 Year 6 Curriculum Document

Topics and specified areas:

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| Term | Autumn | Spring | Summer |
| Topic | Crime and Punishment | The Changing World | Film and Theatre |
| Science | Working Scientifically | Biology | Physics |
| Geography | Locational Knowledge of the World | The Water Cycle  Earthquakes | Maps/Scaling |
| History | Beyond 1066 – Crime and Punishment | Beyond 1066 - Climate Change/Changes in Society | History of film/progression of technology |
| Computing | To Code | To Collect | To Connect/Communicate |
| RE | Christianity | Buddhism | Sikhism |
| PSHE | Being Me/Celebrating Difference | Dreams and Goals/Healthy Me | Relationships/Changing Me |
| MFL | Let’s visit a French town/Let’s go shopping | This is France | All in a day |

Free choice Curriculum areas:

English, Art, Design and Music must be covered using the attached skills but can be done so at teacher discretion throughout the year. Maths follows the Head Start Framework timings.

Themes and Experiences:

Alongside our Topic Curriculum as a school we will be holding Theme Days and Weeks. These will be focusing on providing our children with experiences and skills they need to succeed both in learning and life.

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| Autumn | Spring | Summer |
| Being Church Lane Days  (Focus Question: What skills do we need to succeed at Church Lane?)  School Values/Resilience Day  Sleaford Day  Science Day  Awareness Day  Design Technology Week | School Values/Resilience Day  E-Safety Day  Sleaford Day  Careers Day | School Values/Resilience Day  Mental Health Day  Entrepreneur Week (Fayre – crafts)  Healthy Living Day (Fayre – games)  Sleaford Day |

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| English |
| To write with purpose   * Identify the audience for writing * Choose the appropriate form of writing using the main features * Note, develop and research ideas * Plan, draft, write, edit and improve |
| To use imaginative description   * Use the techniques authors use to create characters, settings and plots * Use alliteration and similes * Use metaphors * Use personification * Interweave descriptions of characters, settings and atmosphere with dialogue |
| To organise writing appropriately   * Guide the reader using a range of organisational devices including a range of connectives and bullet points * Choose effective grammar and punctuation * Ensure correct use of tenses throughout a piece of writing |
| To use paragraphs   * Write paragraphs that give the reader a sense of clarity * Write paragraphs that make sense if read alone * Write cohesively at length |
| To use sentences appropriately   * Use a mixture of simple, compound and complex sentences   Write sentences that include:   * Relative clauses * Modal verbs * Parenthesis * A mix of active and passive * The subjunctive form * The perfect form * Expanded noun phrases * Adverbs and adverbial phrases |
| To present neatly   * Write fluently and legibly with a personal style |
| To punctuate accurately   * Use brackets * Use hyphens * Use colons * Use semi colons * Use commas to clarify meaning or avoid ambiguity * Use dashes |

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| Reading |
| To read words accurately   * Apply knowledge of root words, prefixes and suffixes * Read age appropriate books with confidence and fluency |
| To understand texts   * Participate in discussions about books and recommend books to peers, giving reasons for choices * Identify and discuss themes and conventions in and across a wide range of writing - make comparisons within and across books * Learn a wide range of poetry by heart * Prepare poems and plays to read aloud and to perform * Check that the book makes sense, discussing understanding and exploring the meaning of words in context - ask questions to improve understanding * Draw inferences, justify them with evidence * Predict what may happen * Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * Identify how language, structure and presentation contribute to meaning * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * Retrieve and record information from non-fiction * Distinguish between fact and opinion * Justify views |

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| Communication |
| To listen carefully and understand   * Understand how to answer questions requiring more than a single sentence response * Recognise and explain some idioms * Understand irony |
| To develop a wide and interesting vocabulary   * Use adventurous and sophisticated vocabulary * Understand the meaning of words and offer alternative synonyms or antonyms * Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity |
| To speak with clarity   * Vary the length and structure of sentences * Ask questions and make suggestions to take an active part in discussions * Comment on the grammatical structure of a range of spoken and written accounts |
| Tell stories with structure   * Narrate detailed and exciting stories using the conventions and structure appropriate to the type of story being told * Interweave action, character descriptions, settings and dialogue |
| To hold conversations and debates   * Negotiate and compromise by offering alternatives * Debate, using relevant details to support points * Offer alternative explanations when others don’t understand |

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| Maths (Year 6) |
| Place value   * Read, write, compare and order numbers to ten million * Round to ten million * Negative numbers |
| Four operations   * Add and subtract whole numbers * Multiply and divide up to a 4 digit by 2 digit numbers * Common factors and multiples * Prime, squares and cubes * Order of operations * Mental calculations and estimation * Reasoning from known facts |
| Fractions   * Simplify fractions * Fractions on a number line * Compare and order fractions * Add and subtract fractions * Mixed addition and subtraction * Multiply and divide fractions by whole numbers * Multiply fractions by fractions * Find fractions of amounts and the whole |
| Geometry (position and direction)   * Co-ordinates in the four quadrants * Translation * Reflection |
| Decimals   * Three decimal places * Multiply and divide by 10, 100 and 1,000 * Multiply and divide decimals by whole numbers * Decimal and fraction conversion |
| Percentages   * Equivalent fractions/decimals/percentages * Percentages of amounts |
| Algebra   * Find rule * Use a rule by substitution * Formulae * Solving problems using formulae * Solve equations * Find pairs of values and enumerate possibilities |
| Measurement (converting units)   * Convert and calculate metric measures * Imperial measures |
| Measurement (perimeter, area and volume)   * Area and perimeter of quadrilaterals * Area and perimeter of triangles * Volume |
| Number (ratio)   * Use ratio language * Link ratio and fractions * Use the ratio symbol and calculate ratio * Use scale factors and calculate using them * Solve ratio problems |
| Geometry (properties of shape)   * Measure with a protractor * Find missing angles (triangle, quadrilaterals and regular polygons) * Nets of 3D shapes |
| Statistics   * Read, interpret and draw line graphs * Circles * Read, interpret and draw pie charts using percentages * Mean |

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| Science |
| Working scientifically   * Report findings form enquiries including oral and written explanations of results, explanations involving casual relationships and conclusions * Present findings in written form, displays and other presentations * Use test results to make predictions to set up further fair tests * Use simple models to describe scientific ideas identifying scientific evidence that has been used to support or refute ideas or arguments |
| Biology  To understand plants   * Relate knowledge of plants to studies of evolution and inheritance * Relate knowledge of plants to studies of all living things   To understand 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 * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution |
| Physics  To understand light and seeing   * Understand that light appears to travel in straight lines * Explain that objects are seen because they give out or reflect light in to the eyes * Light travels in straight lines to explain why shadows have the same shape as the objects that cast them and to predict the size of shadows when the position of the light source changes   To investigate sound and hearing   * Find patterns between the pitch of a sound and features of the object that produced it * Find patterns between the volume of a sound and the strength of the vibrations that produced it * Recognise that sounds get fainter as the distance from the source increases   To understand electrical circuits   * Associate the brightness of the lamp or volume of a buzzer with the number and voltage of cells in a circuit * Compare and give reasons for variations in how components function including: brightness of bulbs, loudness of buzzers and the on/off position of switches * Use recognised symbols when representing a simple circuit in a diagram |

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| Geography |
| To investigate places   * Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area and record the results in a range of ways * Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including: hills, mountains, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time * Name and locate the countries of North and South America and identify their main physical and human characteristics |
| To investigate patterns   * Identify and describe the geographical significance of latitude, longitude, equator, northern and southern hemisphere, tropics of Cancer and Capricorn, arctic and Antarctic circle and time zones * Understand some of the reasons for geographical similarities and differences between countries * Describe how locations around the world are changing and explain some of the reasons for change * Describe geographical diversity across the world   Describe how countries and geographical regions are interconnected and interdependent |
| To communicate geographically   * Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains. Volcanoes, earthquakes and the water cycle * Describe and understand key aspects of human geography including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies * Use the eight points of a compass, four figure grid references, symbols and a key to communicate knowledge to the UK and the world * Create maps of locations |

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| History |
| To investigate and interpret the past   * Use suitable sources of evidence to deduce information about the past (explain why it is suitable) * Use sources of information to for testable hypotheses about the past * Seek and analyse a wide range of evidence in order to justify claims about the past * Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied * Understand that no single source of evidence gives the full answer to questions about the past * Refine lines of enquiry as appropriate |
| To build an overview of world history   * Identify continuity and change in the history of the locality of the school * Compare times studied to those studied in previous years * Describe the social, ethnic, cultural or religious diversity of past society * Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children |
| To understand chronology   * Describe the main changes in a period of history * Identify periods of rapid change in history and contrast them with times of relatively little change * Use dates and terms accurately in describing events |
| To communicate historically   * Use appropriate historical vocabulary including: dates, time period, era, chronology, continuity, change, century, decade and legacy * Use English, Maths and ICT skills to communicate information about the past |

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| Computing |
| To code   * Set IF conditions for movements * Specify types of rotation giving the number of degrees * Change the position of objects between screen layers * Upload sounds from a file and edit them. Add effects such as fade in and out * Set events to control other events by broadcasting information as a trigger |
| To connect   * Collaborate with others online on sites approved and moderated by teachers * Give examples of the risks of online communities and how to report problems * Understand it is illegal to download copyrighted material including music or games without permission from the holder * Understand the effect of online comments and show responsibility and sensitivity when online * Understand how simple networks are set up and used |
| To communicate   * Choose the most suitable applications and devices for the purposes of communication * Use many of the advanced features in order to create high quality professional or efficient communications |
| To collect   * Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner |

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| Art and design |
| To develop ideas   * Collect information, sketches and resources and present ideas * Use the qualities of materials to enhance ideas * Spot the potential in unexpected results as work progresses * Comment on artists with a fluent grasp of visual language |
| To master techniques  Drawing   * Use a variety of techniques to add interesting effects * Use a choice of techniques to depict movement, perspective, shadows and reflection * Choose a style of drawing suitable for the work   Painting   * Sketch before painting * Create a colour palette * Use watercolours/acrylic paints * Combine colours, tones and tints to enhance the mood * Use brush techniques to create texture * Develop a personal style of painting, drawing upon ideas from other artists   Collage   * Mix textures * Combine visual and tactile qualities * Use ceramic mosaic materials and techniques   Sculpture   * Show lifelike qualities and real life proportions or abstract interpretations * Use tools to carve and add shapes, texture and pattern * Combine visual and tactile qualities * Use frameworks to provide stability and form   Print   * Build up layers of colours * Create an accurate pattern showing fine detail * Use a range of visual elements to reflect the purpose of the work |
| To take inspiration from the greats   * Give details about the style of some notable artists * Show how the work of those studied was influential in society and to other artists * Create original pieces that show a range of influences and styles |

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| Design and technology |
| To master practical skills  Food   * Understand the importance of the correct storage and handling of ingredients * Measure accurately and calculate ratios of ingredients * Demonstrate a range of baking and cooking techniques * Create and refine recipes including ingredients, methods, cooking times and temperatures   Materials   * Cut materials with precision and refine the finish with appropriate tools * Show an understanding of the qualities of materials to choose appropriate tools to cut and shape   Textiles   * Create objects that employ a seam allowance such as a cushion * Join textiles with a combination of stitching techniques * Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles   Construction   * Develop a range of practical skills to create products |
| To design, make, evaluate and improve   * Design with the user in mind * Make products through stages of prototypes making continual refinements * Ensure products have a high quality finish * Use prototypes, cross sectional diagrams and computer aided designs to represent designs |
| To take inspiration from design throughout history   * Combine elements of design from a range of inspirational designers throughout history giving reasons for choices * Create innovative designs that improve upon existing products * Evaluate the design of products so as to suggest improvements to the user experience |

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| Music |
| To perform   * Sing or play from memory with confidence * Perform solos or as part of an ensemble * Sing or play expressively and in tune * Hold a part within a round * Sing a harmony * Sustain a drone to accompany singing * Perform with controlled breathing and skilful playing |
| To compose   * Use drones and melodic ostinato * Convey the relationship between the lyrics and the melody * Use digital technologies to compose, edit and refine pieces of music |
| To transcribe   * Understand and use the sharp and flat symbols * Use and understand simple time signatures |
| To describe music and lyrics using the following vocabulary   * Pitch/dynamics/tempo/timbre/texture/lyrics/melody/expressive/solo/rounds/harmonies/accompaniments/drones/cyclic patterns/combination of musical elements/cultural context |

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| RE |
| Christianity   * Learn/understand how Christians show they belong   Buddhism   * Learn/understand the big questions asked by religions/belief systems * Learn/understand the diverse ways in which religious and non religious people express their beliefs through art   Sikhism   * Learn/understand the big questions asked by religions/belief systems * Learn/understand the diverse ways in which religious and non religious people express their beliefs through art |

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| PSHE (Jigsaw) |
| Areas:   * Being me in my world * Celebrating difference * Dreams and goals * Healthy me * Relationships * Changing me |

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| MFL (French) |
| Areas:  Visiting a French town   * Who lives where? * I go to school to learn * Where is the library? * Maths * Welcome to my home! * Ordinal numbers   Let’s go shopping   * Shopping conversations * At the shops * Clothes * Money * Shopping lists * A shopping experience   This is France   * Neighbours * Distances * Directions * Paris * Famous French people * Nationalities   All in a day   * O’clock, half past, quarter past and quarter to * Am/pm * 5 minute intervals * 24 hour times * At the airport * The school week |