



Curriculum overview Year 6

Term:

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| <p style="text-align: center;"><b>Equality and Justice</b></p> <p><b>Exploring Human Rights</b></p> <ul style="list-style-type: none"> <li>Understand developmental rights, participation rights and protection rights</li> <li>Explore in depth human rights and responsibilities in a local and global context</li> </ul> <p><b>Promoting Equality</b></p> <ul style="list-style-type: none"> <li>Critically evaluate media coverage of equality and justice issues</li> <li>Begin to understand legislation and conventions that prohibit unfair discrimination</li> <li>Examine an equality issue in relation to a minority e.g. refugees</li> <li>Explore an issue in depth e.g. homelessness</li> </ul> <p><b>Explore Democratic Process</b></p> <ul style="list-style-type: none"> <li>Understand how democracy works within the school and a wider context</li> <li>Engage in local issues</li> <li>Participate in the democratic process</li> </ul> <p><b>Activating Equality through positive action</b></p> <ul style="list-style-type: none"> <li>participate in a human rights climate in class</li> <li>express views by writing letters to elected representatives</li> <li>develop an anti-racist charter</li> <li>learn about people who have made a difference through campaigning and protesting</li> <li>actively support fair trade</li> </ul>   | <p style="text-align: center;"><b>Belief Systems</b></p> <p><b>Key figures</b></p> <ul style="list-style-type: none"> <li>Explore concept of authority as exercised by religious leaders</li> <li>Find out how leaders are chosen</li> <li>Identify common features which may exist between religious leaders</li> </ul> <p><b>Rites and Ceremonies</b></p> <ul style="list-style-type: none"> <li>Learn about rites of passage across societies</li> <li>Discuss similarities and difference across major belief systems in respect of rituals and ceremonies</li> <li>Identify common links across belief systems with regard to pilgrimages</li> </ul> <p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li>Listen to and experience music by religions to celebrate their faith</li> <li>Look at and respond to art forms associated with festivals</li> <li>Present project work in the form of an assembly or exhibition</li> </ul> <p><b>Beliefs and Values</b></p> <ul style="list-style-type: none"> <li>Explore common links in religious codes of conduct</li> <li>attempt to locate common values across traditions</li> <li>explore how values can benefit society</li> <li>visit places of worship</li> </ul>  | <p style="text-align: center;"><b>Moral and Spiritual</b></p> <p><b>Exploring Moral Development</b></p> <ul style="list-style-type: none"> <li>examine benefits of values in the wider community and globally</li> <li>explore interpretations and shades of right and wrong through controversial issues</li> <li>explore values and develop a personal values charter</li> <li>critically question and make informed decisions</li> <li>Explore the concept of collective responsibility</li> </ul> <p><b>Cultivating Spiritual Growth</b></p> <ul style="list-style-type: none"> <li>identify own personal views and insights and apply to own life</li> <li>understand the tradition of meditation as a key aspect of spiritual development</li> <li>identify places associated with meditative tradition e.g. monastery</li> <li>grow in self-development through opportunities for meditation and reflection</li> </ul>   | <p style="text-align: center;"><b>Ethics and the Environment</b></p> <p><b>Knowledge and awareness of environmental issues</b></p> <ul style="list-style-type: none"> <li>Be aware of the impact of air, water, waste and pollution on the environment</li> <li>Be aware of the power of natural disasters</li> <li>Develop an understanding of conservation</li> <li>Develop an understanding of interdependence</li> </ul> <p><b>Responsibility and stewardship</b></p> <ul style="list-style-type: none"> <li>Participate in environmental project and audit</li> <li>Become involved in local community environmental action e.g. litter clearance</li> <li>Create wildlife areas</li> <li>Engage in planting and seed collection</li> <li>Debate environmental issues</li> <li>Be aware of controversial nature of some issues</li> <li>Research and present work on this through IT, displays etc.</li> </ul> |
| <p style="text-align: center;"><b>Maths</b></p> <p><b>Number - number and place value/ addition, subtraction, multiplication and division</b></p> <ul style="list-style-type: none"> <li>read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</li> <li>round any whole number to a required degree of accuracy</li> <li>use negative numbers in context, and calculate intervals across 0</li> <li>solve number and practical problems that involve all of the above</li> <li>multiply and divide numbers by a two-digit whole number using the formal written methods of long multiplication, short division or long division as appropriate</li> <li>perform mental calculations, including with mixed operations and large numbers</li> <li>identify common factors, common multiples and prime numbers</li> <li>use their knowledge of the order of operations to carry out calculations involving the 4 operations</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>solve problems involving addition, subtraction, multiplication and division</li> <li>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> </ul> <p><b>Number - Fractions (including decimals and percentages)</b></p> <ul style="list-style-type: none"> <li>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>compare and order fractions, including fractions &gt;1</li> <li>add and subtract fractions with different denominators and mixed numbers</li> <li>multiply simple pairs of proper fractions e.g. <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math></li> <li>divide proper fractions by whole numbers e.g. <math>\frac{1}{3} \div 2 = \frac{1}{6}</math></li> <li>associate a fraction with division and calculate decimal fractions for simple fractions</li> <li>identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</li> <li>multiply one-digit numbers with up to 2 decimal places by whole numbers</li> <li>use written division methods</li> <li>solve problems which require answers to be rounded</li> <li>recall and use equivalences between simple fractions, decimals and percentages</li> </ul> <p><b>Ratio and proportion</b></p> <ul style="list-style-type: none"> <li>solve problems involving the relative sizes of 2 quantities where missing values can be found by using multiplication and division facts</li> <li>solve problems involving the calculation of percentages</li> <li>solve problems involving similar shapes where the scale factor is known or can be found</li> <li>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> | <p style="text-align: center;"><b>English</b></p> <p><b>Reading - word reading/comprehension</b></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes</li> <li>maintain positive attitudes to reading and an understanding of what they read</li> <li>read and discuss an increasingly wide range of genres</li> <li>recommend books that they have read to their peers, giving reasons for their choices</li> <li>identify and discuss themes and conventions in and across a wide range of writing</li> <li>make comparisons within and across books</li> <li>learn a wider range of poetry by heart and prepare poems and plays to read aloud and perform</li> <li>draw inferences and justify inferences with evidence</li> <li>predict what might happen from details stated and implied</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>explain and discuss their understanding of what they have read, giving justifications for their views</li> </ul> <p><b>Writing - transcription/spelling</b></p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use a thesaurus</li> </ul> <p><b>Writing - handwriting</b></p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed</li> <li>decide whether or not to join specific letters</li> </ul> <p><b>Writing - composition</b></p> <ul style="list-style-type: none"> <li>plan their writing, identify the audience and purpose of the writing, selecting the appropriate form</li> <li>select appropriate grammar and vocabulary</li> <li>use a wide range of devices to build cohesion within and across paragraphs</li> <li>use organisational and presentational devices to structure a text and to guide the reader</li> <li>assess the effectiveness of their own and others' writing</li> <li>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensure the consistent and correct use of tense throughout a piece of writing</li> <li>ensure correct subject and verb agreement when using singular and plural</li> <li>proof read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> | <p style="text-align: center;"><b>Science</b></p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>record data and results of increasing complexity using scientific diagrams, tables and graphs</li> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>report and present findings from enquiries, including conclusions and explanations</li> <li>identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p><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 system, and describe their functions</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</li> </ul> <p><b>Evolution and inheritance</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</li> <li>identify how animals and plants adapt to their environment 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 this to explain that objects are seen because they give out or reflect light into the eye</li> <li>- use this 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 and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul> |   |



# Curriculum overview Year 6

Term:

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| <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>use simple formulae</li> <li>generate and describe linear number sequences</li> <li>express missing number problems algebraically</li> <li>enumerate possibilities of combinations of 2 variables</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>solve problems involving the calculation and conversion of units of measure</li> <li>use, read, write and convert between standard units of measure, converting measurements from a smaller unit to a larger unit, and vice versa</li> <li>convert between miles and kilometres</li> <li>recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>recognise when it is possible to use formulae for area and volume of shapes</li> <li>calculate the area of parallelograms and triangles</li> <li>calculate, estimate and compare volume of cubes and cuboids using standard units</li> </ul> <p><b>Geometry - properties of shapes/position and direction</b></p> <ul style="list-style-type: none"> <li>draw 2-D shapes using given dimensions and angles</li> <li>recognise, describe and build simple 3-D shapes, including making nets</li> <li>compare and classify shapes based on their properties and sizes and find unknown angles</li> <li>illustrate and name parts of circles, including radius, diameter and circumference</li> <li>recognise angles and find missing angles</li> <li>describe positions on the full coordinate grid (all 4 quadrants)</li> <li>draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> <li>calculate and interpret the mean as an average</li> </ul>   | <p><b>Writing - vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>use passive verbs to affect the presentation of information in a sentence</li> <li>use the perfect form of verbs to mark relationships of time and cause</li> <li>use expanded noun phrases to convey complicated information concisely</li> <li>use modal verbs or adverbs to indicate degrees of possibility</li> <li>use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</li> <li>learn the grammar for year 5</li> <li>use commas to clarify meaning or avoid ambiguity in writing</li> <li>use hyphens to avoid ambiguity</li> <li>use brackets, dashes or commas to indicate parenthesis</li> <li>use semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>use a colon to introduce a list</li> <li>punctuate bullet points consistently</li> </ul>   |   |
| <p><b>Humanities</b></p> <p><u>History</u></p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>the achievements of the earliest civilizations</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>a non-European society that provides contrasts with British history</li> </ul> <p><u>Geography</u></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>use maps to locate countries; concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, identifying key geographical features and how these have changed over time</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical and human geography</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</li> </ul> | <p><b>Creative Arts</b></p> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music</li> <li>develop an understanding of the history of music</li> </ul> <p><u>Art and Design</u></p> <ul style="list-style-type: none"> <li>develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li> <li>create sketch books to record their observations and use them to review and revisit ideas</li> <li>improve their art and design techniques</li> <li>learn about great artists, architects and designers in history</li> </ul> <p><u>Design Technology (DT)</u></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design products</li> <li>generate, develop, model and communicate own ideas</li> <li>select from and use a wider range of tools and equipment to perform practical tasks</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical and electrical systems in their products</li> <li>apply their understanding of computing to program, monitor and control their products</li> </ul> | <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals</li> <li>use sequence, selection, and repetition in programs</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>understand computer networks, including the internet, the services and opportunities they offer for communication and collaboration</li> <li>use search technologies effectively</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs</li> <li>use technology safely, respectfully and responsibly</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b>Swimming and water safety</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively</li> <li>perform safe self-rescue in different water-based situations</li> </ul> <p><b>Foreign Language</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language</li> <li>engage in conversations</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied</li> </ul> |