

Curriculum Overview Year 6 (Upper KS2)

English

Reading

~Read a broad range of genres
 ~Recommend books to others
 ~Make comparisons within/ across books
 ~Support inferences with evidence
 ~Summarising key points from texts
 ~Identify how language, structure, etc. contribute to meaning
 ~Discuss use of language, inc. figurative
 ~Discuss & explain reading, providing reasoned justifications for views

Writing

~Use year 6 criteria within writing
 ~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

Grammar

~Use appropriate register/style
 ~ Use the passive voice for purpose
 ~Use features to convey & clarify meaning
 ~Use full range of punctuation
 ~Use language of subject/ object
 Speaking & Listening
 ~Use questions to build knowledge
 ~Articulate arguments & opinions
 ~Use spoken language to speculate, hypothesise & explore
 ~Use appropriate register & language

Design and Technology

~use a range of cooking techniques to prepare and cook food. And ensure food is well presented and packaged using a range of DT skills.
 ~Describe the journey of individual foods.
 ~measure accurately from a range of scales. And select materials according to their aesthetic qualities.
 ~select from a wide range of tools and equipment.
 ~research to design purposeful, functional and appealing products for a wide range of audiences, taking on board the views of others

Religious Education

Are the Saints encouraging role models? Is "God made man" a good way to understand the Christmas story. Do clothes express beliefs? Is the resurrection important to Christians? Can we know what God is like? Does what you believe about creation matter?
 Also looking at Japan and Buddhism.

Science

~know that animals need the right amount of nutrition to stay healthy.
 ~understand the human's circulatory system
 - Understand the difference between germs, virus and bacteria
 ~ explain how changing variables within a food chain might affect the habitat.
 ~describe changes as humans develop to old age.
 ~recognise that living things have changed over time and understand that fossils provide information about living things that inhabited the Earth millions of years ago.
 ~ Construct simple circuits and explain what happens when components are added or changed.
 Understand ho

Music

~ Perform with control & expression solo & in ensembles
 ~improvise & compose using dimensions of music
 ~ Listen to detail and recall aurally
 ~ Use & understand basics of staff notation
 ~ Develop an understanding of the history of music, including great musicians and composers

Physical Education

~ Athletics
 ~ Play competitive games, applying basic principles
 ~ Develop flexibility & control in gym, dance & athletics
 ~ Take part in Outdoor & Adventurous activities
 ~ Compare performances to achieve personal bests

History

~ describe and give reasons for the main changes in a period of history.
 ~name the date of any significant date that I have studied and place it on a time line.
 ~describe how some of the things studied in history have affected life today.
 ~use the words era, decade, century, BC, AD to describe the passing of time.
 ~give my own reasons why changes may have occurred and back it up with evidence from research .
 ~give clear reasons why there may be different accounts of history.
 ~interrogate and evaluate reliable sources of evidence to describe the houses, settlements, leisure and culture activities, clothes, way of life and actions of people, buildings and their uses by people.
 ~Describe attitudes and religion of the past, describe what was important to the people from the past, contrast the lives of the rich and poor.
 ~draw contrasts between and make interpretations concerning change, causes, similarity, differences and significance across key aspects of history.

Maths

All contexts are practised through reasoning and fluency

Number/Calculation

~ Secure place value & rounding to 10,000,000, including negatives numbers, including decimals
 ~All written methods, including long division
 ~Use order of operations (not indices)
 ~Identify factors, multiples & primes
 ~Solve multi-step number problems

Geometry & Measures

~ Confidently use a 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, using all four quadrants

Fractions, decimals and percentages

~Compare & simplify fractions
 ~Use equivalents to add fractions
 ~ Multiply simple fractions
 ~Divide fractions by whole numbers
 ~ Sole problems using decimals & percentages
 ~Use written division up to 2dp
 ~ Introduce ration & proportion

Data

~ Use pie charts
 ~ Calculate mean averages

Computing

~Design and write programs to solve problems
 ~ Use sequences, repetition, inputs, variables and outputs in programs
 ~Detect & correct errors in programs
 ~Understand uses of networks for collaboration & communication
 ~ Be discerning in evaluating digital content

Improve mastery of techniques such as drawing, painting and sculpture with varied materials . Evaluate and adapt my working according to the opinions of others. ~Learn about great artists, architects & Designers . Base work on observational drawings.

Modern Languages

~ Listen & engage
 ~ Engage in conversations, expressing opinions
 ~ Speak in simple language & be understood
 ~ Develop appropriate pronunciation
 ~ Present ideas & information orally
 ~ Show understanding in simple reading

Geography

~ read six figure grid references, symbols and a key on a map.
 ~name and locate countries of the world.
 ~name and locatemajor cities, identifying human and physical geography.
 ~ discuss how some key features and land use have changed over time. ~
 ~ Study a region of Europe and the Americas
 ~ talk about human and physical geographical similarities and differences between the UK and another country.
 ~accurately describe some aspects of human geography e.g types of settlement and land use, economic activity including trade links and the natural resources including energy, food, minerals and water.
 ~Make plans of the local area, showing human and physical features, measuring them and display.

Art and Design

~ Use sketchbooks to collect, record, review, revisit & evaluate ideas ~