



"At St. Chad's, we grow in the light of Christ, to share his love and reflect the gospel values."



Subject	Autumn Term					
<b>RE</b>	<p style="text-align: center;"><b>Unit A</b> <b>The Story of the People of God</b></p> <p>In this unit children will be given opportunities to develop their knowledge and understanding of the structure of the Bible and the forms of literature that are found in the different books.</p> <p>The children will be introduced to stories of significant people in the Old Testament. They will discover what some of these stories tell us about their relationship with God.</p> <p style="text-align: center;"><b>Unit B</b> <b>Followers of Christ</b></p> <p>In this unit the children will consider the call of the disciples by Jesus. They will learn about the demands that the call of Christ placed on these first disciples and they will think about ways in which people answer the call of Christ today through the life of the Church.</p>	<p style="text-align: center;"><b>Unit B Continued</b> <b>Followers of Christ</b></p> <p style="text-align: center;"><b>Unit C</b> <b>Advent</b></p> <p>In this unit the children will be given opportunities to develop their knowledge and understand of the two parts of the Season of Advent. A time to prepare for Christ to come again and a time to prepare to celebrate his birth at Christmas. Through some Parables of Jesus and some of the prayers and hymns of the Church they will explore these themes.</p>				
	<b>English</b>	<p>Texts and visual literacy:</p> <ul style="list-style-type: none"> <li>• The Nightmare Man – write a 'Facing Fears' story.</li> <li>• Boycott Blues – Andrea Davis Pinkney and Brian Pinkney</li> <li>• Biographies of Rosa Parks and Carlos Acosta.</li> <li>• BBC Doctor Who and Horrible Histories – linked to the Civil Rights Movement.</li> <li>• Song lyrics from Blues' songs by Sam Cooke and Josh White</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Singular/ plural</li> <li>• Suffix/ Prefix</li> <li>• Consonant/Vowel</li> <li>• Adjective / noun / noun phrase</li> <li>• Verb / Adverb</li> <li>• Conjunction</li> <li>• Preposition</li> <li>• Determiner/ generaliser</li> <li>• Pronoun – relative/ possessive</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Clause</li> <li>• Subordinate / relative clause</li> <li>• Adverbial</li> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Singular/ plural</li> <li>• Suffix/ Prefix</li> <li>• Consonant/Vowel</li> <li>• Adjective / noun / noun phrase</li> <li>• Verb / Adverb</li> <li>• Conjunction</li> <li>• Preposition</li> <li>• Determiner/ generaliser</li> <li>• Pronoun – relative/ possessive</li> </ul>	<ul style="list-style-type: none"> <li>• Clause</li> <li>• Subordinate / relative clause</li> <li>• Adverbial</li> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• Write biographies on Rosa Parks and Carlos Acosta, using formal writing, sub-headings and third person pronouns.</li> <li>• Historical Narratives related to Rosa Parks and Carlos Acosta to create fact files.</li> <li>• Write newspaper report about the bus boycott, including 'eyewitness' statements.</li> <li>• Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Link ideas across paragraphs.</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• 'Speech marks'</li> <li>• Direct speech</li> <li>• Indirect speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 – description, action, views/opinions, facts</li> <li>• Colon – instructions</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Parenthesis</li> <li>• Bracket- dash</li> <li>• Bossy verbs - imperative</li> <li>• Tense (past, present, future)</li> <li>• modal verb</li> <li>• Subordinate / relative clause</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• 'Speech marks'</li> <li>• Direct speech</li> <li>• Indirect speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 – description, action, views/opinions, facts</li> <li>• Colon – instructions</li> </ul>
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<b>Maths</b>	<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>• Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>• Compare and order fractions, including fractions greater than 1</li> <li>• Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</li> <li>• Draw 2-D shapes using given dimensions and angles.</li> </ul>					



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<b>Maths (Cont.)</b>	<ul style="list-style-type: none"> <li>Recognise, describe and build simple 3-D shapes, including making nets</li> <li>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</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 long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> <li>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li><b>Multiplication tables and division facts.</b></li> <li><b>Addition and Subtraction facts to 10, 100, 1000 and 10,000.</b></li> <li><b>Formal written method for addition of numbers up to 7-digits.</b></li> <li><b>Formal written method for subtraction of numbers up to 7-digits.</b></li> <li><b>Formal written method for multiplication of numbers.</b></li> <li><b>Formal written method for division of numbers.</b></li> <li><b>Use of place value to multiply and divide by 10, 100 and 1000.</b></li> <li><b>Use of place value to add and subtract 10, 100 and 1000 to and from numbers.</b></li> </ul>	
<b>Science</b>		<b>Diet and Exercise</b> <b>Children will learn to:</b> <ul style="list-style-type: none"> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>understand the role of diet for an athlete.</li> <li>know that muscles need to be warmed up and down to prevent injury.</li> <li>identify the amount and type of exercise needed to keep the body healthy and sports fit.</li> <li>not that some traits are inherited and others develop due to environmental factors.</li> <li>investigate some inherited traits that impact positively on sports performance.</li> </ul>
<b>Computing</b>	Visual Literacy for E-safety	Visual Literacy for E-safety Communication in Computing <ul style="list-style-type: none"> <li>Searching the web</li> <li>Selecting search results</li> <li>How search results are ranked.</li> <li>How are searches influenced?</li> <li>How we communicate.</li> <li>Communicating responsibly.</li> </ul>
<b>Topic History/ Geography</b>	Learn about the American Civil Rights Movement through study of: <ul style="list-style-type: none"> <li>Slave trade.</li> <li>Abolition of slavery.</li> <li>Civil Rights Movement and Marches.</li> <li>Rosa Parks.</li> <li>Martin Luther King.</li> </ul>	Learn about the geography of the North American continent, including: <ul style="list-style-type: none"> <li>Countries.</li> <li>Borders.</li> <li>Ocean and seas.</li> <li>Key states and cities.</li> <li>Mountains, volcanoes, major rivers.</li> <li>Map references.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Mental Health awareness.</li> <li>Looking at possible hazards in children’s lives and how they can be responsible and stay safe.</li> <li>Looking at the value of friendship.</li> <li>Using Dot Com and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>Using the Ten Ten resource, explore relationships and physical changes that occur during our lives.</li> <li>Recognise how we are all special and unique.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>Study figure and form of the human body.</li> <li>Look at work of artists including Lauren Wheeler Waring and Anthony Gormley and Barbara Hepworth.</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> </ul>	
<b>PE</b>	Yoga and Tag Rugby	Gymnastics and Hockey
<b>Music</b>	<ul style="list-style-type: none"> <li>Study of rhythm using percussion and how to play and count a twelve bar blues.</li> <li>Listen to and examine works of Sam Cooke, Billie Holiday, Duke Ellington and Count Basie.</li> </ul>	
<b>Spanish</b>	Numbers up to 1000, countries, classroom objects, dates, the weather and Spanish customs and traditions.	



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## Rights Respecting School

Year 6 has chosen to focus on:

**Article 19** – Children are protected from all forms of violence, abuse, neglect and bad treatment.

**Article 22** – Children who are refugees have the same rights as any other child.

**Article 23** – Children with a disability has the right to live a full and decent life with dignity and independence.

**Article 24** – Every child has the right to the best possible health.

**NB. Dark green text denotes continuous ‘catch-up’ work being done to ensure coverage of what may have been missed or forgotten due to the periods of lockdown and partial reopening.**