

# Year 6 Curriculum Overview

## AUTUMN TERM: ARTS AND HUMANITIES

### ENGLISH

#### Reading

Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across texts. Learn poetry by heart. Discuss understanding and explore the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Describe the conventions of different types of writing.

#### Writing

Write legibly, fluently and with increasing speed. Choose the writing implement that is best suited for a task. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models. Note and develop initial ideas, drawing on reading and research. Consider how authors have developed characters and settings in narratives. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere in narrative. Integrate dialogue to convey character and advance the action. Precise longer passages. Use a wide range of devices to build cohesion within and across paragraphs and whole texts. Use further organisational devices to structure text and to guide the reader. Evaluate and edit by assessing the effectiveness of own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent, correct use of tense throughout a piece of writing. Distinguish between the language of speech and writing, choosing the appropriate register. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

#### Grammar and Punctuation

Use and understand the grammatical terminology linked to noun classes. Use and understand the grammatical terminology linked to sentence types. Use and understand the grammatical terminology linked to sentence construction: subject, object, verb and article. Understand the difference between a phrase and a clause and how they are used. Use conjunctions to link ideas between phrases, clauses, sentences and paragraphs. Identify and use main clauses and subordinate clauses. Use inverted commas, and other necessary punctuation, to punctuate direct speech.

#### Spelling

Review key spelling patterns and conventions introduced in Year 5. Spell a range of words from the statutory Y5/6 list. Use the 'i' before 'e' except after 'c' rule to remember spellings containing 'ie' or 'ei'. Spell further words containing the 'ei' grapheme. Spell a range of words from the statutory Y5/6 list using alliteration as a key strategy. Add suffixes to words ending in -fer. Know when and how to use a hyphen. Spell a range of words from the statutory Y5/6 list using syllabicity as a key strategy. Spell words where the /g/ sound is made by the letters -gue and the /k/ sound is made by the letters -que. Spell words containing the digraph 'ch'.

#### Editing

Proof-read for punctuation errors. Proof-read for spelling errors, checking for incorrect homophones and using a dictionary to find the spelling of ambitious vocabulary. Evaluate and edit by rewriting sentences that are incomplete or do not make sense. Evaluate and edit by organising and regrouping sentences into logical, coherent paragraphs.

#### Handwriting

Consistently write legibly and fluently at speed.

### ART AND DESIGN

#### Japanese Art

Draw from a variety of sources. · Develop an awareness of composition in drawings and paintings. · Select a style of drawing suitable for the work · Create printing blocks by simplifying an initial sketch book idea · Use a press printing method with a range of materials, using tools safely. · Create prints with up to three overlays. · Print onto different materials and surfaces, including fabric · Work into prints with a range of media · Apply some decoration using needle and thread e.g. buttons, sequins · Use a number of different stitches creatively to produce different patterns. · Give details (including own sketches) about the style of some notable artists, showing understanding of their cultural and historical significance. · Comment on artworks with a fluent grasp of visual language.

### MUSIC

#### Dynamics, pitch and texture

(Fingal's Cave by Mendelssohn)

Represent waves through music, using dynamics, texture and pitch to create a group composition.

### SPANISH

#### Phonetics

Accurately pronounce these phonic sounds in Spanish: b, v, cc, qu, z.

#### School

Repeat and recognise the vocabulary for school subjects and use the correct definite article · Give and justify an opinion by saying what subjects they like and dislike at school · Tell the time in Spanish · Create a Spanish timetable for school · Use the first person singular of the verb 'to study' and 'to go' · Continue to develop an understanding of adjectival agreement · Present orally with increasing confidence and clarity.

### GEOGRAPHY

How do volcanoes affect the lives of people on Heimaey?

Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day · Identify, describe, compare and contrast the countries of Europe · Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Heimaey in particular · Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region · Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Heimaey · Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution · Understand how and why the environment of Heimaey has changed over time and reach conclusions and make judgements about the positive and negative



# Year 6 Curriculum Overview

## AUTUMN TERM: STEM

### COMPUTING

#### Programming a Game

(Specialist Teacher)

Use the application Scratch to create an interactive, playable game using conditionals, variables, and operators.

#### Creating Formula in Excel

Organise data and make calculations using the application Microsoft Excel.

#### E-Safety: Time Online

Understand how spending too much time online can be detrimental to health. Understand that it's important to have a healthy balance in life.

### DESIGN AND TECHNOLOGY

#### Electrical Systems: Steady Hand Games

Design a steady hand game, naming the components required. Draw a design from different perspectives. Generate ideas through sketching and discussion. Model ideas through prototypes. Understand what is meant by 'fit for purpose' and 'form over function'. Construct a stable base. Accurately cut, fold and assemble a net. Decorate to give a high-quality finish. Make and test a circuit.

### MATHEMATICS

#### Number and Place Value: Numbers to 10 Million

Write increasingly large numbers in numerals and words. Recognise the value of digits in numbers up to 10 million. Compare such numbers using place value. Create number combinations using a fixed number of digits. Round to the nearest million, hundred thousand and ten thousand. Round to the nearest appropriate number. Determine when rounding is appropriate.

#### Calculations: Four Operations on Whole Numbers

Use the order of operations to solve expressions involving the four operations. Multiply numbers by multiples of 10. Multiply 3- and 4-digit numbers by 2-digit numbers, and estimate likely products. Divide 4-digit numbers by 2-digit numbers. Use number bonds, long division and bar models to facilitate division by 2-digit numbers. Represent the remainder as part of a whole amount using decimals or fractions. Use the bar model to solve word problems involving multiplication and division. Find common multiples. Find the largest common factor of 3-digit numbers. Use prime numbers to create numbers. Explore prime numbers above 100.

#### Fractions, Decimals and Percentages: Fractions

Recognise equivalence in fractions. Simplify fractions using division and common factors. Compare and order fractions from smallest to largest by finding common denominators; using common factors. Add and subtract fractions with different denominators. Add and subtract mixed numbers, including fractions with different denominators. Multiply pairs of fractions and divide a fraction by a whole number. Divide fractions when the numerator and divisor are not easily divisible.

#### Fractions, Decimals and Percentages: Decimals

Read and write decimals to thousandths. Divide whole numbers by larger whole numbers. Calculate decimal fraction equivalents. Convert fractions into decimals. Multiply decimals by whole numbers using a variety of methods. Divide decimals, including where regrouping and renaming is required.

#### Measurement: Measurements

Convert common measurements into m, cm, and mm. Use knowledge of decimals and fractions to help convert units. Convert metres into km as units of measure. Convert units of mass from g to kg. Convert units of volume from ml to l. Convert units of time from min to h. Represent time using 24-hour notation.

### SCIENCE

#### Living things and their habitats

Describe how living things – including microorganisms, plants and animals – are classified into broad groups according to common observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics.

#### Physical processes: Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.

#### Working scientifically

Plan different kinds of fair experiments. Recognise why controlling variables is important and explain how I do this in my experiments. Take accurate measurements using scientific equipment. Record data using: labelled scientific diagrams; classification keys; tables; bar charts; line charts. Draw conclusions from results and describe causal relationships in results. Present findings in a written report with an introduction, conclusion and results.



# Year 6 Curriculum Overview

## AUTUMN TERM: PERSONAL DEVELOPMENT

### RE

#### KEY THEMES:

Family

Belonging

Love

#### TOPICS:

Loving (Domestic Church)

Hinduism (Other Faiths)

Vocation and Commitment (Baptism/Confirmation)

Judaism (Other Faiths)

Expectations (Advent/Christmas)

#### STANDARDS:

Show knowledge and understanding of a range of scripture passages.

Show knowledge and understanding of: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; what it means to belong to a church community; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Show understanding of, by making links between: beliefs and sources; beliefs and worship; beliefs and life.

Use religious vocabulary widely, accurately and appropriately. Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose. Show understanding of how own and other's decisions are informed by beliefs and moral values.

Use sources to support a point of view. Show understanding by expressing a point of view and give reasons for it. Arrive at judgements. Recognise and show understanding of difference, comparing and contrasting different points of view.

### PSHE/RSHE

#### Me and My Relationships

Demonstrate a collaborative approach to a task. Describe and implement the skills needed.

Explain what is meant by the terms 'negotiation' and 'compromise'. Suggest and demonstrate strategies for negotiating and compromising within a collaborative task.

Recognise some of the challenges that arise from friendships. Suggest strategies for dealing with these, demonstrating the need for respect and an assertive approach. List some assertive behaviours. Recognise peer influence and pressure. Demonstrate using some assertive behaviours to resist peer influence and pressure.

Recognise and empathise with patterns of behaviour in peer-group dynamics. Recognise basic emotional needs and understand that they change according to circumstance. Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Describe the consequences of reacting to others in a positive or negative way. Suggest ways that people can respond more positively to others.

Describe ways in which people show their commitment to each other. Know the ages at which a person can marry, depending on whether their parents agree. Understand that everyone has the right to be free to choose who and whether to marry.

Recognise that some types of physical contact can produce strong negative feelings. Know that some inappropriate touch is also illegal.

#### Valuing Difference

Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. Know that all people are unique but that we have far more in common with each other than what is different about us. Consider how a bystander can respond to someone being rude, offensive or bullying someone else.

Understand and explain the term 'prejudice'. Identify and describe the different groups that make up their school/wider community/other parts of the UK. Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

Explain the difference between a friend and an acquaintance. Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

Define what is meant by the term stereotype. Recognise how the media can sometimes reinforce gender stereotypes. Recognise that people fall into a wide range of what is seen as normal. Challenge stereotypical gender portrayals of people.

### PE

**Hockey:** Develop dribbling to beat a defender. Develop sending the ball using a push pass. Receive the ball with control. Move into space to support a teammate. Develop using an open stick (block) tackle and job tackle to gain possession of the ball.

**Gymnastics:** Develop the straddle, forward and backward roll. Develop counter balance and counter tension. Perform inverted movements with control. Perform the progressions of a headstand and a cartwheel. Use flight from hands to travel over apparatus. Create a group sequence using formations and apparatus.

**Tag Rugby:** Choose when to run and when to pass. Move into a space to support a teammate. Use defending skills to gain possession. Work as a defending unit to prevent attackers from scoring. Use a variety of attacking skills to beat a defender. Apply rules, skills and tactics learnt to play in a tag rugby tournament.

**Handball:** Use a variety of passes to maintain possession under pressure. Select the appropriate skill to create space, move towards a goal and away from defenders. Select and apply the appropriate skill to score goals. Use defending skills to prevent an opponent from scoring. Apply rules, skills and principles to play in a tournament.



# Year 6 Curriculum Overview

## SPRING TERM: ARTS AND HUMANITIES

### ENGLISH

#### Reading

Retrieve, record and present information from non-fiction. Identify and discuss themes and conventions in and across a wide range of writing. Check that the book makes sense, discussing understanding and exploring the meaning of words in context. Identify how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion. Explain and discuss understanding of what has been read, including through formal presentations and debates.

#### Writing

Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models. Note and develop initial ideas, drawing on reading and research. Consider how authors have developed characters and settings in narratives. Draft and write by selecting appropriate grammar and vocabulary. Describe settings, characters and atmosphere in narrative. Integrate dialogue to convey character and advance the action. Use a wide range of devices to build cohesion. Use further organisational devices to structure text and to guide the reader. Evaluate and edit by assessing the effectiveness of own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent, correct use of tense throughout a piece of writing. Distinguish between the language of speech and writing, choosing the appropriate register. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

#### Grammar and Punctuation

Understand that a singular subject takes a singular verb and a plural subject takes a plural verb. Identify and use adverbs, adverbials and fronted adverbials which link ideas across paragraphs. Identify what tense is being specified by the verb form. Choose and use the correct verb tense consistently. Know and explain the meaning of the terminology 'active' and 'passive'. Use the passive to affect the presentation of information in a sentence. Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Use semi-colons within lists and to mark the boundary between independent clauses.

#### Spelling

Spell a range of words from the statutory Y5/6 list. Revise how to spell words containing -sure and -ture endings. Use the digraph 'ou' to spell the /u/ sound. Review the role and use of suffixes. Spell words ending in -tion, -sion, -sion and -cian, and know which ending to use. Spell words ending in -cial, -tial, -cious and -tious, and know which ending to use. Spell words ending in -able, -ably, -ible and -ibly, and know which ending to use. Spell words ending in -ant, -ance, -ancy, -ent, -ence and -ency, and know which ending to use. Revise how to spell a range of words from the statutory Y3/4 list.

#### Editing

Edit by proposing changes to vocabulary. Edit by extending sentences with additional phrases and clauses. Edit by restructuring multi-clause sentences to avoid repetition.

#### Handwriting

Independently choose the writing implement that is best suited for a task and adapt handwriting for a range of tasks and purposes.

### ART AND DESIGN

#### Birds

Use different techniques and grades of pencil for different purposes i.e. shading, hatching, and blending within their own work. Work in a sustained and independent way to create a detailed drawing with increasing control. Identify and use harmonious colours and neutrals. Mix and match colours to create atmosphere. Develop a painting from a drawing, combining line and colour. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Work on a range of scales, selecting appropriate implements for the task. Work on top of paintings using drawing or collage. Use a relief printing method. Develop a personal style of painting, drawing upon ideas from other artists. Collect information, inspiration and resources and present ideas imaginatively in sketchbooks. Comment on artworks with a fluent grasp of visual language.

### MUSIC

#### Film music

Explore and appraise film music. Use graphic scores to interpret film music before composing a soundtrack play alongside film clips.

### SPANISH

#### Healthy Lifestyle

Recognise and recall ten nouns and their articles for healthy and unhealthy food and drinks. Describe, in Spanish, what to eat, drink and do in order to have a healthy lifestyle. Use the first person conjugations of the verbs comer (to eat) and beber (to drink). Use positive and negative sentence structures. Consolidate pronunciation of the sounds b, v and qu.

### HISTORY

How did a pile of dragon bones help to solve an Ancient Chinese mystery?

Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899. Explain the significance of oracle bones to Shang rulers and reach a judgment regarding how they might have been used, justifying their decision. Identify, describe and compare and contrast the lives of people in different sections of Shang society and explain why our understanding of the Shang people as a whole is a very limited one. Recognise, describe and justify the qualities they feel are required in a great ruler and compare and contrast these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty. Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of graverobbers.

Why did the ancient Maya change the way they live?

Identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like. Identify, describe and provide reasons to explain the occupations of modern Maya people. Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose. Understand the purpose of the ancient Maya city of Chichen Itza. Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts - including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments. Explain the social and religious importance of the Maya ball game pok-a-tok. Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities.



# Year 6 Curriculum Overview

## SPRING TERM: STEM

### COMPUTING

Edublocks - Introduction to Python

Explain how block-based programming compares to written code.

(Pupils will be introduced to Python as a text-based method of programming.)

Creating a Podcast

Produce a podcast based on an aspect of school life.

E-Safety: Privacy Settings

Understand the importance of keeping private information safe · Understand what social media is and why it is used.

### DESIGN AND TECHNOLOGY

Mechanisms: Automata Toys

Experiment with a range of cams, creating a design based on a choice of cam to create a desired movement · Understand how linkages can change the direction of a force · Make things move at the same time · Draw cross-sectional diagrams to show the inner workings of a design · Measure, mark and check the accuracy of pieces required · Measure, mark and cut components accurately · Assemble components to make a stable frame · Select appropriate materials · Evaluate the work of others and receive feedback on own work · Apply points of improvement to toys · Describe changes to be made if the project were repeated.

### SCIENCE

Evolution and Inheritance

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago · Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents · Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Working scientifically

Record data using bar charts · Present findings in a written report with an introduction, conclusion and results · Present findings in an oral presentation · Identify scientific evidence that has been used to support or refute ideas or arguments.

### MATHEMATICS

Word Problems

Use bar models to solve word problems involving the 4 operations · Use the bar model heuristic to solve complex word problems involving time · Create and solve word problems that apply the bar model heuristic and working backwards as the main strategies.

Fractions, Decimals and Percentages: Percentage

Find the percentage of a whole number using division and multiplication · Use bar modelling as a pictorial approach to calculating percentage · Find the percentage change in an amount over time · Calculate the percentage change where the number gives rise to a decimal · Use percentage, bar models and fractions to compare amounts.

Ratio and Proportion: Ratio

Compare numbers using ratio · Solve word problems involving ratio.

Algebra: Algebra

Determine a pattern using concrete materials and pictorial representation · Use a table to identify a repeating pattern · Express a rule using a letter or a symbol · Express the relationship between consecutive numbers in terms of a symbol or a letter · Express unknown numbers in terms of a letter or a symbol, including using a number before a letter for multiplication · Write algebraic expressions using each of the four operations · Use examples to identify rules · Evaluate algebraic expressions including the use of inverse operations · Recognise patterns · Write and evaluate algebraic expressions with two steps · Write and use formulae · Use formulae to solve problems · Replace a letter/variable with a number then solve the equation · Use inverse operations to solve equations · Use equations to find unknown values.

Measurement: Area and Perimeter

Find the area and perimeter of rectangles · Calculate perimeter using the known area and vice versa · Find and calculate the area of a parallelogram · Use concrete materials and prior understanding of area to construct a formula for the area · Use prior knowledge of area to determine and solve the area of a triangle · Use and apply the formula for the area of a rectangle to solve problems involving triangles · Calculate the area of a triangle in multiple ways.

Geometry—Properties and Shapes

Investigate vertically opposite angles · Investigate angles in triangles · Investigate angles in quadrilaterals · Solve problems involving angles in triangles and quadrilaterals

Geometry—Position and Movement

Show Negative Numbers · Describe Position · Draw Polygons on a coordinate grid · Describe translations.



# Year 6 Curriculum Overview

## SPRING TERM: PERSONAL DEVELOPMENT

### RE

#### KEY THEMES:

Community  
Relating  
Giving

#### TOPICS:

Sources (Local Church)  
Unity (Eucharist)  
Death and New Life (Lent/Easter)

#### STANDARDS:

Show knowledge and understanding of a range of scripture passages.

Show knowledge and understanding of: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; what it means to belong to a church community; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Show understanding of, by making links between: beliefs and sources; beliefs and worship; beliefs and life.

Use religious vocabulary widely, accurately and appropriately. Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose. Show understanding of how own and other's decisions are informed by beliefs and moral values.

Use sources to support a point of view. Show understanding by expressing a point of view and give reasons for it. Arrive at judgements. Recognise and show understanding of difference, comparing and contrasting different points of view.

### PSHE/RSHE

#### Rights and Responsibilities

Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. Describe the language and techniques that make up a biased report. Analyse a report and extract the facts from it.

Know the legal age (and reason behind these) for having a social media account. Understand why people don't tell the truth and often post only the good bits about themselves online. Recognise that people's lives are much more balanced in real life, with positives and negatives.

Understand British democracy. Recognise reasons for rules and laws. Understand the consequences of not adhering to rules and laws.

#### Being My Best

Explain what the five ways to wellbeing are. Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.

Identify aspirational goals. Describe the actions needed to set and achieve these.

Present information they researched on a health and wellbeing issues, outlining the key issues and making suggestions for any improvements concerning those issues.

Recognise what risk is. Identify risk factors in a given situation. Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. Explain how a risk can be reduced. Understand risks related to growing up and explain the need to be aware of these. Assess a risk to help keep themselves safe.

### PE

**Dance:** Copy and repeat a set dance phrase showing confidence in movements. Work collaboratively with a partner to explore and develop the dance idea. Use changes in level and speed when choreographing. Copy and create actions using a prop as a dance stimulus. Use choreographing devices to improve how the performance looks. Select actions and dynamics to convey different characters. Choreograph a dance that shows contrasting characters and communicate a story through dance.

**Netball:** Develop passing and moving. Use the attacking principle of creating and using space. Change direction and lose a defender. Defend ball side and know when to go for interceptions. Develop the shooting action. Change direction to get free from a defender and receive a pass. Learn the positions of 5-a-side netball.

**Tennis:** Develop the forehand groundstroke. Return the ball using a backhand groundstroke. Develop the volley and understand when to use it. Develop accuracy of the underarm serve. Learn to use the official scoring system. Work co-operatively with a partner and employ tactics to outwit an opponent.

**Drumba (Performance vs. Performance):** Demonstrate with confidence good musical and physical technique. Recall and retrieve rudimental drills. Sustain physical activity. Demonstrate and describe a wide range of musical and physical practices. Explain the benefits of physical activity and how to stay motivated over time.



# Year 6 Curriculum Overview

## SUMMER TERM: ARTS AND HUMANITIES

### ENGLISH

#### Reading

Make comparisons within and across books. Identify and discuss themes and conventions across a wider range of writing. Know and use the technical and other terms needed for discussing what is heard and read, such as metaphor, simile, analogy, imagery, style and effect. Learn a wider range of poetry by heart. Retrieve, record and present information from non-fiction. Explain and discuss understanding of what has been read, including through formal presentations and debates, maintain a focus on the topic and using notes where necessary. Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader.

#### Writing

Write legibly, fluently and with increasing speed. Choose the writing implement that is best suited for a task. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models. Note and develop initial ideas, drawing on reading and research. Consider how authors have developed characters and settings in narratives. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere in narrative. Integrate dialogue to convey character and advance the action. Precise longer passages. Use a wide range of devices to build cohesion within and across paragraphs and whole texts. Use further organisational devices to structure text and to guide the reader. Evaluate and edit by assessing the effectiveness of own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent, correct use of tense throughout a piece of writing. Distinguish between the language of speech and writing, choosing the appropriate register. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

#### Grammar and Punctuation

Use the colon to introduce a list and to link two sentences. Understand how to use the subjunctive forms in some very formal writing and speech. Use ellipsis to show where a word or a phrase is missing from writing but the context means the writing can still be understood. Use bullet points as punctuation to list information and as a layout device to structure text. Understand the effect of using a double negative in a sentence. Recognise when it is appropriate to use a double negative and when it is not.

#### Spelling

Spell words containing the -ough letter string. Review the spelling of homophones and words that are often confused. Review the spelling of homophones and words that are often confused, including verbs ending in -se and nouns ending in -ce. Revise how to use the apostrophe for contraction and for possession. Identify the origins of a range of words and how this knowledge can support spelling. Identify words within the same family. Spell words where the /ay/ sound is made using 'ei', 'eigh', 'ey', 'ea' or 'aigh'. Spell words where the /s/ sound is spelled 'sc'. Recognise differences between American and British spelling, and know how to choose the British spelling. Identify differences in spelling in mobile communication, and know the correct spelling of commonly misspelt words.

#### Editing

Edit by removing or replacing weaker or repetitive sentences. Edit and revise by ensuring the consistent and correct use of tense. Edit by building cohesion within and across paragraphs.

#### Handwriting

Consolidation of Autumn and Spring objectives

### ART AND DESIGN

#### War Art

Develop further awareness of composition, scale and proportion. Use appropriate proportion when drawing figures and portraits. Work in a sustained and independent way to create a detailed drawing with increasing control using a range of materials. Shape, form, model and construct from observation or imagination, using appropriate proportion. Use frameworks such as wire or moulds to provide stability and form. Give details (including own sketches) about the style of some notable artists, showing understanding of their cultural and historical significance. Comment on artworks with a fluent grasp of visual language. Develop and extend ideas from a selection of starting points.

### MUSIC

#### Songs of World War 2

Develop pitch and control. Learn how to identify pitches and notate a melody using pitches.

### SPANISH

#### Weekend

Ask what the time is in Spanish. Tell the time accurately in Spanish. Learn how to say what they do at the weekend in Spanish. Use connectives to create extended and more sophisticated sentences. Present an account of what they do and at what time at the weekend. Formulate a range of opinions and justifications.

### GEOGRAPHY

#### Why is Fair Trade fair?

Explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it. Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading. Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China. Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world. Explain what Fairtrade is; compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate the benefits to be gained from Fairtrade certification.



# Year 6 Curriculum Overview

## SUMMER TERM: STEM

### COMPUTING

#### HTML

Design a multi-page informational website, considering the layout, user experience and key features including home page, links and images.

#### Social Media and Being Safe Online

Describe the purpose of social media, different aspects of social media and how to use it safely.

#### E-Safety: P.C. Tattler

Identify cyberbullying and understand its consequences.

### MATHEMATICS

#### Statistics: Graphs and Averages

Understand averages · Calculate the mean · Solve problems involving the mean · Show information on graphs · Read pie charts · Read line graphs.

#### Number and Place Value: Negative Numbers

Add and subtract negative numbers · Use negative numbers.

#### Measurement: Volume

Find the volume of cubes and cuboids using concrete materials · Determine the formula for the volume of cubes and cuboids and apply it to calculate the volume of shapes · Estimate the volume of objects and spaces · Calculate the volume of boxes using the formula for volume of cubes and cuboids · Expose common misconceptions in volume through a 3-box arrangement · Solve word problems involving the volume of cubes and cuboids.

#### Geometry—Properties and Shapes: Geometry

Name parts of a circle · Solve problems involving angles in a circle · Draw quadrilaterals · Draw triangles · Draw nets of three-dimensional shapes.

#### Geometry—Position and Direction: Position and Movement

Describe reflections · Describe movements · Use algebra to describe position · Use algebra to describe movements.

#### Statistics: Graphs and Averages

Convert miles into kilometres · Read further line graphs.

### DESIGN AND TECHNOLOGY

#### Textiles: Waistcoats

Design a waistcoat according to specifications · Annotate designs to explain decisions · Use a template when cutting fabric · Use pins effectively to secure a template to fabric without creases or bulges · Mark and cut fabric accurately · Sew a strong running stitch by making small, neat stitches and following the edge · Tie strong knots · Decorate a waistcoat, attaching features using thread to applique · Finish a waistcoat with a secure fastening · Learn different decorative stitches · Reflect on work continually through the design, make and evaluate process.

### SCIENCE

#### Animals including humans

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood · Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function · Describe the ways in which nutrients and water are transported within animals, including humans.

#### Physical processes: Light

Recognise that light appears to travel in straight lines · Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye · Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes · Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

#### Working scientifically

Take accurate measurements using scientific equipment · Take repeated measurements when appropriate · Record data using labelled scientific diagrams and line charts · Draw conclusions from results and describe causal relationships in results · Present findings in a written report with an introduction, conclusion and results · Identify scientific evidence that has been used to support or refute ideas or arguments.





# Year 6 Curriculum Overview

## SUMMER TERM: PERSONAL DEVELOPMENT

### RE

#### KEY THEMES:

Serving  
Inter-relating  
World

#### TOPICS:

Witnesses (Pentecost)  
Healing (Reconciliation)  
Common Good (Universal Church)

#### STANDARDS:

Show knowledge and understanding of a range of scripture passages.

Show knowledge and understanding of: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; what it means to belong to a church community; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Show understanding of, by making links between: beliefs and sources; beliefs and worship; beliefs and life.

Use religious vocabulary widely, accurately and appropriately. Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose. Show understanding of how own and other's decisions are informed by beliefs and moral values.

Use sources to support a point of view. Show understanding by expressing a point of view and give reasons for it. Arrive at judgements. Recognise and show understanding of difference, comparing and contrasting different points of view.

### PSHE/RSHE

#### Keeping Myself Safe

Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face. Understand and describe the ease with which something posted online can spread. Identify strategies for keeping personal information safe online.

Describe safe behaviours when using communication technology. Know that it is illegal to create and share sexual images of children under 18 years old. Explore the risks of sharing photos and films of themselves with other people directly or online. Know how to keep their information private online.

Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.

Explain how drugs can be categorised into different groups depending on their medical and legal context. Demonstrate an understanding that drugs can have both medical and non-medical uses. Explain in simple terms some of the laws that control drugs in this country and why there are such laws.

Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these. Describe some of the effects and risks of drinking alcohol.

Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Explain how these emotional needs impact on people's behaviour. Suggest positive ways that people can get their emotional need met.

Understand and give examples of conflicting emotions. Understand and reflect on how independence and responsibility go together.

#### Growing and Changing

Taught through RSHE programme: 'Journey in Love'

### PE

**Dodgeball:** Develop throwing at a moving target. Use jumps, dodges and ducks to avoid being hit. Develop catching to get an opponent out. Select and apply tactics in the game. Develop officiating skills and referee a dodgeball game.

**Cricket:** Develop throwing accuracy and catching skills. Develop batting accuracy and directional batting. Develop catching skills (close/deep catching and wicket keeping). Develop overarm bowling technique and accuracy. Develop a variety of fielding techniques and to use them within a game. Develop long and short barriers and apply them to a game situation.

**Rounders:** Develop the bowling action and understand the role of the bowler. Develop batting technique. Make decisions about where and when to send the ball to stump a batter out. Develop a variety of fielding techniques and when to use them in a game. Develop long and short barriers in fielding and understand when to use them.

**Athletics:** Work collaboratively with a partner to set a steady pace. Develop own and others' sprinting technique. Develop power, control and technique for the triple jump and when throwing for distance. Develop throwing with force and accuracy for longer distances. Work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

