

YEAR 6 CURRICULUM OVERVIEW

COMMUNICATION

- Non-Fiction Writing**
- * Write instructions, recounts, explanations & non-chronological reports.
 - * Write persuasively, formally and in a journalistic style.
 - * Write arguments and write biographies.
- Fiction Writing**
- * Write stories of adventure.
 - * Write plays
 - * Write stories, letters, scripts and biographies inspired by reading across the curriculum.

- Music**
- * Perform with control & expression solo & in ensembles.
 - * Improvise & compose using dimensions of music.
 - * Listen to a range of music in detail and recall aurally.
 - * Use & understand basics of staff notation.

- Art**
- * Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
 - * Use sketchbooks to collect, record, review, revisit & evaluate ideas.
 - * Improve mastery of techniques.
 - * Use knowledge of great artists to influence own work.
 - * Give and accept constructive comments about own and other people's work.

- Poetry Writing**
- * Learn & perform significant poetry.
 - * Write poems that convey an image.

- Drama**
- * Respond appropriately to others in role.
 - * Improvise, devise and script drama.
 - * Create, adapt and sustain different roles.
 - * Create and present scripted or improvised drama.
 - * Respond to the experience of drama.
 - * Give and accept constructive comments.

- Speaking & Listening**
- * Engage in meaningful discussions.
 - * Listen to and learn a wide range of vocabulary.
 - * Identify vocabulary that enriches and enlivens stories.
 - * Speak to small and larger audiences regularly.
 - * Practise and rehearse sentences and stories.
 - * Listen to & tell stories to internalise the structure.
 - * Articulate & justify opinions.
 - * Debate issues and formulate well-constructed points.
 - * Use questions to build knowledge.
 - * Articulate arguments & opinions.
 - * Use spoken language to speculate, hypothesise & explore.
 - * Use appropriate language.

- Dance**
- * Explore and choose movements to create and present dance, developing my skills and techniques
 - * Express and discuss my ideas, thoughts and feelings

- Reading**
- * Make comparisons within/across books.
 - * Read a broad range of genres.
 - * Discuss use of language, inc. figurative.
 - * Increase familiarity with a wide range of books.
 - * Learn a wide range of poetry by heart.
 - * Look at books with a different alphabet to English.
 - * Read and listen to whole books.

HEALTH & WELLBEING

- Physical Wellbeing**
- * Developing an understanding of the human body and use this knowledge to maintain and improve wellbeing and health.
 - * Learn to assess and manage risk, to protect and to reduce the potential for harm when possible.
 - * Know and demonstrate how to keep safe and how to respond in a range of emergency situations.
 - * Know and demonstrate how to travel safely.
 - * Explore the importance of activity.
 - * Explore the links between the energy, diet and wellbeing.
 - * Health & Lifestyles, incl. circulatory system (Science NC Yr6).

- Physical Education**
- * Use running, jumping, catching and throwing in isolation and in combination.
 - * Play competitive games, applying basic principles.
 - * Develop flexibility & control.
 - * Take part in Outdoor & Adventurous activities.
 - * Compare performances to achieve personal bests.

- Social Wellbeing**
- * Explore entitled rights and exercise these rights appropriately and accept the responsibilities that go with them. Show respect for the rights of others.
 - * Contribute to making the school community one which values individuals equally and is inclusive.
 - * Use and value opportunities to improve and manage learning.
 - * Represent class, school and/or wider community to develop self-worth and confidence.
 - * Contribute views, time and talents, to play a part in bringing about positive change.
 - * Value the opportunities given to make friends and be part of a group in a range of situations.

- Mental & Emotional Wellbeing**
- * Express feelings clearly and develop the ability to talk about them.
 - * Begin to know we all experience a variety of thoughts and emotions that affect us.
 - * Understand how to access support.
 - * Understand that feelings and reactions can change.
 - * Know the elements that are important in building positive relationships.
 - * Understand the importance of mental wellbeing and how this can be improved.
 - * Explore and develop skills and strategies to support themselves.
 - * Learn how to give support.

- Relationships Education****
- * Families and people who care for me
 - * Caring friendships
 - * Respectful relationships and Online relationships
 - * Being safe
 - * Changing adolescent body
- **STATUTORY FROM 9/2020. THIS COMPLEMENTS OUR EXISTING WELLBEING AND SCIENCE CURRICULUM.

GLOBAL UNDERSTANDING

- British Values**
- * Increasingly understand, across the curriculum: Democracy: The Rule of Law; Individual Liberty; Mutual Respect & Tolerance

- RE**
- * Study the main stories of Christianity & Sikhism.
 - * Study other religions of interest to pupils.

- History**
- * Use primary and secondary sources selectively and with increasing confidence.
 - * Investigate a historical theme to discover how past events or the actions of individuals or groups have shaped a society.
 - * Explore why people and events from a particular time in the past were important, placing them within a historical sequence and drawing comparisons.
 - * Investigate and explain why a group of people from beyond Britain settled here in the past. Discuss the impact on the life and culture.

- Languages**
- * Listen & engage in conversations, expressing opinions
 - * Speak in simple language & be understood -develop pronunciation.
 - * Present ideas & information orally.
 - * Show understanding in simple reading.
 - * Adapt known language to create new ideas.
 - * Describe people, places & things.
 - * Understand basic grammar, e.g. gender.

- Geography**
- * Use digital & traditional mapping sources to investigate the world with increasing mastery
 - * Investigate the climate, physical features and living things of a natural environment different from our own and explain their inter-relationship.
 - * Use 4- and 6-figure grid references on OS maps.
 - * Use fieldwork to record & explain areas.
 - * Use a sophisticated range of vocabulary to discuss and describe key physical and human features.

S.T.E.M

- Science - Biology**
- * Classification, including micro-organisms
 - * Health & Lifestyles, incl. circulatory system
 - * Evolution & Adaptation

- Design & Technology**
- * Use research & criteria to develop products which are fit for purpose and aimed at specific groups.
 - * Use annotated sketches, cross-section diagrams & computer-aided design.
 - * Analyse & evaluate existing products and improve own work.
 - * Use systems including programming.

- Computing**
- * Access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.
 - * Use search facilities of electronic sources.
 - * Use sequences, repetition, inputs, variables and outputs.
 - * Detect & correct errors in programs.
 - * Understand uses of networks.
 - * Be discerning in evaluating digital content.

- Science - Physics**
- * Light & Shadows: the eye
 - * Forces, including gravity
 - * Electricity: investigating circuits

- Working Scientifically***
- * Plan enquiries...
 - * Use appropriate techniques, apparatus, and materials...
 - * Take measurements, using a range of scientific equipment...
 - * Record data and results of increasing complexity...
 - * Report findings from enquiries, including oral and written explanations of results...
 - * Present findings in written form, displays and other presentations.
 - * Use test results to make predictions to set up further comparative and fair tests.
 - * Use simple models to describe scientific ideas, identifying evidence used to support or refute ideas or arguments
- *please see curriculum handbook for full text

KEY SKILLS

- Reading:**
- * Support inferences with evidence
 - * Summarising key points from texts
 - * Identify how language, structure, etc. contribute to meaning
 - * Use libraries and classification systems
 - * Take part in conversations about books.
 - * Recommend books to others
 - * Discuss & explain reading, providing reasoned justifications for views
- 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
 - * Use appropriate register/ style
 - * Use the passive voice for purpose
 - * Use features to convey & clarify meaning
 - * Use full punctuation
 - * Use language of subject/object

- Maths - 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

- Maths - Geometry & Measures:**
- * Confidently use range of measures & conversions
 - * Calculate area of triangles / parallelograms
 - * Use area & volume formulas
 - * Classify shapes by properties
 - * Know and use angle rules
 - * Translate & reflect shapes- four quadrants

- Maths - Data**
- * Use pie charts
 - * Calculate mean averages

- Maths - Fractions**
- * Compare & simplify fractions
 - * Use equivalents to add fractions
 - * Multiply simple fractions
 - * Divide fractions by whole numbers
 - * Solve problems using decimals & percentages
 - * Use written division up to 2dp
 - * Introduce ratio & proportion
- Maths - Algebra**
- * Introduce simple use of unknowns math