



**CLASS 11 (YEAR 6) CURRICULUM INFORMATION**

AUTUMN 2020

Subject	Curriculum Content
<p><b>English</b></p>	<p><b>Autumn 1 &amp; 2 - Classic Literature and plays</b></p> <p><b>Macbeth – William Shakespeare</b></p> <ul style="list-style-type: none"> <li>- Use drama to develop confidence and speaking skills</li> <li>- Characterisation</li> <li>- Investigate how character’s change throughout a text</li> <li>- Develop planning, drafting and editing skills</li> <li>- Discuss and evaluate how authors use language</li> <li>- Poetry</li> <li>- Continued SPAG development</li> </ul>
<p><b>Maths</b></p>	<p><b>Autumn 1 and 2</b></p> <p>Regular 11+ Preparation (fortnightly practice papers with reviews) with additional ‘focused recap’ lessons/problem solving lessons on the following:</p> <p>Number and place value</p> <ul style="list-style-type: none"> <li>-Reading, writing, ordering numbers up to 10 million, understanding values of each digit. Understanding the value of decimals to 3 decimal places. Rounding whole numbers and decimals, ordering and partitioning decimals. Be able to multiply and divide by 10, 100, 1000, understand the effect.</li> <li>-Identifying factors, multiples, primes, square and cube numbers</li> <li>-Rules and application of negative numbers, including finding difference and placing on number lines</li> </ul> <p>Four operations calculations</p> <ul style="list-style-type: none"> <li>-Including decimals, two digit multiplication and division (using factors), order of operations - BIDMAS</li> <li>-Using inverse operations to solve problems</li> <li>-Use knowledge of place value and multiplication/division facts to find solutions to related calculations</li> </ul> <p>Fractions</p> <ul style="list-style-type: none"> <li>-Ordering, comparing, simplifying fractions. Creating and fully simplifying fractions (i.e periods of time), including expressing the likelihood of an event as a simplified fraction.</li> <li>-Four operations with vulgar fractions</li> <li>-Add and subtract mixed numbers</li> <li>-Conversion between Fractions, decimals, percentages</li> </ul> <p>Percentages/fractions of amounts</p> <ul style="list-style-type: none"> <li>-Find a variety of fractions/percentages of an amount, apply this to increases and decreases</li> </ul> <p>Data Handling/Analysis</p> <ul style="list-style-type: none"> <li>-Interpret bar, line and pie charts</li> <li>-Be able to find the mean, median, mode and range of a given set of numbers</li> <li>-Use a mean average to find a missing result, or total participants</li> </ul> <p>Measures</p> <ul style="list-style-type: none"> <li>-Convert between metric units of length, weight and capacity</li> <li>-Understand and apply the rules of area and perimeter/volume and surface area</li> </ul>



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<p><b>Maths (cont)</b></p>	<p>Shape</p> <ul style="list-style-type: none"> <li>-Recall the names of basic 2d/3d shapes and identify their key properties</li> <li>-Find missing angles in straight lines, full turns, quadrilaterals, triangles and parallel lines</li> <li>-Estimate and classify angles, draw given angles using a protractor</li> </ul> <p>Co-ordinates</p> <ul style="list-style-type: none"> <li>-Reading and plotting across four quadrants, finding missing coordinates, midpoints of lines etc.</li> </ul> <p>Ratio and proportion</p> <ul style="list-style-type: none"> <li>-Sharing amounts unequally, scaling up/down after been given a specific amount (unitary method)</li> </ul>
<p><b>Science</b></p>	<p><b>Autumn 1 and 2</b> <b>The Human Body</b></p> <ul style="list-style-type: none"> <li>- That the life processes common to humans and other animals include nutrition movement, growth and reproduction.</li> <li>- About the need for food for activity and growth, and about the importance of an adequate and varied diet for health.</li> <li>- About the need for a balanced diet containing carbohydrate, proteins, fats, minerals, vitamins, fibre and water and about foods that are sources of these.</li> <li>- The principles of digestion, including the role of enzymes in breaking down large molecules into smaller ones.</li> <li>- That the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs.</li> <li>- About the effect of exercise and rest on pulse rate.</li> <li>- That humans and some other animals have skeletons and muscles to support and protect their bodies and help them to move.</li> <li>- The role of lung structure in gas exchange, including the effect of smoking</li> <li>- To summarise respiration as a word equation</li> <li>- About the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.</li> <li>- About the importance of exercise for good health.</li> </ul>
<p><b>Art</b></p>	<p><b>Autumn 1 and 2</b> <b>The Figure</b></p> <ul style="list-style-type: none"> <li>- Exploring line, shape, tone, form</li> <li>- Drawing from the figure</li> <li>- Henry Moore/Giacometti</li> <li>- Niki de St Phalle/Matisse/Keith Haring</li> <li>- Sculpture from the figure using modroc, wire, chicken wire</li> </ul>



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<p><b>Humanities History</b></p>	<p><b>Autumn 1 and 2</b>  <b>Victorian Britain</b></p> <ul style="list-style-type: none"> <li>- Research Queen Victoria and her family</li> <li>- What was life like for a poor child in the 1840s?</li> <li>- Who helped to improve the lives of Victorian children?</li> <li>- What was it like going to school in the nineteenth century?</li> <li>- How did different Victorian children use their spare time?</li> <li>- How did life change for children living in Victorian Britain?</li> <li>- review topic material to produce an overview of change and continuity that occurred during the Victorian period</li> </ul> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>- Picture reading images of Queen Victoria and her family</li> <li>- Consider a broad range of primary source material to investigate the lives of working children in early Victorian times</li> <li>- Ask the children what they think needed to be done for Victorian children</li> <li>- Research and discuss the work of social reformers such as Lord Shaftesbury and Dr Barnardo</li> <li>- Show pictures and read accounts of school life at the end of the nineteenth century to compare and contrast school then and now</li> <li>- Use different sources to investigate Victorian leisure and pleasure</li> </ul>
<p><b>Humanities Geography</b></p>	<p><b>Autumn 1 and 2</b>  <b>Mountain Environments</b></p> <ul style="list-style-type: none"> <li>- Learn about the different aspect of physical and human geography in mountain environments</li> <li>- Understand the difference between a mountain range and a mountain chain and locate main examples on a world map.</li> <li>- Learn the process by which mountains are formed.</li> <li>- Learn about the features of a glaciated valley.</li> <li>- Learn how mountain valleys and waterfalls are formed by glaciation.</li> </ul> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>- Discuss children’s own experiences of mountain environments</li> <li>- Role-play formation of mountain ranges and mountain chains</li> <li>- Mapwork to locate mountain ranges/chains</li> <li>- Draw diagrams e.g. glaciated valley</li> <li>- Research using text and images</li> </ul>
<p><b>D&amp;T</b></p>	<p><b>Autumn 1 and 2</b>  <b>Alternative Energy (Wind Power)</b></p> <p>To learn about the generation of electricity and the alternatives to using fossil fuels. To learn about gearing. (Links with Humanities)</p>



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<p><b>CTS</b></p>	<p><b>Autumn 1</b>                      Organising yourself - To use cloud-based technology - effective use of an online learning platform.                      Effective use of the learning platform:                      organise, store and retrieve digital content that is created and manipulated.                      create folders, sub-folders and understand the importance of attributing appropriate file names to documents created                      storing, editing and sharing documents                      collaborative online tasks                      To gain awareness of the advantages and disadvantages of using the cloud and all cloud-based technology.</p> <p><b>Autumn 2</b>                      Hardware &amp; Software - Know how a computer works and some key components of a computer system, Know that computers need software to work and to interact with other hardware and Know how a computer processes data. Binary code and how data is converted into binary. Understand that a computer system comprises input, process, memory and output. Understand there are many different types of software / applications and understand the role they play in our lives.</p>
<p><b>PE &amp; Games</b></p>	<p><b>Autumn 1</b>  <b>PE: Gymnastics</b>                      Flight and developing vaulting</p> <p><b>Games – Cricket</b>  <i>Boys –</i>                      Continue with hard ball cricket. Making decisions on what shot to play against specific deliveries. As a bowling, different types of ball. As a fielder, understanding specific positions. Further use of the bowling machine and focus on full games.  <i>Girls -</i>                      Continued development of decision making in different game situations. Soft ball. Use of a bowling machine to help reinforce shots. As a fielder, understanding specific positions. Focus on pairs cricket games.</p> <p><b>Autumn 2</b>  <b>PE: Health Related Fitness</b>                      Evaluating fitness and understanding how different methods can improve different areas of fitness.                      What is a training program?</p>
<p><b>French</b></p>	<p><b>Autumn 1-All about ourselves</b>                      Parts of the body                      At the doctor's                      Describing hair and eyes                      Describing the clothes you are wearing</p> <p><b>Autumn 2- That's tasty</b>                      Opening/closing time of a cafe or restaurant                      Learning vocabulary for drinks                      Describing what you have for breakfast                      Learning ingredients to make a sandwich/pizza                      Understanding a simple recipe</p>