

Gilmour Primary School

Year 6 - Autumn 2

Learning Overview



This guide is intended to help parents understand what will be taught during this half term. Obviously, it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum works, hopefully it will help you support your children in making the most of their education.

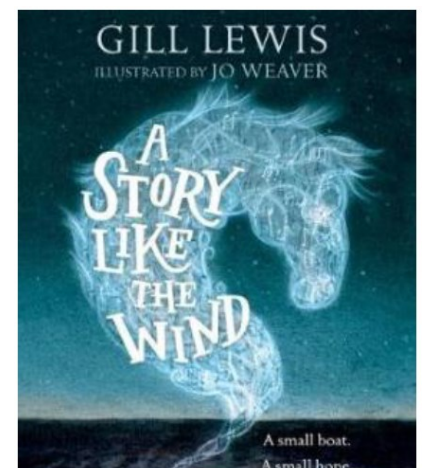
This outline may be subject to change, as teachers adapt planning based on the needs of their class. Any questions, please speak to your class teacher.

Please click the blue underlined text next to the subject title to download the knowledge organiser. Knowledge organisers are a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. In our pupil voice discussions, where the children share with us what they find helpful and what they would like to change about their learning, children said they liked knowledge organisers and found them helpful as they helped them learn key vocabulary and important information they knew would come up during the unit of work.

[English](#) - A Story Like the Wind by Gill Lewis (Click on the book cover to buy)

Writing Outcomes: Flashback Narrative and Newspaper Report

C
Vehicle Text
A Story like the Wind
Writing Outcome & Writing Purpose
Narrative: Flashback Narrative Purpose: To narrate
Recount: Newspaper Report Purpose: To recount
Grammar: Word
Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices
Grammar: Sentence
Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal
Grammar: Text
Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information
Grammar: Punctuation
Build on previous year & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)



Fractions

Compare

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1

Calculations

- 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, $1\frac{4}{5} \times 1\frac{2}{3} = 1\frac{8}{15}$]
- divide proper fractions by whole numbers [for example $1\frac{3}{4} \div 2 = 1\frac{6}{8}$]

Measurement

Converting units

- use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa

Note – In the WRM schemes, time conversions are covered in Y5; the Y6 block concentrates on metric units.




Lesson Question	You will learn
What are everyday materials made from?	Describe the properties of glass, ceramics and plastics Explain the uses of glass, ceramics and plastics based on their properties. Explain what happens to glass, ceramics and plastics in landfill sites
Why is recycling important?	Know the definition of recycling Describe how to identify plastics that can and can't be recycled Explain why recycling plastic is important for sustainability
What is a life cycle assessment?	Give the definition of a life cycle assessment Know how to use data to make a life cycle assessment Compare reusable and one use coffee cups over their lifetime
What happens when fuels are burnt?	Define what is meant by a fuel and combustion Represent combustion reaction using word equations Describe the impact of burning fuels on the environment
What is global warming?	Describe what global warming is Describe the evidence for global warming Describe what scientists think are the causes of global warming
What is climate change?	Describe what climate change is Describe the effects of climate change Suggest how humans can reduce their impact on climate change

SUSTAINABILITY

REACH OUT

YEAR 6



Knowledge Organiser • Sustainability • Year 6

Sustainability

Sustainability: meeting the needs of the present without sacrificing the ability of future generations to meet their needs.

The 'Three R's' of sustainability:

1. Reduce the amount of waste we are producing
2. Reuse goods before throwing them away
3. Recycle goods that are no longer used

Examples of Natural Resources

In combustion reactions, a fuel is burned. This means it has a chemical reaction with the oxygen in the air to produce water and carbon dioxide.

Fuel + Oxygen → Carbon Dioxide + Water

(e.g. wood + oxygen → carbon dioxide + water)


Life Cycle Assessment

Scientists complete a life cycle assessment to decide which materials are best for different uses.

They consider:

1. how it was made
2. how it is used
3. how it is disposed of

For example, are coated paper cups or reusable travel mugs better for the environment?






Global Warming and Climate Change

More and more CO₂ is produced. Creating a greenhouse effect. The Earth is warming up.

This leads to:

- Climate change: more weather events
- Sea level rise
- More droughts



Material	Transparent or Opaque?	Brittle or Malleable?	Low or high melting point?	Good conductor or poor conductor?
	Transparent	Brittle	High	Poor conductor
	Opaque	Brittle	High	Poor conductor
	Can be both	Malleable	Low	Poor conductor

Lesson Question	You will learn
Why do geographers do fieldwork?	What is fieldwork? What is the purpose of fieldwork? How can geographers help people by doing different types of fieldwork? How are maps used for fieldwork?
What tools do geographers use for fieldwork?	What is a field sketch and how does a geographer make one? What is the difference between quantitative and qualitative data? What is a questionnaire? What is a survey?
How do geographers collect and present fieldwork?	How are surveys and questionnaires conducted? How can different types of graphs be used to present data? Why do geographers use different collection tools? How do you plot data on different graphs and charts?
Designing tools for fieldwork	What will your enquiry question be? Which tools will you use to collect your data?
Conducting fieldwork	What data have you collected? How have you made sure that it is accurate?
Unit check out	What does your fieldwork show?



Primary Geography

Local Fieldwork

Knowledge organiser

Vocabulary	Why fieldwork?
Accuracy: How limited errors have been, therefore how likely it is that data give true results.	Discover new ideas and create new knowledge Understand more about what you learn in the classroom or in books
Analysis: Detailed examination, usually of data.	
Conclusion: Drawing together results to reach an answer. In fieldwork, drawing results from data to answer the enquiry question.	Enquiry question All fieldwork starts with an enquiry question. The enquiry question guides the fieldwork so that the data collected is relevant.
Data: Facts or information collected for analysis.	Fieldwork tools
Evaluation: Weighing up the positives and negatives. In fieldwork, thinking about how reliable and accurate the results are.	Maps: Maps display information and data that geographers may find useful when studying a particular place.
Fieldwork: Gathering information in a real environment, outside the classroom.	Four-figure grid references: Remember: Along the corridor (x-axis), then up the stairs (y-axis).
Hypothesis: An idea, used as the basis for fieldwork or research.	Field sketch: A simple drawing of the area you are studying, including labels.
Qualitative data: Data in words or images, usually containing views, opinions or feelings.	Survey: A review of a particular feature of the physical or human environment, for example, a traffic survey, counting number and type of vehicles.
Quantitative data: Data with a numerical (number) value.	Questionnaire: A list of questions (usually with options for answers) that the researcher will ask individuals.
Research: Investigation to test an idea or discover facts and information.	
Bar graph: To show discrete data (data that is counting something) often in different categories.	
Pie chart: To show proportions.	
Line graph: To show the relationship between data sets, for example, change over time.	

charanga MUSICAL SCHOOL

Understanding Structure & Form

This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

SONG 1
My Best Friend
Style: Soul

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: C major — there are no sharps or flats in the key signature

Circle the part you played:

Part 1: C, D, E, A, B
Part 2: C, D, E, A, B
(Recorder): C, G, A, B
Part 3: C, D, E, A
(Recorder): C, G, A, B
Part 4: C

Circle the notes you improvised with:
C, D, E, F, G

Circle the notes you composed with:
C, D, E, F, G, A, B

SONG 2
Singing Swinging Star
Style: Jazz: Swing

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: G major — there is one sharp in the key signature

Circle the part you played:

Part 1: G, A, B, B, B, D, E, F, F#
Part 2: G, A, B, B, B, D, E, F, F#
(Recorder): G, A, B, B, B, D, E, F, F#
Part 3: G, A, B, E, F#
(Recorder): G, A, B, F#
Part 4: G

SONG 3
Roll Alabama
Style: Rock

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: Bb major — there are two flats in the key signature

Discuss together what this song was about. Write down three words about the song:

Understanding Music

Tempo:	Adagio — At a slow speed (66 bpm)
Time Signature:	3/4 — there are three crotchet beats in a bar
Key Signature:	A minor — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers

Improvise Together

Time Signature:	2/4
Key Signature:	C major
Notes:	C, D, E, F, G, A, B

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Am I Normal?	I understand there are different perceptions about what normal means	I can empathise with people who are different
2. Understanding Difference	I understand how being different could affect someone's life	I am aware of my attitude towards people who are different
3. Power Struggles	I can explain some of the ways in which one person or a group can have power over another	I know how it can feel to be excluded or treated badly by being different in some way
4. Why Bully?	I know some of the reasons why people use bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
5. Celebrating Difference Puzzle Outcome: Admiration Accolades	I can give examples of people with disabilities who lead amazing lives	I appreciate people for who they are
6. Celebrating Difference Assessment Opportunity	I can explain ways in which difference can be a source of conflict and a cause for celebration	I can show empathy with people in either situation



PROJECT EVOLVE



Privacy and Security

I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).

I can explain what to do if a password is shared, lost or stolen.

I can describe how and why people should keep their software and apps up to date, e.g. auto updates.

I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).



Copyright and Ownership

I can demonstrate the use of search tools to find and access online content which can be reused by others.

I can demonstrate how to make references to and acknowledge sources I have used from the internet.



Food: Celebrating culture and seasonality

Healthy flatbread pizza



Possible techniques that children could use



Mixing to combine ingredients if making savoury muffins or scones



Rubbing in to mix fat and flour if making a yeast based product



Kneading a bread dough

Sensory evaluation

When carrying out sensory evaluations of products and/or separate ingredients, begin with a whole class activity then use group work to develop ideas.

Example of a recording table:

Type of cultural/seasonal food product	Appearance	Smell	Texture	Taste
Savoury scone	Golden/rough	Fresh/baked	Crumbly	Cheesy

Designing

- Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.
- Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
- Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

Making

- Write a step-by-step recipe, including a list of ingredients, equipment and utensils
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make, decorate and present the food product appropriately for the intended user and purpose.

Evaluating

- Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
 - Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
 - Understand how key chefs have influenced eating habits to promote varied and healthy diets.
- #### Technical knowledge and understanding
- Know how to use utensils and equipment including heat sources to prepare and cook food.
 - Understand about seasonality in relation to food products and the source of different food products.
 - Know and use relevant technical and sensory vocabulary.



Daily Routine

Les Routines Quotidiennes/ Daily Routines	
Le matin	In the morning
Je me lève	I get up
Je me douche	I take a shower
Je m'habille	I get dressed
Je prends le petit déjeuner	I have breakfast
Je me brosse les dents	I clean my teeth
Je vais à l'école	I go to school
Je mange	I eat
Le soir	In the evening
Je rentre à la maison	I go back home
Je regarde la télé	I watch the telly
Je fais mes devoirs	I do my homework
Je dîne avec ma famille	I have dinner with my family
Je me couche	I go to bed

French Year 6, Autumn 2 Daily Routine

Key Questions

A quelle heure tu te lèves? - Je me lève à...	What time do you get up? - I get up at ...
A quelle heure tu vas à l'école? - Je vais à l'école à...	What time do you go to school? - I go to school at ...
A quelle heure tu manges? - Je mange à...	What time do you have lunch? - I have lunch at ...
A quelle heure tu dînes? - Je dîne à...	What time do have dinner? - I have dinner at ...
A quelle heure tu te couches? - Je me couche à...	What time do you go to bed? - I go to bed at ...

School Improvement
Liverpool Limited



L'Heure/ Time	
à/ A	at ...
Il est... heure[s]	... o'clock
... et quart	a quarter past
... et demi[e]	half past
... moins le quart	a quarter to ...

KEY SOUNDS	
in	un [sounds like 'one' in French]
an	ohn
en	ohn
oi	wah



Je me lève à six heures et demie



Je prends le petit déjeuner à sept heures



Je vais à l'école à huit heures et demie



Je mange à midi et demi



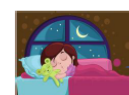
Je regarde la télé à quatre heures



Je fais mes devoirs à cinq heures



Je dîne avec ma famille à six heures et demie



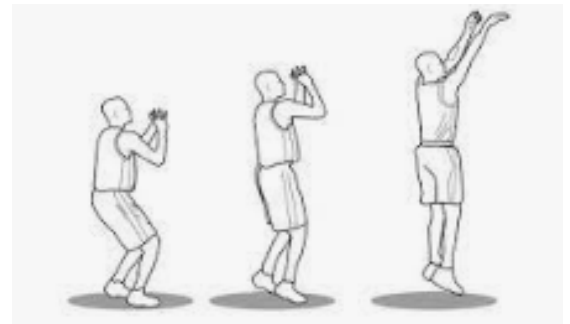
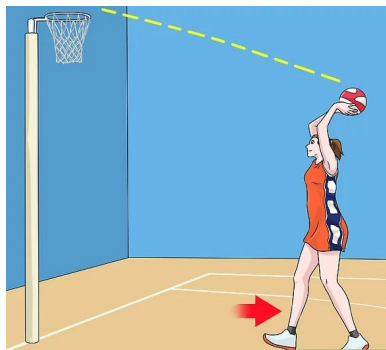
Je me couche à neuf heures



Throwing and Catching Games

Sports covered: Target / Netball / Basketball

- Use different techniques for passing, controlling, dribbling and shooting the ball in games;
- Apply basic principles of team play to keep possession of the ball;
- use marking, tackling and/or interception to improve their defence;
- Play effectively as part of a team; Know what position they are playing in and how to contribute when attacking and defending;
- Recognise their own and others' strengths and weaknesses in games;
- Suggest ideas that will improve performance
- Be able to describe an attacking position and a defending position within a game situation;
- Know and understand positions that help attacking and defending positions within a game;
- Understand the importance of warming up and cooling down;



Was this overview helpful?



Works Cited:

<https://whiterosemaths.com/>

<https://literacycounts.co.uk/>

<https://www.reachtraining.org/>

<https://www.activelearnprimary.co.uk/>

<https://charanga.com/>

<https://www.risingstars-uk.com/>

<https://www.jigsawpshe.com/>