

Curriculum Overview for Year 6

<p>Spoken Language</p> <ul style="list-style-type: none"> Listen and respond appropriately Give well-structured explanations Consider and evaluate different viewpoints Select and use the appropriate register Articulate and justify answers, arguments and opinions <p>Reading</p> <ul style="list-style-type: none"> Apply knowledge of morphology and etymology when reading new words (root words, prefixes and suffixes) Read and discuss a broad range of genres and text types Recommend books they have read given reasons for their choices Identify and discuss themes Make comparisons within and across books Learn poetry by heart Prepare poems and plays to perform making meaning clear to audience Understand what they have read through discussion and questions Draw inferences on characters feelings, thoughts and motives <p>Skills</p> <ul style="list-style-type: none"> Extend their understanding of the number system and place value to include larger numbers Develop connections between x and $/$ with fractions, decimals, percentages and ratio Develop their ability to solve a wider range of problems <p>Content</p> <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10000000 and determine the value of each digit Round any whole number to a required degree of accuracy Use negative numbers in context and calculate intervals across 0 Solve number and practical problems that involve all of the above X multi-digit numbers up to 4 digits by 2 digits using formal written method Divide numbers up to 4 digits by 2 digits using formal written method Identify common factors, multiples and prime numbers 	<p>English</p> <ul style="list-style-type: none"> Justify inferences with evidence Make predictions using text to explain thoughts Summarise main ideas from an extract Identify how language, structure and presentation contribute to the meaning Discuss and evaluate authors' use of language Retrieve and present information from non-fiction texts Participate in discussions and challenge ideas given courteously <p>Writing</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Plan their writing by identifying audience and purpose Note and develop ideas Develop character, setting and atmosphere in narrative Use a wide range of devices to build cohesion between paragraphs <p>Punctuation & Grammar</p> <ul style="list-style-type: none"> Use expanded noun phrases Use modal verbs and adverbs to indicate degrees of possibility Use relative clauses (who, which, where, when, whose) Use commas for clarity Use brackets, dashes or commas to indicate parenthesis Use a colon to introduce a list Punctuate bullet points consistently <p>Spelling</p> <ul style="list-style-type: none"> Spell words with silent letters Use a thesaurus 	<p>Art & Design</p> <p>Skills</p> <ul style="list-style-type: none"> Explore ideas to create their work Evaluate and analyse creative work Use appropriate artistic vocabulary Increase their control within artistic techniques <p>Content</p> <ul style="list-style-type: none"> Use sketchbooks to collect, record and evaluate their ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects & designers Collage, textiles & printing 	<p>Computing</p> <p>Skills</p> <ul style="list-style-type: none"> Design & write programs to solve problems Use sequences, repetition, inputs, variables and outputs in programs Detect and correct errors in programs Use internet safely and appropriately – know a range of ways to report any concerns Understand uses of networks for collaboration and communication Be discerning in evaluating digital content <p>Content</p> <ul style="list-style-type: none"> Use IT to control a number of events for an external device – using sensors Create a poster using photo editing software Use complex searches on the internet and contribute to discussions online - conduct video chats Create a multimedia presentation using images and film
<p>Mathematics</p> <ul style="list-style-type: none"> Solve problems using all 4 operations Use estimation and inverse to check Use common factors to simplify fractions Compare and order fractions Add and subtract fractions with different denominators Multiply simple pairs of fractions, simplifying answer Divide proper fractions by whole number Identify the value of each digit to 3dp X and / numbers by 10, 100 and 1000 Multiply decimals to 2dp by single digit Solve problems which require answers to be rounded Recall and use equivalences between fractions, decimals and percentages Understand and solve problems using ratio and proportion Express missing number problems algebraically Use simple formulae expressed in words 	<p>Mathematics</p> <ul style="list-style-type: none"> Generate and describe linear number sequences Solve problems involving converting units of measure Use, read, write and convert between standard units of measure using notation up to 3dp Convert between miles and km Recognise that shapes can have same areas but different perimeters and vice versa Recognise formulae for area and perimeter Calculate, estimate and compare volume Draw 2D shapes using dimensions and angles Recognise, describe and build 3D shapes Circle geometry Recognise angles around a point, straight line and in a triangle Use coordinates in all 4 quadrants Draw and translate simple shapes and reflect Calculate and interpret mean as average 	<p>Design & Technology</p> <p>Skills</p> <ul style="list-style-type: none"> Use research & criteria to develop products aimed at spec grps Use cross section diagrams & computer aided design to plans Evaluate existing products and improve own work Select from and use a wider range of tools and equipment <p>Content</p> <ul style="list-style-type: none"> Cut, shape, join and finish with accuracy and precision Understand and use mechanical systems – gears, levers, pulleys, cams and linkages Understand and use electrical systems – series circuits using switches, bulbs, buzzers and motors Work in a range of environments such as home, school, leisure, culture, enterprise, industry & wider environment Understand seasonality; prepare and cook savoury dishes 	<p>Geography</p> <p>Skills</p> <ul style="list-style-type: none"> Extend their knowledge about the world, UK and their locality Develop their use of tools and skills to enhance their knowledge Use maps, globes, atlases and digital computer mapping to locate countries and describe features Use 8 compass points and 4-6 grid references confidently <p>Content</p> <ul style="list-style-type: none"> Climate zones, biomes, vegetation belts Importance of water - Oceans, seas, lakes and rivers – Water Cycle Study of at least two contrasting areas – one inside Europe, one outside Europe and UK
<p>Science</p> <p>Light</p> <ul style="list-style-type: none"> Explain how we see things – light travels in straight lines Use understanding to explain the shapes of shadows <p>Living things and their habitats</p> <ul style="list-style-type: none"> Classify living things: plants, animals and micro-organisms - explain <p>Animals, including humans</p> <ul style="list-style-type: none"> Identify and name parts of circulation system Explain function of heart, blood and blood vessels Recognise the impact of exercise, drugs and lifestyle on the body <p>Electricity</p> <ul style="list-style-type: none"> Investigate circuits, draw circuits & explain how components work <p>Evolution & Inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time & use of fossils Recognise that living things produce offspring (not identical) Explain how animals and plants adapt to their environment & evolve <p>Working Scientifically</p> <ul style="list-style-type: none"> Ask questions, make predictions, design more complex enquiries Observe & measure accurately, taking repeat readings if needed Report and present findings, making causal explanations 	<p>History</p> <p>Skills:</p> <ul style="list-style-type: none"> Develop a chronological knowledge and understanding of British, local and world history Be able to note connections, contrasts and trends over time Devise historical questions about change, cause, similarities, differences and significance Construct informed responses that involve relevant information Understand the different sources that we can use to find out about the past <p>Content</p> <ul style="list-style-type: none"> Mayan Civilisation The Vikings 	<p>Modern Languages</p> <p>Skills</p> <ul style="list-style-type: none"> Listen and engage Engage in conversations, expressing opinions Speak in simple language and be understood Develop appropriate pronunciation Present ideas and information orally Show understanding in simple reading Adapt known language to create new ideas Write phrases from memory – express ideas clearly Describe people, places and things – orally & written Understand basic grammar <p>Content</p> <ul style="list-style-type: none"> Les portraits/Les cadeaux/Le carnaval des animaux/Au café/Tour de France/Destinations 	<p>Music</p> <p>Skills</p> <ul style="list-style-type: none"> Perform with expression & control in solo & ensembles Improvise & compose using dimensions of music Listen to detail and recall aurally Use and understand basics of staff notation Develop understanding of history of music & composers <p>Content – Charanga</p> <ul style="list-style-type: none"> Levin' on a Prayer – rock – analysing performance Benjamin Britten – New Year Carol – Christmas Classroom Jazz 2 – history of music Fresh Prince of Bel Air – composition Make you feel my love – Pop ballads Reflect, rewind and replay – consolidation of all skills
		<p>Physical Education</p> <p>Skills</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Content</p> <ul style="list-style-type: none"> Games – Rugby, Rounders, Net/Wall Games – core task 2 OAA (orienteeing) Dance – linked to themes Gymnastics (HRF) & Athletics Cross Country 	<p>Religious Education</p> <p>Gloucestershire Agreed Syllabus – Units</p> <ul style="list-style-type: none"> Creation and Science: conflicting or complementary? Why do some people believe in God and some people not? (C & NR) Why do Hindus want to be good? What do Christians believe Jesus did to 'save' people? For Christians, what kind of king is Jesus? How does faith help people when life gets hard?

