Year 6 Curriculum Overview 2019/20

The children in Year 6 have a roller coaster of a learning journey ahead of them, where they will be required to work hard to grow their brains, challenge themselves, take risks and reflect at all times. This guide highlights the skills and knowledge to be covered.

Religion

Becoming familiar with the covenants God made with his people and the New Covenant he has made us. Saints and their lives will inspire and we will develop a deeper understanding of prayer.

The Kingdom of God We are all invited to the kingdom of God, but what is it, where is it and what is it like? How can our words and actions show our commitment to the kingdom? Who has spread the Good news?

Justice What is the meaning of this and how we are all called to work for justice. To learn about those who have been persecuted for speaking out and those who work for justice now. Understand how we are called to help on another.

Exploring the Mass To know that Jesus is the bread of life. Understand that Jesus made a new covenant with us and what this means. Children will learn what happens at each part of the mass, how we participate and how Jesus is present throughout.

Jesus the Messiah Deepen understanding of Jesus and reflect on own faith. Jesus is the messiah, what does this mean for us? Reflect on the final journey to Jerusalem and the events of Holy Week. Mary's feelings during Jesus' death and deepen understanding of resurrection.

Transforming Spirit What is the Ascension and what was it like for the disciples? What happened at Pentecost and how the spirit transformed the Apostles. How did the Holy Spirit transform Peter and Paul, the apostles.

Called to Serve We are all called to be disciples, how are we invited and how do we accept now? Reflect on the sacrament of confirmation, marriage and of Holy Orders. Look at the many ways we can serve and help others.

HRSE

Year 6 Curriculum Overview 2019/20

Growing in love for myself and God: Children will learn that they can choose to have a relationship with God and learn to value themselves as a child of God, being thankful for their gifts from God. They will learn that differences and similarities between people arise from a number of factors and recognise the cause and effect in their actions, taking personal responsibility.

Growing in Love for Family, Friends, Faith and Community: Children learn about forgiveness—recognising its importance in relationships. They learn that being part of a community means working together for common aims and that it means understanding the rights and responsibility in a group of people, where there are laws and rules there to protect them.

Growing in Love for my character and Well – Being Children learn that all people have worth and dignity as creations of God. All lives have purpose and we are all created equal.

Growing in love for myself and God: Children will be able top describe the differences as humans develop towards old ages. Children will learn the differences in life cycles of a mammal, an amphibian, an insect and a bird. They will be able to describe the life process of reproduction in some plants and animals and they will learn about the different types of reproduction and asexual reproduction in plants.

Growing in Love for Family, Friends, Faith and Community: Children will learn that some relationships can be harmful and who to talk to if they need support. To learn about the rituals celebrated in church that mark life.

Growing in Love for my character and Well –Being: children will learn that being truthful includes knowing when to keep a secret, when not to agree to this and when it is right to break confidence or break a secret.

Growing in love for myself and God: children will learn about the growth and developments of humans over time and will learn about the changes experiences in puberty. They will identify, name and respond appropriately to a wider range of feelings in themselves and others. .

Growing in Love for Family, Friends, Faith and Community: Children will learn about the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond or ask for help.

Growing in Love for my character and Well – Being To recognise that they are responsible for their health, taking care of their body and asserting the right to protect their body. Children will learn about what puberty involves and how their body and emotions will change growing in to adulthood.

Keeping myself safe

Growing in Love for my character and Well –Being

To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable. unhealthy or risky way can come from many sources such as people they know and media. • When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong

Year 6 **English** Curriculum Overview 2019/20

Speaking and listening: Speaking and listening skills are at the heart of every lesson due to the crucial link between spoken language and cognitive development. Through using language and hearing how others use it the children will be able to describe their world. They learn to use language as a tool for thinking collectively and alone. Language is modelled by the teacher but effective use and understanding of talking/learning partners in every lesson gives the children the opportunity to self express and share learning.

Reading

Class Novel: Skellig
Explanatory Texts
Discussions and debates
Biographies

Remembrance Poetry
Class Novel: Wizard of Oz
Recounts: Reviews
Narrative writing

Class Novel: Clockwork
Understanding a character and making comparisons

Class Novel: 'The Lion Boy'
Persuasive letter to persuade characters
Recount: Diaries

Writing

Writing a formal letter to apply for a job
Biography writing
Diary entries

Narrative writing in a classic style following The Wizard of Oz.
Poetry

Explanatory Texts
Writing in response to the novel
Writing a balanced argument
Biographical writing

Writing our own autobiography
Writing explanatory texts related to Science and Geography

Persuasive letter to persuade characters
Write diary entries for before and after residential and linked to novel

Persuasive writing linked to end of year residential and play
Narrative writing linked to novel.

Grammar and Punctuation*

Word classes
Synonyms and antonyms
Informal and formal language
Apostrophes–contractions
Clauses and phrases–fronted adverbials

Inverted commas
Sentence level-simple, compound, complex
Link ideas using cohesive devices
Semicolons/ colons/ dash to link to main clauses
Tense

Active and passive
Connectives
Modal verbs
Determiners
Time connectives
Colons and parenthesis
Conditionals
Imperative verbs

Tense - simple, progressive and perfect
Technical language
Formal language - use of subjunctive form
Hyphens for ambiguity

Use of ellipsis for layout devices
Punctuation for bullet points and lists

All aspects of Grammar revisited and opportunities to apply it given

*All aspects of grammar are constantly revisited throughout the year allowing for consolidation and application

Handwriting and presentation: Writing is fluent and joined in style. Pupil chooses to print when appropriate e.g labels in science

Spelling. Spelling patterns and rules are explored see Year 6 spelling list. Prefixes dis/re/pre/mi/over are explored. Further to this words ending in able/ible and ably and ibly. Ei after c for deceive and receive. The letter string ough. Suffixes al, ary and ic. Full becoming ful when a suffix. Silent letters. Near Homophones. Command of a dictionary and thesaurus. Editing spelling in all aspects of writing

MATHEMATICS 2019/20

Number – number and place value

Count forwards or backwards in steps of integers, decimals, powers of 10
Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
Identify the value of each digit to three decimal places
Identify, represent and estimate numbers using the number line
Order and compare numbers including integers, decimals and negative numbers
Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more/less than a given number
Round any whole number to a required degree of accuracy
Round decimals with three decimal places to the nearest whole number or one or two decimal places
Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
Use negative numbers in context, and calculate intervals across zero
Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal
Solve number and practical problems that involve all of the above

Number – fractions, decimals and percentages

Compare and order fractions, including fractions > 1 *(including on a number line)*
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375 and $\frac{3}{8}$)
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)
Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)
Find simple percentages of amounts
Solve problems involving fractions
Solve problems which require answers to be rounded to specified degrees of accuracy
Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages for comparison

Ratio and proportion

Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication/division facts
Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Solve problems involving similar shapes where the scale factor is known or can be found

Number – addition and subtraction

Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)
Select a mental strategy appropriate for the numbers in the calculation
Recall and use addition and subtraction facts for 1 (with decimals to two decimal places)
Perform mental calculations including with mixed operations and large numbers *and decimals*
Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction)
Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Use knowledge of the order of operations to carry out calculations
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Solve problems involving all four operations, *including those with missing numbers*

Geometry – properties of shapes

Compare/classify geometric shapes based on the properties and sizes
Draw 2-D shapes using given dimensions and angles
Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Recognise, describe and build simple 3-D shapes, including making nets
Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Find unknown angles in any triangles, quadrilaterals, regular polygons

Geometry – position and direction

Describe positions on the full coordinate grid (all four quadrants)
Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics

Continue to complete and interpret information in a variety of sorting diagrams (including sorting properties of numbers and shapes)
Interpret and construct pie charts and line graphs and use these to solve problems
Solve comparison, sum and difference problems using information presented in all types of graph
Calculate and interpret the mean as an average

Algebra

Use simple formulae
Generate and describe linear number sequences
Express missing number problems algebraically
Find pairs of numbers that satisfy an equation with two unknowns
Enumerate possibilities of combinations of two variables

Number – multiplication and division

Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)
Identify common factors, common multiples and prime numbers
Use partitioning to double or halve any number
Perform mental calculations, including with mixed operations and large numbers
Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
Multiply one-digit numbers with up to two decimal places by whole numbers
Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
Use written division methods in cases where the answer has up to two decimal places
Use estimation *and inverse* to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Use knowledge of the order of operations to carry out calculations
Solve problems involving all four operations, *including those with missing numbers*

Measurement

Use, read and write standard units of length, mass, volume and time using decimal notation to three decimal places
Convert between standard units of length, mass, volume and time using decimal notation to three decimal places
Convert between miles and kilometres
Recognise that shapes with the same areas can have different perimeters and vice versa
Calculate the area of parallelograms and triangles
Recognise when it is possible to use formulae for area and volume of shapes
Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units (e.g. mm^3 and km^3)
Calculate differences in temperature, including those that involved a positive and negative temperature
Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

Year 6 Science and Computing Curriculum Overview 2019/20

Science

"Science, my lad, is made up of mistakes, but they are mistakes which it is useful to make because they lead little by little to the truth." Jules Verne

Electricity

Construct a series of circuits and answer questions about what happens when they try different components, e.g. switches, bulbs, buzzers and motors. How to represent a simple circuit in a diagram using recognised symbols. Identifying the effect of changing one component at a time in a circuit.

Research Project

.The children will be acting as real life scientists and will take part and conduct their own research project on micro-organisms.
The information that they collate and research will aid and enhance their understanding of evolution and inheritance.

Evolution and inheritance

Introduce how characteristics are passed on from parents to offspring. Then to recognise and raise questions about how living things have changed over time and how they have adapted to their environment. Comparing how some animals have adapted to survive in extreme conditions, looking at the advantages and sometimes disadvantages to these specific adaptations. Children will then look at how adaptation leads to evolution.

Plants and Life cycles

Observe and study the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Research the work of naturalists and animal behaviourists. Compare and describe the life process of reproduction in some plants and animals.

Changes of Materials

Revise comparing materials, looking at how these can change state and how mixtures can be separated. Revise how the dissolving, mixing and changing of state are all reversible changes. Focus then on how some changes result in the new formation of new materials, such as through burning, which are irreversible changes of state.

Working scientifically:

In year 6 the children are taught the following practical scientific methods, processes and skills while investigating the above topics:

- Plan different types of scientific enquiries to answer questions (devised by the children) - recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeated readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set further comparative tests.
- Report and present findings from enquires, including conclusions, casual relationships and explanations of a degree of trust in results – oral and written form.
- Identify scientific evidence that has been used to support or refute ideas and arguments

Children make their own decisions about what to test what to observe and what to measure. They make decisions about how to present findings. They use scientific language to justify their scientific ideas.

Computing

Whether you want to uncover the secrets of the universe or you want to pursue a career in the 21st century, basic computer programming is an essential skill to learn."
Stephen Hawkings

Aims:

To understand the fundamental principles of computing: abstraction, logic, algorithms and data representation.
To analyse computational problems (repeated practise). Use technology to solve problems.
To be responsible competent and creative users of information technology.

Autumn term

Using new software, Purple Mash and Book Creator to enhance learning in geography.

Computer science - creating games using coding.

Summer term

Using Scratch, the children will design and run their own games for their peers.
The children will each have a specific age group that their game will be produced for.

Online safety

All children take part in a termly online safety day.
Children learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns and content and contact.

Year 6 Art/DT Music and PE Curriculum Overview 2019/20

Drawing

Artist: Picaso. Developing an image using different tones, using pencil, pastel and charcoal. Observational drawings of still live e.g fruit and vegetables. Drawing portraits, self and inspirational people in both cartoon and realism style.

Textiles

Artist: Hundertwasser, Antonio Gaudi and Norman Foster. This involves dying fabric with Brusho dye and a pipette, mixing colours on the fabric. Children will then print and draw on fabric. Learning how to use line and perspective and the skills of cross stitch.

Food Technology

Healthy and safety. Hygiene and healthy eating/ living. Food Groups. Investigating how all bread flours are different from others and what happens to yeast and what it does. Children will sample different breads and analyse the taste, then will make flat bread and risen yeasted bread.

Art and DT

"There are two things in the painter, the eye and the mind; each of them should aid the other… in the eye by looking at nature, in the mind by the logic of organized sensations which provides the means of expression."
Paul Cezanne

Prop Design

During the summer term children will use all the skills they have learnt throughout the school to design and help in the production of the props and scenery. They will also complete a self portrait of their own character within the play.

3D

Artist: Henry Moore. Using clay to produce a sculpture. Design and create their own rainforest animal mask using brown gummed paper, decorating it in accordance to their chosen animal, using realism style and texture in paint.

Painting

Press print in three colours. A three stage reduction printing process. Use of primary colour only. Frame making for displaying prints

Physical Education

"To see young people growing in physical skills, self-confidence and self-worth is a truly enriching experience. Nowhere in school is it more visible than in P.E." Duncan Goodhew,

Games:

Applying skills and tactics across a range of invasive sports. Children work as part of a team, encouraging, collaborating, communicating, understanding and empathising. Knowing that success and failure are essential attributes of all physical activity which should be embraced and celebrated.

Outdoor Pursuits

Opportunities to test their creative ability to use and apply their skills in familiar and unfamiliar situations. Their leadership potential to inspire others through using their own skills to coach, support, challenge and empower. This will mostly be covered during their residential trip.

Athletics:

Jumping, Throwing and Running

Their understanding of competition and the impact it can have on improving their own skill development through a healthy positive mental attitude.

Dance

Children will learn the rhythm, timing and basics steps to the Waltz and Cha Cha. Year 6 will listen to various songs, with same rhythm and different timings, they will perform simple step patterns with control and poise, working individually and with partners. In spring children will then look at creating sequences within the theme of the rainforest.

Gymnastics

Acrobatic gymnastics is the focus for Year 6 creating floor and apparatus sequences with others which include acrobatic balances. These balances will include: part-weight bearing, counter-tension and counter balance. These are included in a 8 part sequence. The skills to evaluate, analyse and reflect on their own personal development and be able to communicate and appraise effectively in order to improve their own and the performance of others are included in all lessons

Music

In the words of Abba: "Thank you for the music, for songs we're singing, thanks for all the joy they're bringing".

Throughout the year children will perform, listen to, review and evaluate music across a range of historical periods, genres and styles, throughout other curriculum areas such as History/ PE, assembly and hymn practises and as part of our Geography study of South America. The children will learn to understand notation and use this skill to create their own compositions.

The play at the end of the year is a great way to teach all aspects of music and inspires each child to develop a love of music and performance thus increasing self-confidence, creativity and a real sense of achievement. During this they will learn about pitch, tempo, texture, structure and duration through using their voices.

Year 6 History and Geography Curriculum Overview 2019/20

Geography

"What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and cultures?"- Jonathon Parritt, Forum for the Future

Location Knowledge

Children will locate the world's countries using maps to focus on Europe and South America where we will look at their environmental regions, key physical and human characteristics, countries and major cities.

Whilst studying the UK, the children will explore its position in Europe; including the coasts and counties. We will focus specifically on the counties and regions of the UK, taking a closer look at the cities and their populations.

Whilst studying South America, the children will look at the countries that make up South America, where their rivers lie and the mountain ranges. The children will look closely at import and export; what can we gain from South America?

Place Knowledge

Trade topic:

During these lessons the children will explore the UK and South America. Investigating a state each and presenting their findings. The class investigate land use types of settlement, economic activity, physical and human features, population and climate.

Map atlases and globes used.

Human and Physical Geography

During the study of the Uk and South America the children will explore trade and trade links. Understand the difference between primary and secondary resources and how these are distributed around the world. The children will be able to explain the distribution of energy, water, food and minerals.

Map atlases and globes used

Geographical skills and Fieldwork

During the study of South America Children will describe and understand the key aspects of climate zones, biomes and vegetation belts.

The children will look at the position of the countries globally, linking to the equator and the topics.

British History - The changing power of Monarchs

The children will have a series of lessons specifically looking at Tudor Britain and the role that Henry VIII, Anne and Elizabeth I played.

The reformation of the Catholic Church was a key event in British History, the children will explore this alongside the dissolution of the monasteries. Tudor Britain influenced the military , especially the Navy. This in turn led to exploration and trade and export to increase.

The children will look at these significant events and use a variety of sources to gain further information.

History

"History cannot give us a programme for the future, but it can give us a fuller understanding of ourselves and our common humanity, so that we can better face the future."

Robert Penn Warren

Local History Study

A study over time tracing how several aspects of national History are reflected in our locality …

Local tourism and how it has changed and developed over time, using various sources to draw conclusions and interpret what life was like and compare with today - how has it changed? What are the similarities? How has it developed?

Look at significant landmarks in Blackpool and research what they are used for - how they are significant and how they have changed?