain how the UK diet has been heavily influenced by migration from the Indian continent.</li> </ul>	<p><b><u>Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>• Identify different pulley systems such as fixed, movable and compound and explain how they work and their applications.</li> <li>• Name and identify the difference between different types of gears such as spur, worm and bevel.</li> <li>• Evaluate outcomes and make reasoned suggestions for modifications and improvements.</li> </ul>
<p><b>PSHE linked to KAPSH Values</b></p>	<p><b><u>Being Me in My World</u></b></p> <ol style="list-style-type: none"> <li>1. My year ahead.</li> <li>2. Being a global citizen 1.</li> <li>3. Being a global citizen 2.</li> <li>4. The learning charter.</li> <li>5. Our learning charter.</li> <li>6. Owing our learning charter.</li> </ol> 	<p><b><u>Celebrating Differences</u></b></p> <ol style="list-style-type: none"> <li>1. Am I normal?</li> <li>2. Understanding differences.</li> <li>3. Power struggles.</li> <li>4. Why bully?</li> <li>5. Celebrating difference</li> <li>6. Celebrating difference</li> </ol> 



<p><b>PE</b> <b>(Physical Education)</b></p>	<p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• Have an understanding of water safety.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively – for example, front crawl, backstroke and breaststroke.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>	<p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• Have an understanding of water safety.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively – for example, front crawl, backstroke and breaststroke.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul> 
<p><b>Sanskrit</b></p>	<p><b><u>Autumn 1: Halanta Consonants in words- Topic – Animals/PRE-Link- Damodarastakam Verse 6</u></b></p> <ul style="list-style-type: none"> <li>• Revision of Vowel Signs-Short, Long and Diphthongs.</li> <li>• Revision of Halanta at the end and middle of the words.</li> <li>• Halanta Vocabulary – 5 and 6. Introduction of Topic.</li> <li>• To apply Topic and Halanta Vocabulary in Sanskrit.</li> <li>• To translate sentences using Topic and Halanta Vocabulary.</li> </ul>	
<p><b>Yoga</b></p>	<p><b>Autumn 1: Mooladhara, Root</b></p> <ul style="list-style-type: none"> <li>• Practise various asanas to build grounded stability and balance the foundation chakra.</li> <li>• Record daily practise of 25+ types of Chandra Namaskar asanas flow (L6), concentrate on the variation poses- Ardha Chandrasana, Parivrtta Trikonasana, Utthita Padangusthasana, Natarajasana to link with the 8+4 qualities of Radharani.</li> <li>• Produce a poster on the main teachings of Yamas &amp; Niyamas to improve the understanding and implementation of the practise.</li> <li>• Record the experiences of progress, the names of asanas, pranayama, mudras, meditation to cultivate ownership of progressive practising.</li> <li>• Practise Hridaya mudra to encourage oxygen into the heart.</li> <li>• Produce meditation scripts to encourage ourselves to manage anxiety with patience, empathy and gratitude.</li> </ul> 	<p><b>Autumn 2: Swadhisthana, Creativity</b></p> <ul style="list-style-type: none"> <li>• Practise various asanas in standing, sitting, prone and supine to increase creativity chakra.</li> <li>• Lead and support the campaign of Surya Namaskar, practise 6 cycles of Surya Namaskar with 6 chanting of the mantras daily, state main names of asanas, by producing a poster with their personal selection verse of BG to improve wellbeing, energise mental willpower and connect with Divine.</li> <li>• Produce a song on Yamas &amp; Niyamas related to the teachings of BG.</li> <li>• Teach the steps leading to Padmasana, and Nadi Shodhana (L4) to improve the coordination of mindful breathing and usage of Vishnu mudras on the 3rd eye chakra.</li> <li>• Record and practise the Kalpa Bhati pranayama to remove toxins, balance blood pressure and expand the functions of the lungs and abdomen.</li> <li>• Practise, remember the names of the mudras and their benefits- Chin, Shunya, Dhyan, Prana, Jala, Citta, Hridaya and Shankh to improve digestion, meditation, hearing, observations, concentration, relaxation skills and cultivate team leadership qualities.</li> </ul>  <p>the 12</p>

<p><b>French</b></p>	<p><b><u>Pets</u></b></p> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>• Tell somebody in French if they have or do not have a pet.</li> <li>• Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet.</li> <li>• Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").</li> </ul>	<p><b><u>My Home</u></b></p> <ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is.</li> <li>• Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home.</li> <li>• Ask somebody else in French what rooms they have or do not have in their home.</li> <li>• Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>
<p><b>Music</b></p>	<p><b><u>Music lessons are delivered by specialist teachers from Harrow Music Services:</u></b></p> <p><b><u>Beatbox/Rap</u></b></p> <ul style="list-style-type: none"> <li>• Recap instrumental skills on recorder and ukulele Beatbox – skills, composing a groove</li> <li>• Grid notation Rap - group composition</li> <li>• Form and structure</li> <li>• Rhythmic improvisation</li> </ul> <div data-bbox="1534 598 2094 790" data-label="Image"> </div>	
<p><b>Enrichment Opportunities</b></p>	<div data-bbox="414 837 582 949" data-label="Image"> </div> <ul style="list-style-type: none"> <li>• Black History Month</li> <li>• Educational Visit to the Imperial War Museum London</li> <li>• Diwali and Govardhan Puja Celebrations</li> </ul>	