



British Section, SHAPE International School

CURRICULUM OVERVIEW - AUTUMN TERM 2024

YEAR 6 - Pegasus Class



English: We will start the term with a study of the novel *Skellig*. Using the book as a stimulus, the children will write **persuasive house adverts** and **narrative setting descriptions** using **figurative language** and **expanded noun phrases**. This will be followed by a unit of **poetry** inspired by *Skellig*, with the opportunity for the children to develop their use of figurative language further. As the term progresses, we will write a **report** about **King Alfred the Great**, including correctly punctuated **lists and bullet points**. We will move onto reading *Beowulf* by Michael Morpurgo which will inspire the writing of a newspaper article about the killing of Grendel by Beowulf, using **direct and indirect speech**. In reading lessons, we will read and discuss excerpts from the class novels as well as non-fiction books relating to the Anglo-Saxons and newspaper articles. They will practise the skills of **inference, prediction** and **summarising** and **evaluate the authors' use of language**. **Spelling** will be taught daily following the Spelling Shed curriculum for year 6 which includes the use of etymology, morphology, phonics and cloze sentences to learn words using the prefixes, suffixes and spelling patterns taken from the national curriculum for year 6 English.

Home Learning: *In order to practise developing the skills of reading fluently and with expression, the children are expected to **read for 30 minutes daily** and record this in their reading record. Children will be issued with the year 5/6 statutory spelling words to practise at home as well as a weekly list of spellings.*

Mathematics: In Maths, the term will start by reviewing their understanding of **place value**. They will extend their comprehension by working with numbers up to **8 digits** in length and by **comparing and ordering integers, rounding** and **negative numbers**. We will move onto a unit focusing on the **four operations**, with revision of **prime numbers, factors, multiples** and **square and cube numbers**. The children will revise and practise **multiplying by 2-digit numbers** and will spend time learning how to use **long division**. This will be followed by a unit on **fractions**, consolidating our fraction learning from year 5 by revising **equivalent fractions, adding and subtracting fractions** and **ordering and comparing** them. They will learn how to find a **common denominator** and how to **multiply and divide fractions**. Finally, the children will tackle learning on **metric and imperial measures**, using both systems in calculations and learning to convert between the two.

Home Learning: *To build number confidence and fluency, the children are encouraged to practise their times tables daily.*

Science: This term we will be looking at **Light and Electricity**. During our light topic, the children will recognise that **light appears to travel in straight lines** and they will be able to explain that **objects are seen because they give out or reflect light into the eye**. They will learn that **we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes** and be able to use the idea that light travels in straight lines to explain why **shadows have the same shape as the objects that cast them**. In the unit on electricity, they will learn the correct **circuit diagram symbols**, they will associate the brightness of a lamp or the volume of a buzzer with the **number and voltage of cells** used in the circuit and be able to compare and give reasons for variations. They will have a go at using **voltmeters** to measure electrical voltage and will design the circuitry needed for a **buzz-wire game** and simple set of **traffic lights**.

Computing: Year 6 will begin by following a unit on **Communication and Collaboration**, where they will explore how data is transferred by working **collaboratively online to create a shard** document. They will then undertake a unit on **Webpage Creation**, where they will use **web design software** to design and create their own webpages, giving consideration to **copyright, aesthetics, and navigation**.



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History: History will begin right where they left off in year 5 by learning how the Romans' withdrawal from Britain left it vulnerable to attacks by the Picts and Scots. They will study push and pull factors to answer the question ***Why did the Anglo-Saxons invade Britain?*** and will use atlases to study place names across Great Britain to consider ***Where did the Anglo-Saxons live?*** Close study of historical evidence will enable the class to make conclusions about ***Who was buried at Sutton-Hoo?*** and ***How great was Alfred the Great?*** This will be followed by a study of the ***Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.*** The children will consider the question ***What is our image of the Vikings?*** by looking at contemporary accounts and discussing whether our image of the Vikings is based on biased views. Learning about key historical events and studying British place names will help the children to consider ***How close did the Vikings get to taking over Britain?*** and finally, they will weigh up evidence to decide ***How should we remember the Vikings?***

Geography: Year 6 will not be studying a unit on geography in the summer term.

Art and Design: In Art this term, year 6 will look at **Activism** in art. We will learn about the relationship between print and activism and how art can be used to express the opinions of artists who in turn speak for sectors of society. We will research artists who are activists and then the children will think about a message which they would like to promote through art. After studying the work of American artist, Shepard Fairey, year 6 will make a **poster**, using **printing and collaging techniques** to portray their chosen message.

Design and Technology: Year 6's 'combining fabric shapes' unit of work for textiles will involve designing and creating their own unique purposeful product, which they will then go on to produce; these could be items such as **tablet cases, mobile phone carriers** or **shopping bags**. During the lessons, the children will learn about different fabrics, such as cotton, and will explore the many ways that these fabrics can be joined together and decorated. They will go on to study different types of product and which fabrics and joining methods are suitable for their purposes. Following the research phase, they will design the product which they will make, produce paper pattern pieces and finally learn a variety of stitches in order that they can combine and decorate their chosen fabrics in the most appropriate way.

Music: This term, the children will focus upon playing chords on the **ukulele** and upon **tuned percussion instruments**. They will learn the difference between **chords** and a **melody**. The pupils will learn to sing and play along to a variety of different songs and will learn to play some **strumming patterns** upon the **ukulele**. Additionally, the children will enhance their listening skills by hearing a variety of different performers playing their instruments in ensemble form. Towards the end of the term, the class will work towards a **class Christmas act**.



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Religious Education: In RE the children will express ideas about how and why religion can help believers when times are hard. They will outline **Christian, Hindu** and/or **non-religious beliefs** about **life after death** and they will be able to explain some similarities and differences between beliefs about life after death. They will look at the reasons why Christians and Humanists have different ideas about an **afterlife**. After half term, they will describe and make connections between examples of **religious creativity (buildings and art)**. They will suggest reasons why some believers see generosity and charity as more important than buildings and art.

PSHE: This term the main focus will be on relationships and being a responsible **prefect**. They will learn about what it means to be attracted to someone and different kinds of **loving relationships** and that people who love each other can be of any gender, ethnicity or faith. They will discuss **safe relationships** and will compare the features of a healthy and unhealthy friendship. They will consider if someone is put under pressure to do something dangerous and something goes wrong and strategies to respond to **pressure from friends including online**. They will learn how to be a **positive role model** and how to discuss and deal with issues.

PE: In PE, we will begin the term with a unit on **endurance running**, as we prepare for the school's **cross-country** event. The children will develop their agility, practise accelerating from a variety of starting points and travelling at different speeds for sustained periods of time. During the middle part of the term year 6 will head to the SHAPE pool for our **swimming** unit where the children will be put into ability groups and learn to use a range of strokes effectively in order to swim competently, confidently and proficiently over a distance of at least 25 metres. They will also perform safe self-rescue and simple life-saving techniques in different water-based situations. After our swimming sessions, we will move onto **tag rugby**, practising passing, receiving and evading with lots of opportunities for game play. These sessions will lead into the house tag rugby tournament.

French: Year 6 will begin by following four sequential lessons on **phonics and pronunciation**, where pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in. We will then move onto a unit entitled **'As-tu un animal?** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently. This will be followed by **'Au salon de thé'** where pupils will be taught the knowledge and skills necessary to perform a short role-play in a French tea room.