

Year 6 Curriculum Outline

Year 6	Autumn 1		Autumn 2
RE	<u>Branch 1: Creation and covenant</u>		<u>Branch 2: Prophecy and promise</u>
English	Fiction & Non-fiction writing – Floodland by Marcus Sedgwick Grammar focus – active and passive voice, tenses, conjunctions, modal verbs Reading Comprehension skills – retrieval, inference, prediction, justification, author's intent, sequencing.		Fiction & Non-fiction writing – 'Holes' by Louis Sachar Grammar focus - parenthesis, semi-colons & colons, inverted commas Reading Comprehension skills – retrieval, inference, prediction, justification, author's intent, sequencing.
Maths	Place Value Decimals		Fractions, Decimals & Percentages
IPC	Brainwave	Earth as an Island	Out of Africa
	<u>Metacognition</u> <u>Knowledge:</u> - To know about some of the different areas of the brain and their function - To understand the different ways that we can learn - To understand how we can improve our learning <u>Enquiries:</u> - Researching - Classifying & grouping - Pattern seeking - Observations <u>Working Scientifically:</u>	Geography: - About the geographical features of islands - About the growth and development of islands over time, including capital cities - How human geography is impacting island life - How to relocate an island community, taking both human and physical geographical factors into consideration - How to use six-figure grid references - About a case study of an island developing as a trade and transport hub Art: - How to sketch aerial images of islands - About pop artists such as Andy Warhol, and how they created images - How to create our own simple prints - How to choose, mount and display images that we create Technology:	Science: <u>Knowledge:</u> - Recognise that living things have changed over time and the importance of fossils in understanding this. - Identify inherited traits. - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. - Describe notable naturalists and palaeontologists to understand the theory of evolution. <u>Enquiry:</u> - Researching - Pattern seeking - Identifying, classifying and grouping - Observing over time. <u>Working Scientifically:</u> - Ask scientific questions - Plan an enquiry/ design tests to help classify - Record data using scientific diagrams, classification keys and tables

	- To ask scientific questions - To draw conclusions.	- About the different food groups and their importance in our diets - How different foods come from different places, and why that is - How to keep safe when preparing food - How to prepare simple savoury dishes from islands around the world - How to plan, create and evaluate an island-inspired dish <u>International:</u> Exploring how plastics are impacting islands across the world.	Draw conclusions.
PSHE	Mental health and emotional well-being		Making decisions
PE	Tag Rugby / Football - Take part in competitive games with a strong understanding of tactics and composition. - React and respond by predicting movements and tactics of opposition. - Develop fast movements including dodging by changing direction and anticipating play - Increase frequency and speed while sending and receiving equipment. - Further incorporate quick reactions, catching and responses in a game situation.. - Demonstrate control and coordination when manipulating a ball. - Show creative thinking and adaptation to control a ball. - Further demonstrate balance and movement while manipulating a ball. - Consolidate attacking and defending in mini games. - Consolidate keeping possession. - Create, understand and apply defending tactics in game situations.		Dance - Consistently demonstrating with accuracy more varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance. - Move in time to the music demonstrating confidence with more complex rhythm and phrasing. - Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently. - Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance. - Work cooperatively with a group to achieve good synchronicity throughout the whole performance. - Suggestions on how to improve their performance and the performances of others using correct dance terminology. - Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between regular beat, slow beat and quick beat. - Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures. - Combine skills to consistently demonstrate flexibility, strength, technique, control and balance. - Create more than one sequence of movements and perform the sequences in a variety of different orders.

		Create and develop movements to communicate different characters, stories, moods, feelings or ideas in a specific style within one performance
MFL	Actions – Les actions - Begin to recognise and use perfect past tense sentences with help. - Recognise some adverbs from the lessons. - Recognise and use, with some help, third person singular verbs to describe what someone is doing. - Build on what they've learnt about sentences in French and begin to use model sentences to make new ones, with help.	In France – En France - Read sentences in the perfect past tense about what they have eaten with some help. - Be able to understand the main points from the unit's recipe with help. - Prepare and present a short presentation with some help. - Ask questions in the second person singular using the correct intonation when prompted. - Recognise that "<i>on</i>" has several meanings in French.
Computing	Computing systems and networks – Communication E-safety - To explain the importance of internet addresses - To recognise how data is transferred across the internet - To explain how sharing information online can help people to work together - To evaluate different ways of working together online - To recognise how we communicate using technology - To evaluate different methods of online communication	Creating media – Web page creation - To review an existing website and consider its structure - To plan the features of a web page - To consider the ownership and use of images (copyright) - To recognise the need to preview pages - To outline the need for a navigation path - To recognise the implications of linking to content owned by other people
Trip or Experience	Lunchtime Classical Concert	Toasting Marshmallows St. John Payne Production

Year 6	Spring 1	Spring 2
RE	Branch 3: Galilee to Jerusalem	Branch 4: Desert to Garden
English	Fiction & Non-fiction writing – 'Holes' by Louis Sachar Grammar focus – semi colons and colons, subordinate and relative clauses, parenthesis.	Fiction & Non-fiction writing – 'Goodnight Mr Tom' by Michelle Magorian

	Reading Comprehension skills – retrieval, inference, prediction, justification, author's intent, sequencing.	Grammar focus – Using relative clauses, using the passive voice, using subordinating conjunctions to create cohesion, parentheses and expanded noun phrases. Reading Comprehension skills – retrieval, inference, prediction, justification, author's intent, sequencing.
Maths	Fractions, Decimals & Percentages Four Operations Order of Operations	Measurement: Converting units, Perimeter, area and volume Shape, position & direction Ratio & Proportion Algebra
IPC	Look Hear! Science: Knowledge: - Observe that light appears to travel in straight lines. - Identify the relationship between light sources, objects and shadows. - Understand how our eyes help us to see. - Explore the way light behaves when reflected, such as in periscope design. - Recap the relationship between pitch & volume, and the object that produced the sound. Enquiry: - Pattern seeking. - Comparative & fair testing Working Scientifically: - Ask scientific questions. - Draw conclusions. - Take measurements with increasing accuracy and precision. - Record data using scientific diagrams, tables and scatter graphs. Design & Technology: - Select from and use a wider range of tools and equipment to design and create a working periscope. - Select from and use a wider range of materials to design and create a working periscope. Music:	Being Human Science: Knowledge: - Identify and name the main parts of the human circulatory system. - Describe the functions of the heart, blood vessels and blood. - Describe the ways in which nutrients and water are transported within animals, including humans. - Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function. Enquiry: - Researching using secondary sources. - Comparative and fair testing. - Pattern seeking. Working Scientifically: - To take measurements - To gather/record results - To present results using scatter graphs and tables - To interpret results - To draw conclusions - To evaluate an enquiry. Design & Technology: To plan and prepare a healthy meal. International: Explore the major international health concerns for children and what can be done about it.

	- Listen to music- with attention to detail - to identify different moods. - Play and perform in solo and ensemble contexts. - Improvise and compose music that reflects light and darkness. International: To understand the effects of noise and light pollution globally.	
PSHE	Dental health	Drug and alcohol education / First Aid
PE	Hockey - Take part in competitive games with a strong understanding of tactics and composition. - React and respond by predicting movements and tactics of opposition. - Develop fast movements including dodging by changing direction and anticipating play - Increase frequency and speed while sending and receiving equipment. - Further incorporate quick reactions, catching and responses in a game situation.. - Demonstrate control and coordination when manipulating a ball. - Show creative thinking and adaptation to control a ball. - Further demonstrate balance and movement while manipulating a ball. - Consolidate attacking and defending in mini games. - Consolidate keeping possession. Create, understand and apply defending tactics in game situations.	Gymnastics - Movements are accurate, clear and consistently controlled at varying speeds with improved balance, strength and flexibility. - Demonstrate fluid links between actions and sequences. - Develop and improve coordination and balance by exploring different running, jumping and movement patterns. - Demonstrate balance and movement while traversing along a line. - Walk fluidly in a straight line while maintaining balance but varying height. - Traverse along a line while maintaining balance and keeping control of equipment. - Mount, dismount and perform more complex movements on equipment safely at varying speeds with control and balance. - Perform complex moves that combine strength and flexibility. - Rolling, travelling, balancing and jumping in specific movements with control and precision. Changing speed and direction and moving seamlessly between action, balance and shapes. - Link several movements together to perform a sequence. - Link sequences and perform to specific timings. - Maintain a tight core while performing actions in a standing or seated position. - Maintain control over balance while shifting body weight. - Maintain stability without straining, keeping good control over movements. - Utilise the maximum amount of space available to improve performance. - Show awareness of surroundings and move efficiently across the floor. - Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between different speeds - Choreography in the music. - Combine their own work with that of more than one person or team. - Make suggestions on how to improve their own performance and the performances of others using correct gymnastics terminology.
MFL	Family – La famille Talk about what they have done using the perfect past tense when provided with a model sentence.	A weekend with friends – Un weekend avec des amis Understand the main points of the unit's story in written form.

	- Identify third person plural forms of common verbs, with help. - Recognise the two different second person subject pronouns – “<i>tu</i>” and “<i>vous</i>”. - Use single words from the unit to substitute into model sentences, creating new sentences.	- Develop and present a simple role-play, taking sentences from the Question and Answer screens as a basis. - Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with help. - Take part in a continuous conversation with some verbal prompts.
Computing	Programming A – Variables in games E-safety - To define a ‘variable’ as something that is changeable - To explain why a variable is used in a program - To choose how to improve a game by using variables - To design a project that builds on a given example - To use my design to create a project - To evaluate my project	Data and information – Spreadsheets - To create a data set in a spreadsheet - To build a data set in a spreadsheet - To explain that formulas can be used to produce calculated data - To apply formulas to data - To create a spreadsheet to plan an event - To choose suitable ways to present data
Trip and Experience	Duxford Imperial War Museum	Chelmsford WW2 Local Visit

Year 6	Summer 1	Summer 2
RE	Branch 5: To the end of the Earth	Branch 6: Dialogue and Encounter
English	Figurative language and narrative techniques – ‘Goodnight Mr Tom’ by Michelle Magorian Language analysis & reading comprehension skills Exploring the historical context in which the book is set (WW2).	Figurative language and narrative techniques Poetry – ‘The Raven’ by Edgar Allan Poe Reading Comprehension skills – retrieval, inference, prediction, justification, author’s intent, sequencing. Drama/Speaking and listening - End of year production
Maths	Angles Statistics SATS Preparation/Arithmetic revision and focus	Consolidation of previously taught topics in preparation for secondary school.
IPC	AD900	Champions for Change

	<u>Design & Technology:</u> • Research the Maya people to inform the design of a Maya-inspired mask. • Use a wide variety of materials, forms and techniques to make a mask that expresses emotions, observations and experiences. <u>Geography Goal:</u> Use maps to investigate the Maya World and compare it with modern day Central America. <u>History Goals:</u> • Use sources of evidence to predict, question and deduce the life of the Maya peoples. • Compare and contrast Maya life with modern day Britain. • Describe the beliefs and attitudes of the Maya peoples. • Discuss theories explaining the collapse of the Maya civilization and analyse evidence to support them. • Analyse primary and secondary sources to find out about the Kingdom of Benin. • Compare and contrast the beliefs and attitudes of the Edo people with the Maya peoples.	<u>History:</u> About the origins of democracy How and why empires have been established About a historical campaign or revolution for change <u>Technology:</u> How to create our own party logos and campaign poster <u>International:</u> Exploring global issues that should concern governments around the world. Full Power! <u>Science:</u> <u>Knowledge:</u> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram <u>Enquiry:</u> • Pattern seeking • Comparative & fair testing <u>Working Scientifically:</u> • Ask scientific questions. • Draw conclusions. • Take measurements with increasing accuracy and precision. • Record data using scientific diagrams, tables and scatter graphs. <u>International:</u> Explore the importance of renewable energy to the UK.
PSHE	Relationships	Transition to secondary school

PE	Cricket - Kwik - Consolidate batting, fielding and bowling, - Create, understand and apply attacking tactics in game situations. - Create, understand and apply defensive tactics in game situations. - Work collaboratively with others to score runs and to get batters out.	Athletics Sports Days • Recap, practise and refine an effective sprinting technique, including reaction time. - Build up speed quickly for a sprint finish. - Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. • Accelerate to pass other competitors. • Work as a team to competitively perform a relay. • Confidently and independently select the most appropriate pace for different distances and different parts of the run. • Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. • Develop the technique for the standing vertical jump. • Maintain control at each of the different stages of the triple jump. - Land safely and with control. • Develop and improve their techniques for jumping for height and distance and support others in improving their performance. • Perform and apply different types of jumps in other contexts. • Set up and lead jumping activities including measuring the jumps with confidence and accuracy. • Perform a heave throw. - Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance and support others in improving their personal best. • Develop and refine techniques to throw for accuracy
MFL	The future – • Recognise and begin using some job titles and their correct article in speech. • Identify some sentences that use the future tense with some help. • Write a short passage using sentences from the Question and Answer screens. • Change regular nouns into their plural forms with some help.	Jobs – Le métiers • Recognise that adjectives change depending on the gender and number of the noun. • Recognise a comparative sentence from its structure when prompted. • Write and perform a role-play with help, incorporating basic future tense sentences. • Question why certain words might have been used the unit's story.
Computing	Creating Media – 3D Modelling • To recognise that you can work in three dimensions on a computer • To identify that digital 3D objects can be modified	Programming B - Sensing movement • To create a program to run on a controllable device • To explain that selection can control the flow of a program • To update a variable with a user input

	• To recognise that objects can be combined in a 3D model • To create a 3D model for a given purpose • To plan my own 3D model • To create my own digital 3D model	• To use an conditional statement to compare a variable to a value • To design a project that uses inputs and outputs on a controllable device • To develop a program to use inputs and outputs on a controllable device
Trip and Experiences	Residential Trip	St. John Payne Production End of Year Production