



# Year 6 Curriculum Map Autumn 1, 2021

This term's value is: **Community**

In our learning we will be exploring the 'big idea' of: **Identity and diversity**

## Key Information

PE:

**Shonibare:** Thursday and Friday

**Banksy:** Thursday and Friday

## Maths:

Place Value: Read, write, order and compare numbers to 1 million and beyond

Addition and Subtraction: add and subtract using formal written method and a range of mental strategies up to 3 decimal places.

We will be working on:

- all formal written calculations
- times tables at speed and by heart up to 12 x 12
- efficient mental calculation strategies

**Please see the Calculation Policy on the school's website for clarification on methods.**

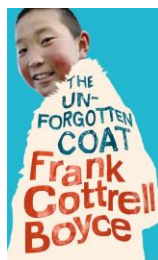
## Help at home:

Times tables Rock Stars – 1 garage game daily

Mathletics – approx. **5 activities weekly**



## English – The Unforgotten Coat – Frank Cottrell Boyce



Children will write extended narratives and diary entries. They will also have opportunities to write non-chronological reports, following research about Mongolia. Key skills will include punctuation for clarity and writing from alternate points of view.

**Help at home** ....Read other novels by the author Frank Cottrell Boyce. What do you think about the author's writing style? Which book do you prefer?

## PSHE:

We are continuing with our new PSHE scheme called Jigsaw. We will be focusing on "Being Me In My World". We will focus on rights and responsibilities, our hopes and worries about the year ahead and goal-setting. We will be discussing what it means to be a member of our community.

## Help at home:

Please encourage positive conversations about differences between people within our school and local community.

## YEAR 6 PROJECT

### Migration

**Using The Unforgotten Coat by Frank Cottrell Boyce, we will explore migration. Children will become story tellers, creating a story based on The Un-forgotten Coat**

**We will look at some of the reasons people migrate, and the positive contributions that migrants have made on the UK.**

**Our learning about Eurasia and the Windrush will feed into our exploration of immigration and British history.**

## History: Windrush

We will be looking at the migration of the Empire Windrush ship's arrival from the Caribbean - the historical events that led up to people making the journey, what happened when they arrived and the contributions to Britain and society from the people who migrated.

## Help at home:

Research recent news articles on the Windrush generation.

## Geography:

To support our work in English we will be exploring and learning more about Mongolia.

- Locate countries linked to the text using maps, focusing on environmental regions, key physical and human characteristics, countries and major cities.
- Geographical similarities and differences of human and physical geography of Mongolia and the UK
- Use maps, atlases and globes
- Use the 8 points of a compass for 6 figure grid references, symbols and keys to build knowledge of the UK and wider world.

## Help at home:

Locate and identify countries of origin within your family on a globe or map. Spend some looking for key mountain ranges and rivers across the world.

**Help at home-** these are ideas you can do with your child at home. It would be fantastic for children to bring any home learning into school to share with the class. Home learning will be sent separately.