

Curriculum Overview For Year 6

ENGLISH			Art and Design	Computing
<p>Reading Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarising key points from texts Identify how language, structure, etc. contribute to meaning Discuss use of language, inc. figurative Discuss & explain reading, providing reasoned justifications for views</p>	<p>Writing Use knowledge of morphology & etymology in spelling Develop legible personal handwriting style Plan writing to suit audience & purpose; use models of writing Develop character & setting in narrative Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency</p>	<p>Grammar Use appropriate register/ style Use the passive voice for purpose Use features to convey & clarify meaning Use full punctuation Use language of subject/object</p> <p>Speaking & Listening Use questions to build knowledge Articulate arguments & opinions Use spoken language to speculate, hypothesise & explore Use appropriate register & language</p>	<p>Looking at war time propaganda; pop art and campaign poster design. How art work was used to promote healthy eating, rationing, war conscription. How colour and images of people were used. Pupils to evaluate the impact that the images had and create their own for a purpose eg to support healthy eating around school, good hand washing techniques etc. Use textiles to develop ideas; printing on fabric. Look at the work of Paul Klee – colour and texture. The beginning of the Bauhaus movement into art Deco. The work of Henry Moore and underground sketches, clay sculptures, people studies. Investigating art from a range of cultures; African, Caribbean artists and art. Leading to 'carnival' celebration of the arts. Pupils to explore a range of art processes developing from a range of starting points. Water colour painting techniques. Reggae music and the influence on art, painting on fabric, and the use of symbolic colours. Look at and discuss the work of Paul Gauguin.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

<p>By the end of Year 5 and 6 the children are expected to know how to spell:</p> <p>Accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise critic curiosity definite desperate determined develop dictionary disastrous embarrass environment equip equipped equipment especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate immediately individual interfere interrupt language leisure lighting marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>	<p>Design and Technology Food technology, rationing. Explore what the weekly ration was for a family of four and create, cook and try recipes/meals. . How nutritious were the meals that were eaten regularly? Plan and prepare a 'survival pack to take into an air-raid shelter overnight. Make a meal from a ration pack of ingredients eg carrot cake, Corned Beef Hash. Grow, nurture, sell – gardening project. Dig for Victory campaigns</p> <p>Investigate the puppetry used for the making of the stage show performance of War Horse. Create, design and make land yachts, boats. Develop skills with textiles by making costumes and masks for the carnival. Pupils to work collaboratively to design and make good quality products. What can you do with a banana? (muffins)</p> <p>Christmas and festival cards, enterprise work.</p>	<p>Geography Europe – children to identify the locality of countries involved in WWI and WWII ie UK, Germany, Russia, Poland, France. Identify such places as the Somme, Ypres, Flanders, Passchendaele and how landscapes and river crossings created battle ground areas eg Mons.</p> <p>Look at areas of the world in conflict today and identify closeness and impact on neighbouring countries. Look at how the landscape is altered by war/rebuilding of cities, re-landscaping areas.</p> <p>Human displacement and mobility. World maps, looking at landscapes and possibility of journeys/travelling from different places in the world eg by river, ship across oceans, flights; main airport destinations. Pupils to investigate the impact on population movements across the world and the impact of immigration and emigration, and why people move.</p>		
<p style="text-align: center;">MATHEMATICS</p> <table border="0"> <tr> <td data-bbox="179 989 515 1377"> <p>Number/Calculation Secure place value & rounding to 10,000,000, including negatives All written methods, including long division Use order of operations (not indices) Identify factors, multiples & primes Solve multi-step number problems Algebra Introduce simple use of unknowns Data</p> </td> <td data-bbox="515 989 806 1377"> <p>Geometry & Measures Confidently use a range of measures & conversions Calculate area of triangles / parallelograms Use area & volume formulas Classify shapes by properties Know and use angle rules</p> </td> <td data-bbox="806 989 1030 1377"> <p>Fractions, decimals & percentages Compare & simplify fractions Use equivalents to add fractions Multiply simple fractions Divide fractions by whole numbers Solve problems using decimals &</p> </td> </tr> </table>	<p>Number/Calculation Secure place value & rounding to 10,000,000, including negatives All written methods, including long division Use order of operations (not indices) Identify factors, multiples & primes Solve multi-step number problems Algebra Introduce simple use of unknowns Data</p>	<p>Geometry & Measures Confidently use a range of measures & conversions Calculate area of triangles / parallelograms Use area & volume formulas Classify shapes by properties Know and use angle rules</p>	<p>Fractions, decimals & percentages Compare & simplify fractions Use equivalents to add fractions Multiply simple fractions Divide fractions by whole numbers Solve problems using decimals &</p>	<p>Physical Education GYM Develop skills to be able to create and perform fluent sequences both on the floor and using apparatus. Include variations in level, speed and direction in their sequences. Consolidate existing skills and gain new ones. Create and perform controlled sequences individually, in pairs and small groups that show quality skills and children's advanced knowledge. Evaluate and improve performance by identification of effectiveness and improvements based on this information.</p> <p>DANCE Create and perform dances using a range of movement patterns, including those from different times, places and cultures and respond effectively to various music ranges. Teach - Dance to American music - Jazz / Blues.</p>
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<p>Use pie charts Calculate mean averages</p>	<p>Translate & reflect shapes, using all four quadrants</p> <p>percentages Use written division up to 2dp Ratio & proportion</p>	<p>To develop dance performances showing extended control, quality and expertise. To use their knowledge to evaluate effectiveness and improve on their own and others performances.</p> <p>Teach dance to West Indies music, Rio carnival, reggae. Perform a dance to children's own created music piece.</p> <p>GAMES Play competitive net, striking/fielding and invasion games. Use skills, tactics, and rules to develop games. Apply principles suitable for attacking and defending. Work with others to organise and keep the games going. Teach hockey, netball, football Consolidate previous skills and gain new ones allowing children to compete in competitive games. Teach rounder's, cricket, tennis. Use running, jumping and throwing skills singly and in combination to take part in and design challenges and competitions that call for precision, speed, power or stamina. Children to pace themselves in these challenges and competitions. Teach athletics using tennis balls, batons, small/large javelins, shot puts, hurdles, distance mats.</p>		
<p>Science Biology Classification, including micro-organisms Health & Lifestyles, incl. circulatory system Evolution & Adaptation</p> <p>Physics Light & Shadows; the eye Forces, including gravity Electricity: investigating circuits</p>	<p>History Study of Britain, WWI and since 1930 – WWII. The emphasis of study should be on how children were affected by wars; the impact of evacuation and changes in people lives as a consequence of wars. Compare to conflict today. Identify significant leaders at the time of war and how economies were altered eg the role of women before, during and after the wars. Movement of populations; compare the British Empire to populations today and 'political control' of one country over another eg the Commonwealth. Investigate the impact of population movements eg Impact of music, art, culture, food. Impact on communities; changes in diversity of communities.</p>	<p>Religious Education Explore some of the basic origins of this faith and how the Old Testament is shared by several faiths. Discuss where the Christian faith and Judaism are different. Discuss how people of this faith were badly treated during the wars in Europe – link to text and Anne Frank's Diary. Use dance, drama and music to explore children's values and ideas about what happened. Explore children's empathy with others. Discuss how such notions of 'ethnic cleansing' are still true of some war situations today, leading to civil war. What is the story of Creation/Adam and Eve/Moses? Why are they in more than one religion? What is the Torah and why is it important to Jews? How does Judaism differ from Christianity?</p>	<p>Music Pupils to listen to war time music and how this was used to motivate people as popular songs of the time. Investigate how music can be used to explore moods; compare jazz and blues. Pupils to be able to sing songs from these times in History and recognise some performers of the time. Pupils should be able to sing songs in parts, rounds and with an ostinato. Pupils to compose and perform a song to reflect moods in WW1.using written</p>	<p>MFL En ville Numbers 60 – 80 Identifying a city/town/village/hamlet Public places within a town Identifying different types of houses Giving and receiving basic directions left/right/straight on/near here/ over there Transport</p> <p>Je porte revision of colours identifying items of clothing voicing opinions of clothes asking for different items, clothing shopping (je voudrais)</p>

		<p>What does it mean to be Jewish? Trip to a Synagogue. Diversity of faith in communities both local and national. (Social dev) Compare and contrast the main faith groups of our school community; Christian, Roman Catholic, Sikh, Hindu and Muslim. Pupils to talk to other children – ask and answer questions regarding what their faith means to them. Pupils discuss the contributions made by different cultures and faiths to our local and wider community and through history. What does it mean to be a Christian/Sikh/Muslim/Hindu/Buddhist in the 21st century? How have faith/worship changed in recent times? (Spiritual; dev)</p>	<p>notation. Pupils to compose music to accompany a portfolio (powerpoint) of WW2 images using their knowledge of communication of emotions within their pieces. Written notation will be used to record this. Pupils will listen to and respond to a range of African, Reggae and 'carnival' eg South American music and will know how these styles came about. Pupils will create, compose and perform their own music and combine dance and art work with the end performance being a carnival. Samba drums and Samba style rhythms will be used. Children will learn slave and working songs in call/response style and create some of their own.</p>	<p>using multiple adjectives to describe an item of clothing <u>C'est moi</u> Children to re-cap on prior learning to write a short biography about themselves including: name and age where they live hobbies and interests family favourite things personal description</p>
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