

ENGLISH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>● Asking questions to improve their understanding</li> <li>● Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>● Predicting what might happen from details stated and implied.</li> <li>● Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</li> <li>● Identifying how language, structure and presentation contribute to meaning.</li> <li>● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>● Distinguish between statements of fact and opinion</li> <li>● Retrieve, record and present information from non-fiction.</li> <li>● Provide reasoned justifications for their views.</li> </ul>	<p><b>Main Texts:</b></p> <p style="text-align: center;"><b>Goodnight Mr Tom</b></p> <p>Pupils will have the opportunity to develop their knowledge about:</p> <p>The work during this half-term is grouped around the theme of danger and conflict. In fiction, pupils will read and explore the language, character, setting and plot of <i>Goodnight Mr Tom</i> by Michelle Magorian. In non-fiction, they write a report as an introduction to an area of rural southern England for a young audience, and research a great journey – the Apollo 13 mission – and debate the cost or value of the journey. In poetry, the theme of journeys continues with studying <i>The Road Not Taken</i> and <i>Stopping by Woods on a Snowy Evening</i> by Robert Frost, and <i>Geography Lesson</i> by Brian Patten.</p>
MATHS	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>● Read, write and use numbers up to 10,000,000</li> <li>● Multiply and divide numbers by powers of 10</li> <li>● Place numbers up to 10,000,000 correctly on a numberline</li> <li>● Compare and order integers</li> <li>● Round integers</li> <li>● Read, write and use negative numbers</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>● Numbers up to 10,000,000</li> <li>● Powers of 10</li> <li>● Rounding numbers</li> <li>● Negative numbers</li> </ul>

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<p><u>Addition, Subtraction, Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>● Add and subtract integers</li> <li>● Calculate common factors and multiples</li> <li>● Use the rules of divisibility</li> <li>● Recognise and calculate prime, square and cube numbers</li> <li>● Multiply up to a four digit number by a two digit number</li> <li>● Use short division and start using long division</li> <li>● Solve multiplication and division problems</li> <li>● Understand and use the order of operations</li> <li>● Mentally calculate using the four operations</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>● Recognise, calculate and use equivalent fractions</li> <li>● Compare and order fractions</li> <li>● Add and subtract fractions</li> <li>● Multiply and divide fractions by integers and also by fractions</li> <li>● Calculate fractions of an amount and finding the whole</li> <li>● Solve fraction problems</li> </ul> <p><u>Converting Units</u></p> <ul style="list-style-type: none"> <li>● Using and calculating metric measures</li> <li>● Converting metric measures</li> <li>● Use and convert miles and kilometres</li> <li>● Recognise and use imperial measures</li> </ul>	<p><u>Addition, Subtraction, Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>● Adding, subtracting, dividing and multiplying integers</li> <li>● Common factors</li> <li>● Multiples</li> <li>● Prime, square and cube numbers</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>● Equivalent fractions</li> <li>● Adding and subtracting simple and mixed number fractions</li> <li>● Multiplying and dividing fractions</li> <li>● Fractions of amounts</li> </ul> <p><u>Converting Units</u></p> <ul style="list-style-type: none"> <li>● Metric measures</li> <li>● Miles and kilometres</li> <li>● Imperial measures</li> <li>● Ratio</li> </ul>
<b>SCIENCE</b>	
<p>Pupils will have the opportunity to develop the following skills, working scientifically:</p>	<p>pupils will have the opportunity to develop their knowledge about:</p> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>● <b>How we see</b></li> </ul>

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<ul style="list-style-type: none"> <li>● Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.             <ul style="list-style-type: none"> <li>● Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>● Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs.</li> <li>● Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>● Use test results to make predictions to set up further comparative and fair tests.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- To demonstrate that light travels in a straight line.</li> <li>- To explain that light travels in straight lines from light sources to our eyes, and from light sources to objects and then to our eyes.</li> <li>● <b>Reflecting light</b> <ul style="list-style-type: none"> <li>- To explain how light is reflected.</li> <li>- To explain how the periscope allows me to see objects I would not usually be able to see.</li> </ul> </li> <li>● <b>Refraction</b> <ul style="list-style-type: none"> <li>- To understand how light is refracted.</li> <li>- To investigate the effects of refraction.</li> <li>- To understand the way refraction alters the direction of light.</li> </ul> </li> <li>● <b>Light spectrum</b> <ul style="list-style-type: none"> <li>- To understand how a prism affects a ray of light.</li> <li>- To explain what this tells us about the visible spectrum.</li> <li>- To describe what Isaac Newton discovered about light.</li> </ul> </li> <li>● <b>Seeing colours</b> <ul style="list-style-type: none"> <li>- To explain what Isaac Newton discovered about colour.</li> <li>- To investigate and understand how light enables us to see colours.</li> </ul> </li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>● Electricity over time</li> <li>● Electrical circuits and components</li> <li>● Parallel and series circuits</li> <li>● Voltage and current</li> </ul>
<b>ART/DT</b>	
<p>– pupils will have the opportunity to develop the following skills:</p> <p><b>Landscapes</b></p>	<p>pupils will have the opportunity to develop their knowledge about:</p> <p>They will develop knowledge about;- <b>Landscape art</b> -</p>

<ul style="list-style-type: none"> <li>● Observational sketching</li> <li>● Blending,</li> <li>● Secondary colour mixing</li> <li>● True colour matching</li> <li>● creating movement and texture with paint.</li> </ul> <p><b><u>Linkages and Levers - Autumn term into Spring Term.</u></b></p> <ul style="list-style-type: none"> <li>● To identify levers and linkages in the real world.</li> <li>● To explain how a lever works.</li> <li>● To explain how linkages create movement and how the direction can be changed.</li> <li>● To create levers and linkages that move in different ways.</li> <li>● To create a product that includes a lever with linkages.</li> <li>● To design a product which follows the brief but also takes into account the research they undertake.</li> <li>● To evaluate the effectiveness of the product by referring to the specification.</li> </ul>	<ul style="list-style-type: none"> <li>● Free line drawing of the landscape around them</li> <li>● Blending appropriate colours to the colours they see in nature</li> <li>● Mixing primary and secondary colours</li> <li>● Adding texture and movement to their painting</li> <li>● Making a real-life observation of a natural landscape</li> <li>● Evaluate others' work and using it in their own study.</li> <li>●</li> </ul> <p>They will also learn about the artists;- John Constable, JMW Turner, Andy Goldsworthy, Nathan Walsh, Georgia O'keeffe, April Gornik, Claude Monet and Vincent Van Gogh.</p> <p><b><u>Linkages and Levers - Autumn term into Spring Term.</u></b></p> <ul style="list-style-type: none"> <li>● To identify levers and linkages in the real world.</li> <li>● To explain how a lever works.</li> <li>● To explain how linkages create movement and how the direction can be changed.</li> <li>● To create levers and linkages that move in different ways.</li> <li>● To create a product that includes a lever with linkages.</li> <li>● To design a product which follows the brief but also takes into account the research they undertake.</li> <li>● To evaluate the effectiveness of the product by referring to the specification.</li> </ul>
<p><b>COMPUTING</b></p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>● Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>Information Technology:</u></b></p> <ul style="list-style-type: none"> <li>● Recognising how the world wide web can be used to communicate and search to find information.</li> <li>● Speed typing using two hands - developing their typing skills with increasing confidence and control.</li> </ul>

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<ul style="list-style-type: none"> <li>● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>● further practice and develop their touch typing skills</li> </ul>	<ul style="list-style-type: none"> <li>● School 360 in order to complete computing work electronically culminating in an online digital assessment.</li> </ul> <p><b><u>Computer Science:</u></b></p> <ul style="list-style-type: none"> <li>● Exploring variables when designing and coding games.</li> </ul> <p><b><u>Digital literacy &amp; Citizenship:</u></b> Throughout the year students will have the opportunity to develop their knowledge about: Their self-awareness by reflecting critically on their behaviour and its impact on others. Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.</p>
<b>FOOD</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Select from and use a wide range of tools and equipment to perform practical tasks</li> <li>● Select and use a wider range of ingredients according to their functional properties</li> <li>● Use knowledge of ingredients to adapt recipes</li> <li>● Prepare some recipes</li> <li>● Evaluate their ideas and products against their own design criteria consider the views of others to improve their work</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● How to work safely and hygienically within the food technology room,</li> <li>● Health, safety and importance of washing up correctly</li> <li>● health and safety for storing ingredients</li> <li>● The names of some basic equipment</li> <li>● A basic understanding healthy diet using the Eatwell Guide</li> <li>● a basic understanding of seasonality and know where some ingredients are grown and processed.</li> </ul>
<b>GEOGRAPHY</b>	
<p>- pupils will have the opportunity to develop the following skills: <b><u>Hazardous World:</u></b></p> <ul style="list-style-type: none"> <li>● Make links between the structure of the earth and tectonic plates.</li> </ul>	<p>- pupils will have the opportunity to develop their knowledge about: <b><u>Hazardous World:</u></b></p> <ul style="list-style-type: none"> <li>● Structure of the Earth</li> </ul>

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<ul style="list-style-type: none"> <li>● understand the relationship between the plates and earthquakes and volcanic eruptions and how they occur.</li> <li>● How to prepare for a natural disaster using real life examples.</li> </ul>	<ul style="list-style-type: none"> <li>● The concept of plate tectonics</li> <li>● Earthquakes</li> <li>● Volcanic Eruptions</li> <li>● Natural disasters</li> </ul>
<b>HISTORY</b>	
<p>pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Question whether a source is suitable and give reasons why.</li> <li>● Address, and devise, historically valid questions about change, cause, similarity and difference, and significance.</li> <li>● Identify and compare causes of events in the past and present.</li> <li>● Describe the main changes in a period of history.</li> <li>● Give a broad overview of life in the times studied.</li> <li>● Develop knowledge through extended written answers and show understanding of concepts.</li> <li>● Note connections, contrasts, and trends over time.</li> <li>● Develop the appropriate use of historical terms.</li> </ul>	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>The Vikings:</u></b></p> <ul style="list-style-type: none"> <li>● Who the vikings were and where they came from.</li> <li>● What happened when the Vikings raided Britain in 793 AD.</li> <li>● Why so many Vikings left home.</li> <li>● Why The Vikings settled in Britain.</li> <li>● How King Alfred defeated the Vikings.</li> <li>● How the Danelaw was split.</li> <li>● What life was like in Viking Britain</li> <li>● How England became a unified country.</li> <li>● How Britain was conquered between 950 AD - 1066.</li> </ul>
<b>MFL – FRENCH</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Speaking with greater confidence about where they live and their nationality</li> <li>● Listening to authentic French speakers to develop a better appreciation of accent, pitch, inflexion.</li> <li>● Researching and presenting findings about a French speaking country</li> <li>● Writing in short and extended sentences; producing paragraphs using a wider range of connectives</li> <li>● Expressing positive and negative opinions</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● European countries and the languages that are spoken</li> <li>● Francophone countries across the world and their traditions</li> <li>● Letter writing and oral presentation skills to introduce themselves to others</li> <li>● Francophone Christmas traditions, such as festive music and the celebration of Saint Nicolas</li> <li>● A taster lesson in another European language (Italian or Spanish) as part of the celebrations of the European Day of Languages</li> </ul>

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<ul style="list-style-type: none"> <li>● A wider use of bilingual dictionaries, equipping them as more independent language learners</li> </ul>	
<b>MUSIC</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Wider vocal techniques</li> <li>● Singing as part of a group</li> <li>● Singing with increasing confidence</li> <li>● Identifying musical elements</li> <li>● Performing rhythmic patterns</li> <li>● Composing rhythmic patterns</li> <li>● Reading treble clef notation</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Orchestral instruments</li> <li>● The musical suite <i>Carnival of the Animals</i></li> <li>● Musical elements</li> <li>● Different types of songs</li> <li>● Different types of voices</li> <li>● Musical rhythms</li> <li>● Rhythmic patterns</li> <li>● Electric keyboards</li> <li>● Percussion instruments</li> <li>● Treble clef notation</li> </ul>
<b>PE</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>● To improve existing skills and develop ball familiarisation, dribbling, passing, turning, shooting and goalkeeping skills.</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>● In this unit children improve their defending and attacking play. They start to play even-sided mini-versions of invasion games, focusing in this unit on basketball.</li> <li>● In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>● <b>Ball Familiarisation and Passing</b> <ul style="list-style-type: none"> <li>- To become familiar with using the ball with both feet.</li> <li>- To learn how to pass the ball correctly with both feet.</li> <li>- To experience different ways of controlling and passing the ball.</li> </ul> </li> <li>● <b>Controlling and Running with The Ball</b> <ul style="list-style-type: none"> <li>- To reinforce control of the ball and passing.</li> <li>- To learn how to run with the ball correctly, using both feet.</li> <li>- To practice running with the ball and controlling it.</li> </ul> </li> <li>● <b>Dribbling and turning</b> <ul style="list-style-type: none"> <li>- To learn how to dribble with the ball, using both feet.</li> </ul> </li> </ul>

### **Cross-country**

- In this unit pupils will focus on developing and using new skills and techniques as they move from familiar activities and environments into less familiar ones.
- In outdoor and adventurous activities, pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others.
- They need to analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves.

- To learn and practice turning with the ball to find a new space.

### ● **Turning**

- To reinforce/clarify various turning techniques.
- To learn how to do the stepover and practice it.
- To move onto the ball, control it and pass it.

### ● **Shooting**

- To learn how to shoot with a stationary ball.
- To practice shooting with a moving ball.
- To run with the ball and shoot.

### **Basketball**

- To perform dribbling skills accurately with control.
- To be able to change direction whilst dribbling.
- To gain a greater understanding of the rules and what an illegal dribble is.
- To be able to add an end product such as passing after dribbling skill has been performed.
- To understand the different types of passing; chest pass, shoulder pass and bounce pass.
- To be able to perform each type of pass with greater accuracy and confidence.
- To be able to perform these passes when working in a team to achieve an objective.
- To be able to combine passing skills with shooting skills.
- To develop shooting skills from different ranges and angles.
- To be able to effectively work together as a team to score a basket.
- To be able to combine dribbling, passing and shooting skills.
- To develop the accuracy of dribbling, passing and shooting skills.



	<ul style="list-style-type: none"> <li>● To be able to effectively apply dribbling, passing and shooting skills against a defender.</li> </ul> <p><b>Cross-country</b></p> <ul style="list-style-type: none"> <li>- How to conduct a warm up</li> <li>- Benefits of a warm up</li> <li>- Different methods of warm up</li> <li>- Warm Down</li> <li>- Specific warm up</li> <li>- Running on different terrain</li> <li>- Pacing your run</li> <li>- How to run as a team</li> <li>- Work as a team</li> <li>- Develop tactics</li> <li>- Competition</li> <li>- Leaders and follows</li> <li>- Develop fitness</li> <li>- Set a goal to achieve</li> <li>- Analyse performance</li> </ul>
<p><b>PSHE</b></p>	
<p><b>Dreams and Goals</b> – pupils will have the opportunity to develop the following skills:</p> <p>Being Me In My World</p> <ul style="list-style-type: none"> <li>● Identify their goals for the year.</li> <li>● Know how to express their fears and worries.</li> <li>● How to make others feel welcome and valued.</li> <li>● Identify their own wants and needs.</li> </ul>	<p>– pupils will have the opportunity to develop their knowledge about:</p> <p>Being Me In My World</p> <ul style="list-style-type: none"> <li>● Their fears and worries about the future.</li> <li>● The universal rights for all children.</li> <li>● For many children the universal rights are not met.</li> <li>● How their actions affect other people locally and globally.</li> <li>● How they can function best as a whole.</li> </ul>

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<ul style="list-style-type: none"> <li>• Make choices about their own behaviour because they understand how rewards and consequences feel and they understand how these relate to their rights and responsibilities.</li> <li>• Demonstrating care towards other people.</li> <li>• Helping others to follow our school rules and promote our school values by modelling them myself.</li> </ul> <p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>• Empathise with people who are living with disabilities.</li> <li>• Aware of their attitude towards people with disabilities.</li> <li>• Articulate a range of strategies in managing feelings in bullying situations.             <ul style="list-style-type: none"> <li>• Appreciate people for who they are.</li> </ul> </li> <li>• Show empathy with people in conflict and celebration situations.</li> </ul>	<ul style="list-style-type: none"> <li>• How democracy and having a voice benefits the school community.</li> </ul> <p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>• The different perceptions about what ‘normal’ means.</li> <li>• How one person or a group can have power over another.</li> <li>• Why people use bullying behaviours.</li> <li>• People with disabilities who lead amazing lives.</li> <li>• How difference can be a source of conflict and a cause for celebration.</li> </ul>
<b>RELIGIOUS EDUCATION</b>	
<p>pupils will have the opportunity to develop the following skills:</p> <p><b>Christians / Non-Religious Creation and science: conflicting or complementary?</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge through extended written answers and show understanding of concepts.</li> <li>• Discussion and debate.</li> <li>• Communication</li> <li>• Vocabulary</li> </ul>	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p><b>Christians / Non-Religious Creation and science: conflicting or complementary?</b></p> <ul style="list-style-type: none"> <li>• Genesis Chapter 1 (creation story)</li> <li>• Cosmology and evolution relating to or contrasting with the creation story.</li> <li>• The different ways of understanding Genesis 1.</li> <li>• Christian views on religion and science.</li> <li>• Science and religion - the key ideas.</li> </ul>

**PERFORMING ARTS**

Pupils will have the opportunity to develop the following skills:

- Listening actively and responding appropriately
- Gesture and posture
- Concentration and focus
- Teamwork
- Communication
- Oracy
- Movement
- Vocabulary
- Empathy and emotional intelligence
- Imagining and creating
- A wide range of drama strategies
- Debating

Pupils will have the opportunity to develop their knowledge about:

- Behaviour for learning expectations
- Their fellow peers
- Different ways of bringing a story to life
- The structure of fairytales
- A range of performing arts techniques
- Props
- Cities giving Christmas trees as gifts
- The Poetry Society
- Julia Donaldson