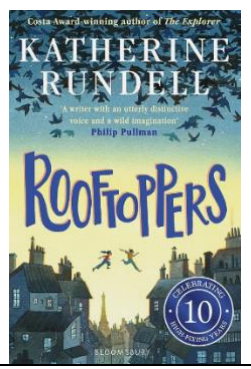
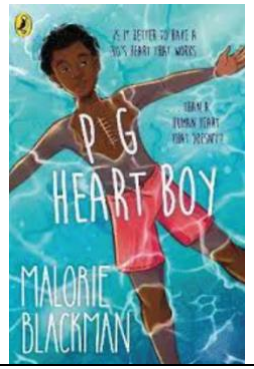
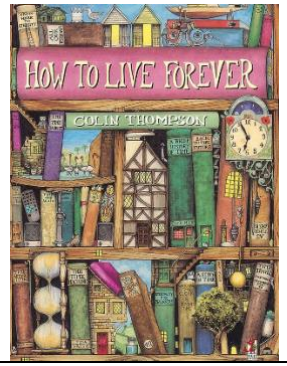
Year 6: Autumn Term Curriculum Information for Parents 2024-25

KRISHNA AVANTI
Excellence · Virtue · Devotion

<table>
<tr><th>Subject Area</th><th>Curriculum Information</th></tr>
<tr><td rowspan="2">English</td><td colspan="2"><u>Reading</u>
• Rooftoppers by Katherine Rundell
• Pig Heart Boy by Malorie Blackman
• How to Live Forever by Colin Thompson
    </td></tr>
<tr><td><u>Writing</u>
• Autobiography
• Discursive writing and speeches
• Poems that create images and explore vocabulary (War poetry)
• First person stories with a moral
• Shakespeare (Sonnets)
• Explanatory text</td><td><u>Spelling</u>
• Homophones revisited
• Prefixes and suffixes revisited
• Statutory word list
• Spellings ending in -cious, -tious, -cial and -tial
• Spellings ending in –ant, -ance, -ancy, -ent, -ence, -ency revisited
• Spellings ending in –able, -ible, -ably, -ibly.</td></tr>
<tr><td>Maths</td><td><u>Number and Place Value</u>
• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
• Round any whole number to a required degree of accuracy.
• Round whole numbers to the nearest 10, 100, 1000.
• Solve problems which require answers to be rounded to specified degree of accuracy.
• Find the difference between a positive and a negative integer, or two negative integers, in the context such as temperature or a number line.
• Order a set of negative integers.
• Solve number and practical problems that involve all of the above.</td><td><u>Multiplication and Division</u>
• 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.
• Recall multiplication and division facts to 12 x 12.
• Multiply mentally any two-digit number by a one-digit number.
• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
• 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.
• Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret</td></tr>
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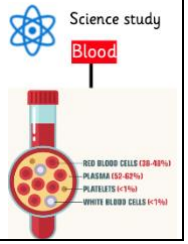
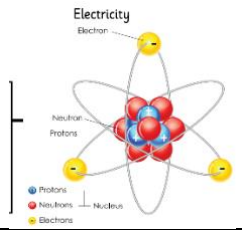
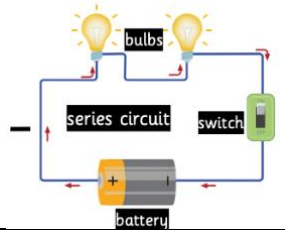
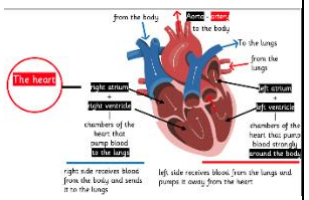
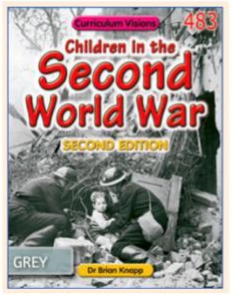
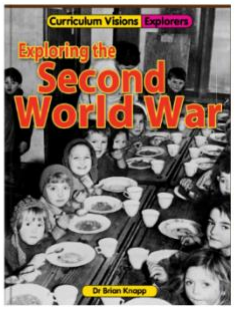
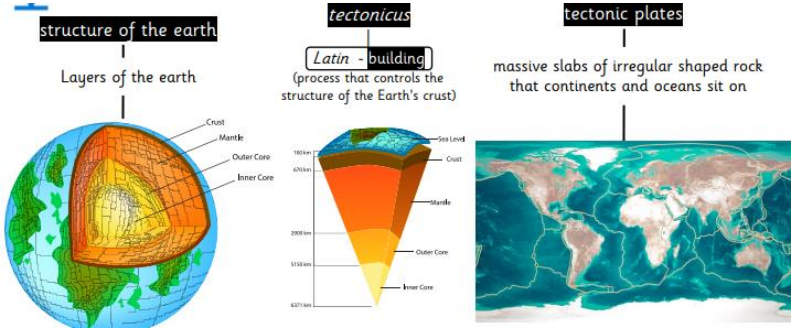
	Addition and Subtraction • Perform mental calculations, including with mixed operations and large numbers. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Add/subtract any pair of two-digit numbers including crossing 100. • Use estimation to 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.	remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. • Identify common factors, common multiples and prime numbers. • Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. **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, ¼ x ½ = 1/8. • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 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** • What is electricity? How does it work? • What are the components in a series circuit?	**Introduce Animals, including Humans** • What is blood made of and why do we need it? • Why do our bodies need nutrients and how are they transported? • What is our circulatory system? 

	• What are the effects and consequences of changing circuit components and batteries?  	• What is our heart like inside? How does it work? • What can we do to keep healthy? 
PRE **(Philosophy, Religion and Ethics)**	**<u>Critical and Philosophical Thinking</u>** Children will: • Analyse how we know things • Describe philosophical insight • Learn to analyse the truth • Analyse logical arguments • Understand the process of reasoning • Carry out a debate on learnt topics	**<u>The Bhagavad Gita Study</u>** Children will: • Describe Arjuna's dilemma • Describe the relationship between the soul and super soul • Analyse karma, time, and nature • Describe the structure of the Bhagavad Gita • Describe a moral dilemma • Consider the relevance of Bhagavad Gita
History	**<u>Beyond 1066 a Local History Study - how did conflict change our locality in World War 2?</u>** 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?	
Computing	**Computing systems and networks - Communication and collaboration** • To explain the importance of internet addresses • To recognise how data is transferred across the internet • To explain how sharing information online can help people to work together • To evaluate different ways of working together online • To recognise how we communicate using technology • To evaluate different methods of online communication	**Programming A – Variables in Games** • To define a 'variable' as something that is changeable • To explain why a variable is used in a program • To choose how to improve a game by using variables • To design a project that builds on a given example
Art	**Craft and Design: Photo Opportunity** • Photomontage • Macro photography • Digital art • Recreating paintings • Photorealistic self-portraits	
Design and Technology	**Textiles: Waistcoats** • Waistcoat design • Preparing fabric • Assembling my waistcoat • Decorating my waistcoat	
PSHE	**Being Me in My World** 1. My year ahead. 2. Being a global citizen 1. 3. Being a global citizen 2. 4. The learning charter. 5. Our learning charter. 6. Owing our learning charter.	**Celebrating Differences** 1. Am I normal? 2. Understanding differences. 3. Power struggles. 4. Why bully? 5. Celebrating difference 6. Celebrating difference

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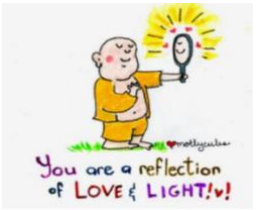
<tr><td>PE

(Physical Education)</td><td><u>Basketball (Game: Invasion)</u>
Consolidate keeping possession and officiating
Consolidate defending
Create, understand and apply attacking tactics in game situations Create, understand and apply defending tactics in game situations</td><td><u>Carnival (Dance)</u>
Performing with technical control and rhythm in a group
Creating rhythmic patterns using the body
Experiencing dance from a different culture
Chorographical elements including still imagery</td></tr>
<tr><td>Sanskrit</td><td colspan="2"><u>Autumn 1: Halanta Consonants in words- Topic – Animals/PRE-Link- Damodarastakam Verse 6</u>

Revision of Vowel Signs-Short, Long and Diphthongs.
Revision of Halanta at the end and middle of the words.
Halnata Vocabulary – 5 and 6. Introduction of Topic.
To apply Topic and Halanta Vocabulary in Sanskrit.
To translate sentences using Topic and Halanta Vocabulary.</td></tr>
<tr><td>Yoga</td><td>Autumn 1: Mooladhara, Root

 Practise various asanas to build grounded stability and balance the foundation chakra.
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.
Produce a poster on the main teachings of Yamas & Niyamas to improve the understanding and implementation of the practise.
Record the experiences of progress, the names of asanas, pranayama, mudras, meditation to cultivate ownership of progressive practising.
Practise Hridaya mudra to encourage oxygen into the heart.
Produce meditation scripts to encourage ourselves to manage anxiety with patience, empathy and gratitude.</td><td>Autumn 2: Swadhisthana, Creativity
  Practise various asanas in standing, sitting, prone and supine to increase the creativity chakra.
Lead and support the campaign of Surya Namaskar, practise 6 cycles of Surya Namaskar with 6 chanting of the 12 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.
Produce a song on Yamas & Niyamas related to the teachings of BG.
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.
Record and practise the Kalpa Bhati pranayama to remove toxins, balance blood pressure and expand the functions of the lungs and abdomen.
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.</td></tr>
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<tr><td>French</td><td><u>Pets</u>
Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.
Tell somebody in French if they have or do not have a pet.
Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet.
Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”).</td><td><u>My Home</u>
Say whether they live in a house or an apartment and say where it is.
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.
Ask somebody else in French what rooms they have or do not have in their home.
Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</td></tr>
<tr><td>Music</td><td colspan="2"><u>Music lessons are delivered by specialist teachers from Harrow Music Services:</u>
<u>Beatbox/Rap</u>
Recap instrumental skills on recorder and ukulele Beatbox – skills, composing a groove
Grid notation Rap - group composition
Form and structure
Rhythmic improvisation </td></tr>
<tr><td>Enrichment Opportunities</td><td colspan="2"> Bentley Priory Museum (History)
V&A Museum (Art)
World Mental Health Day
Black History Month
Diwali/ Govardhan Prayers</td></tr>
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