

# Year 6 Curriculum

British Heart Foundation:  
Sponsored Skipping



Summer Fair Stalls



A Midsummer  
Night's Dream -  
Manchester Actors  
Company

Quarry Bank Mill

Map Reading &  
ecology



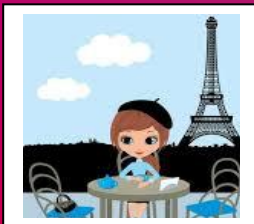
Lyme Park



Bikeability



Food  
Technology with  
'Kiddy Cook'



French Cafe

Replay Guitar  
Lessons

Y6 Production



<p><b>MATHS</b> <b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Secure place value and rounding to 10,000,000 including negatives</li> <li>All written methods, including long division</li> <li>Use of operations (not indices)</li> <li>Identify factors, multiples and primes</li> <li>Solve multi-step number problems</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>Introduce simple use of unknowns</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>Confidently use a range of measures and conversions</li> <li>Calculate area of triangles and parallelograms</li> <li>Use area and volume of formula</li> <li>Classify shapes and properties</li> <li>Know and use angle rules</li> <li>Translate, rotate and reflect shapes, using all four quadrants</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Use pie charts</li> <li>Calculate averages</li> <li>Read and interpret data from tables and graphs, including conversion graphs</li> <li>Calculate the mean as an average</li> </ul> <p><b>Fractions, decimals &amp; percentages</b></p> <ul style="list-style-type: none"> <li>Compare and simplify fractions</li> <li>Use equivalents to add fractions</li> <li>Multiply simple fractions</li> <li>Divide fractions by whole numbers</li> <li>Solve problems using decimals and percentages</li> <li>Use written division up to 2 decimal places</li> <li>Introduce ratio and proportion</li> </ul> <p><b>WOW:</b> Budgeting and marketing Ravenbank Summer Fair stalls</p>	<p><b>SCIENCE</b> <b>Living Things and their Habitats:</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Animals including Humans:</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory systems and explain the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals including humans</li> </ul> <p><b>Evolution:</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind but that offspring often vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>Light:</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that</li> <li>Explain that we see things because light travels from light sources to our eyes from light sources to objects then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number of voltage cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and the on/off position of the switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul> <p><b>WOW:</b> Food technology project with 'Kiddy Cook' (Autumn)</p>	<p><b>MODERN FOREIGN LANGUAGES</b> <b>Everyday Life</b></p> <ul style="list-style-type: none"> <li>Time / Daily Life</li> </ul> <p><b>Where I live and where you live</b></p> <ul style="list-style-type: none"> <li>Homes / Hopes and Aspirations / Christmas</li> </ul> <p><b>Playing and enjoying sport</b></p> <ul style="list-style-type: none"> <li>Investigating sports</li> </ul> <p><b>This is me, hobbies and fun</b></p> <ul style="list-style-type: none"> <li>All the fun of the fair / Favourites.</li> </ul> <p><b>Cafés and restaurants</b></p> <ul style="list-style-type: none"> <li>Café culture / Eating out</li> </ul> <p><b>Performance Time</b></p> <ul style="list-style-type: none"> <li>Listen and engage</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in simple language and be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas and information orally</li> <li>Show understanding in simple reading</li> <li>Adapt known languages to create new ideas</li> <li>Describe people, places and things</li> <li>Understand basic grammar e.g. gender</li> </ul> <p><b>WOW:</b> Role play French café</p> <p><b>COMPUTING</b></p> <ul style="list-style-type: none"> <li><b>E-safety</b> Cyberbullying. Online relationships. Media stereotypes. Identifying secure websites and evaluating digital content.</li> <li><b>Young Authors</b> Develop a story idea to create a storyboard. Use PowerPoint and paint software to create their own eBook including text, illustrations and audio.</li> <li><b>Scratch</b> Create an animation and a computer game. Design and write computer programs to solve problems. Use sequences, repetition, inputs, variables and outputs in programs. Detect and correct errors in programs. An hour of Code</li> <li><b>Spreadsheets</b> Use and design spreadsheets to organise data</li> <li><b>Stocks and Shares</b> Develop an understanding of the stock market. Analyse data, make informed choices, present and critique their decisions.</li> <li><b>Cross curricular</b> Research using specific search criteria Evaluate digital content Understand use of networks for collaboration and communication</li> </ul> <p><b>RELIGIOUS STUDIES</b> In what ways is life like a journey?</p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>What do we commit ourselves to on our journey?</li> <li>What is worth celebrating?</li> <li>Can saying 'sorry' change things?</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>What should our attitude be on our journey?</li> </ul> <p><b>Sikh Dharam</b></p> <ul style="list-style-type: none"> <li>What is a good life well lived?</li> </ul> <p><b>WOW:</b> Interview a Christian (Rev Bev) Interview a local Muslim or Sikh</p>
<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>E-safety - links to Computing</li> <li>Anti-bullying</li> <li>Diversity and difference</li> <li>Mental Health Awareness</li> <li>British Values</li> <li>Global citizenship</li> <li>Respect for our community and local environment – links to English</li> <li>Exercise, diet and body awareness (micro-organisms) – links to Science</li> <li>Transition to high school</li> </ul> <p><b>WOW:</b> Transition visit to high school.</p>		

## Year 6 Curriculum Overview

<p><b>ENGLISH</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read a broad range of genres and text types i.e. fiction, non-fiction and poetry</li> <li>Recommend books to others</li> <li>Make comparisons within and across books</li> <li>Support inferences with evidence</li> <li>Summarising key points from texts</li> <li>Identify how language, structure and layout etc. contribute to meaning</li> <li>Discuss use of language including figurative language</li> <li>Discuss and explain reading, providing reasoned justifications for views</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use knowledge of morphology and etymology in spelling</li> <li>Develop legible personal handwriting style</li> <li>Plan writing to suit audience and purpose; use models of writing</li> <li>Practise a range of writing styles and formats including: reports, poems, narrative, explanations, instructions, diaries, discussion, letters, persuasive, commentary, information texts etc.</li> <li>Develop character and setting in narrative</li> <li>Select grammar and vocabulary for effect</li> <li>Use a wide range of cohesive devices</li> <li>Ensure grammatical consistency</li> <li>Writing focuses on: sentence structure and punctuation, text structure and organisation, composition and effect</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Use appropriate register and style</li> <li>Vary the use of voice for purpose, including the passive voice</li> <li>Use features to convey and clarify meaning</li> <li>Use full punctuation</li> <li>Use language of subject/ object</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Use questions to build knowledge</li> <li>Articulate arguments and opinions</li> <li>Use spoken language to speculate, hypothesise and explore</li> <li>Use appropriate register and language</li> </ul> <p><b>WOW:</b> A Midsummer Night's Dream - Manchester Actors Company (Autumn)  <b>WOW:</b> Year 6 Production and Leavers' assembly (Summer)</p>	<p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>Perform with control and expression solo and in ensembles</li> <li>Improvise and compose using dimensions of music</li> <li>Listen to detail and recall aurally</li> <li>Use and understand basics of staff notation</li> <li>Develop an understanding of the history of music including great musicians and composers</li> <li>Build confidence in performing as part of a larger group and as part of a musical drama</li> </ul> <p>Additional opportunities are available for peripatetic instrumental music lessons and singing as part of a choir.  <b>WOW:</b> Specialist 'Replay' guitar tuition  <b>WOW:</b> Leading Carol Service (Autumn)  <b>WOW:</b> Year 6 Production and Leavers' assembly (Summer)</p>	<p><b>PHYSICAL EDUCATION</b></p> <ul style="list-style-type: none"> <li>practise techniques in running, jumping, throwing and catching and demonstrate skills within games</li> <li>play competitive games - cricket, football, hockey, netball, rugby, rounders and tennis and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance through athletics, gymnastics and dance</li> <li>perform dances using a range of movement patterns</li> <li>develop orienteering / team-building skills in outdoor activity challenges</li> <li>demonstrate improvement to achieve their personal best and develop the confidence to build skills in all aspects of P.E.</li> </ul> <p><b>WOW:</b> Bikeability Programme Levels 1 &amp; 2 (Autumn)  <b>WOW:</b> Sponsored skip for the British Heart Foundation (Autumn)  <b>WOW:</b> Competition opportunities with Mr Kemp - school representation (all year)</p>
	<p><b>DESIGN AND TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>Use research and criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use annotated sketches, cross-section diagrams and computer-aided design</li> <li>Analyse and evaluate existing products and improve own work</li> <li>Use mechanical and electrical systems in own products including own board game designs</li> <li>Cook savoury dishes for a healthy and varied diet</li> </ul> <p><b>WOW:</b> Food technology project (Autumn)  <b>WOW:</b> Making slippers / electronic board games (Summer)</p>	<p><b>ART AND DESIGN</b></p> <p>Develop techniques including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record observations and use them to review and revisit ideas  <b>Drawing:</b> the effect of light / texture of surfaces / increasingly accurate drawings of people / concept of perspective  <b>Colour:</b> hue, tint, tone, shades and mood / colour for purposes / colour to express feelings  <b>Texture:</b> develop embellishing techniques / apply knowledge of different techniques to express feelings  <b>Form:</b> plan and develop ideas / shape, form, model and join / explore properties of media / evaluate own and others' work  <b>Printing:</b> build up drawings and images using block printing / explore techniques used by artists  <b>Pattern:</b> create own abstract patterns / create patterns for purpose.  <b>Learn about great artists, architects and designers in history</b></p> <p><b>WOW:</b> Set design with art consultant (Summer)</p>
	<p><b>HISTORY</b></p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>British History</b></p> <ul style="list-style-type: none"> <li>A significant turning point in British history: Victorian Britain during the Industrial Revolution</li> </ul> <p><b>History on a theme</b></p> <ul style="list-style-type: none"> <li>Changes in an aspect of social history - crime and punishment from the Anglo-Saxons to the present</li> </ul> <p><b>Broader History Study</b></p> <ul style="list-style-type: none"> <li>A non- European civilisation which provides contrast with British history: the Mayans</li> </ul> <p><b>WOW:</b> Quarry Bank Mill (a local Victorian mill)</p>	<p><b>GEOGRAPHY</b></p> <p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate countries, cities, regions and features of the UK</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand latitude, longitude, Equator, hemisphere and tropics</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>Name and locate physical geography features of South America. Understand and explain the features of rivers and explain the related physical processes e.g. erosion, transportation and deposition.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Study a region of the Americas (South America with a focus on Brazil). Look at both human and physical features of the region, natural resources, economics and trade.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use 4-6 figure grid references on OS maps</li> <li>Use fieldwork to record and explain areas</li> </ul> <p><b>WOW:</b> Lyme Park: orienteering and map-reading skills</p>

