

Year 6 Curriculum

2019 – 2020



Year 6 Yearly Skills Overview (taught throughout the year)

	Autumn 1 (1)	Autumn 2 (2)	Spring 1 (3)	Spring 2 (4)	Summer 1 (5)	Summer 2 (6)
TOPIC	The Home Front		Extreme Earth	Mayans, Myths and Monsters		Entertainers and Entrepreneurs
English	See English objective overviews for year 6					
Maths	See Maths objectives and learning cycle for year 6					
Science	<p><u>Working scientifically</u> WS1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary WS2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate WS3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p><u>Living things and their Habitats</u> LTH1 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 LTH2 give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Animals, including Humans</u> AIH1 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood AIH2 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function AIH3 describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><u>Evolution and Inheritance</u> EI1 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago EI2 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents EI3 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Light</u> L1 recognise that light appears to travel in straight lines L2 use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye L3 explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes L4 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><u>Electricity</u> E1 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit E2 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 E3 use recognised symbols when representing a simple circuit in a diagram.</p>

	<p>WS4 using test results to make predictions to set up further comparative and fair tests</p> <p>WS5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>WS6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p>						
<p>Art and Design</p>	<p>Drawing</p> <ul style="list-style-type: none"> - experiment with wet media to make different marks, lines, patterns, textures and shapes - produce increasingly accurate drawings - start to develop own style using tonal contrast and mixed media 	<p>Colour</p> <ul style="list-style-type: none"> - work with complimentary colours confidently - mix and match colours to create atmosphere and light - use different tools to create tint, tone, shades and mood - identify how colour can portray emotion 	<p>Texture</p> <ul style="list-style-type: none"> - use different techniques, colours and textures when designing and making pieces of work - shape, form, model and construct from observation or imagination - use collage as a means of extending work from initial ideas 	<p>Form</p> <ul style="list-style-type: none"> - shape, form, model and join using malleable and rigid materials - develop skills in construction - work into prints using a range of media on top of relief - plan and develop ideas 	<p>Printing</p> <ul style="list-style-type: none"> - build up drawings and images of whole or parts of items using various techniques - work into prints with a range of media (e.g. pens, colours pens and paints) - explore printing techniques used by various artists - screen printing 	<p>Pattern</p> <ul style="list-style-type: none"> - continue to create own abstract patterns to reflect personal experiences and expression - continue to create patterns for a purpose 	<p>Exploring and developing ideas</p> <ul style="list-style-type: none"> - compare ideas, methods and approaches in their own and other's work and say what they feel and think about it - adapt work according to their views and describe how they might develop it further - use a sketchbook to collect and develop

	<ul style="list-style-type: none"> - interpret the texture of a surface - develop an awareness of composition, scale and proportion (e.g. foreground, middle ground and background) 		<ul style="list-style-type: none"> - work collaboratively on a larger scale - work into texture with a range of media (e.g. pens, colour pencils and paints) 	<ul style="list-style-type: none"> - discuss and evaluate own work and work of other sculptors, identifying the properties of the media 			<ul style="list-style-type: none"> ideas with annotations to develop close observation skills - select and record from first hand observations, experience and imagination, and explore ideas for different purposes. - explore the roles and purposes of artists, craftspeople and designers from different times and cultures identifying how they have worked in a similar way (ARTIST STUDY) 	
<p>Computing</p>	<p>Using technology</p> <p>To continue to develop typing speed and accuracy to develop competency in typing.</p> <p>To understand the purpose of and use independently a range of different technology.</p>	<p>Using the Internet and e-safety</p> <p>To check plausibility of information from a variety of sources</p> <p>To use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data.</p>	<p>Communicating and collaborating online</p> <p>To use appropriate forms of communication to share information or ideas</p> <p>To use online collaboration tools.</p> <p>To be evaluative when using collaboration and web 2.0 tools.</p>	<p>Creating and publishing</p> <p>To create presentations, both desktop and web based, that serve a purpose and suit the needs of the intended audience.</p> <p>To be able to undertake market research.</p> <p>To create websites for a specific</p>	<p>Digital media</p> <p>To use technology to electronically compose music or sounds including creating melodies and save these as audio files.</p> <p>To begin to recognise the different layers of sound in a professional broadcast and use technology to record</p>	<p>Storing, retrieving and using data</p> <p>To continue to use technology, including spreadsheets to create graphs and present data in different ways.</p> <p>To be able to design, construct, evaluate and modify simple models i.e. enter data, enter formulae, copy cells</p>	<p>Programming and control</p> <p>To use assisted programming software to make more complex programs which interact with external controllers, and elements on screen, creating algorithms and using logic and calculations.</p>	<p>Modelling and simulations</p> <p>To understand that ICT allows for complex situations to be modelled, or those which it would be impractical to try out in real life investigate the effect of changing variables in these simulations.</p> <p>Know that simulations are</p>

<p>To be able to make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.</p> <p>To be able to make informed choices about the most appropriate piece of software to use to serve a purpose.</p> <p>To be able to evaluate programs and their ability to perform specific tasks.</p> <p>To be evaluative in their selection of programs to perform specific tasks.</p>	<p>To be discerning when evaluating digital content.</p> <p>To understand plagiarism and the importance of acknowledging sources.</p> <p>To understand the creative commons licensing agreement.</p>			<p>purpose and improve these sites.</p> <p>To use technology to help them present their work, showing an increasing degree of skill and using advanced features of software and tools.</p> <p>To select tools which can be used to help them achieve a specific aim and justify these choices to others.</p> <p>Understand the importance of evaluation and adaptation of individual features to enhance the overall product.</p> <p>To use tools to help them design and create a web based application for smart phones/tablets, giving consideration to the market/audience</p>	<p>and manipulate music/sound refining for a given audience or project.</p> <p>To use technology to create a stop motion animations and add audio and video effects to these animations.</p> <p>To use a computer to add complex effects to photographs and to perform common photograph edits (e.g. red eye removal)</p> <p>To compare different image creation and editing tools and select the most appropriate tool to use, justifying their choices.</p> <p>To independently take photographs and record video taking into account the audience and/or</p>	<p>and use simple formatting in a spreadsheet.</p> <p>To use a spreadsheet to draw a graph to show data.</p> <p>To understand that ICT allows quick and easy changes to be made to different variables once a spreadsheet is set up. Talk about how the spreadsheet helps them to manipulate a model easily.</p>	<p>To develop knowledge of the use of coding languages in programming.</p> <p>To use assisted programming software to create programs which interacts with external controllers by creating algorithms and using logic.</p> <p>To be able to design, write and debug programs that accomplish specific goals.</p> <p>To be able to control or simulate physical systems.</p> <p>To be able to solve problems by decomposing them into smaller parts.</p> <p>To be able to use sequence, selection, and repetition in programs incorporating</p>	<p>often guided by hidden rules</p> <p>To use software to model 3D objects, working to a scale.</p>
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				for their application.	purpose for the image/video.		variables and various forms of input and output. To be able to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.		
Design and Technology	<u>Design</u>		<u>Make</u>		<u>Evaluate</u>		<u>Technical Knowledge</u>	<u>Cooking and Nutrition</u>	
	Generating, developing, modelling and communicating	Understanding contexts, users and purpose	Practical skills and techniques	Planning	Existing products	Own products and ideas	Making products work	Food preparation, cooking and nutrition	Where food comes from
Coverage:	Share and clarify ideas through discussion. Model ideas using prototypes and pattern pieces. Use computer-aided design. Generate innovative ideas focusing on needs of user. Use annotated sketches and exploded	Works confidently within a range of contexts such as home, school, culture, leisure, enterprise, industry and the wider environment. Describe the purpose of their product. Indicate the design features of their product that will appeal to the intended user Explain how	Follow procedures for safety and hygiene (see risk assess) Use a wider range of materials and components including construction materials and kits, textiles (Y5), food ingredients, mechanical components and electrical components (Y6) Accurately measure, mark out, cut and shape	Select tools and equipment suitable to the task and explain their choices in relation to the skills. Select from a range of materials and components and explain their choices in relation to functional properties and aesthetic qualities. Produce lists of tools, equipment and materials needed.	Throughout KS2 pupils should investigate and analyse: How well products have been designed How well products have been made Why materials have been chosen What methods of construction have been used How well products work	Identify strengths and areas for development in their ideas and products Consider views of others, including the intended user to improve their work Critically evaluate the quality of design, manufacture and fitness for purpose as they design and make against original design criteria	That mechanical and electrical systems have an input, process and output How gears or pulleys create movement How more complex electrical circuits can be used to create functional products How to	That food and drink contain different substances – nutrients, fibre and water that are needed for health. How to prepare and cook a savoury dish safely and hygienically using a heat source How to use the techniques knearing, baking	That seasons may affect the food available How food is processed into ingredients that can be eaten or used in cooking

	diagrams to communicate ideas	particular parts of their product will work. Carry out research using questionnaires and web-based resources Identify the needs and wants, preferences of particular individuals and groups	materials and components Accurately assemble, join and combine materials and components Accurately use finishing techniques, including those from Art and Design Demonstrate resourcefulness when tackling practical problems	Formulate step by step plans as a guide to making	How well products achieve their purpose How well products meet users wants and needs How sustainable the materials are What impact products have beyond their intended purpose Know about inventors/designers/chefs who have developed ground breaking products	programme a computer to monitor changes in the environment and control their products		
Geography	Location Knowledge * Locate the main countries in Europe and North or South America. Locate and name principal cities. *Linking with local History, map how land use has changed in local area over time. *Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.	Place Knowledge * Compare a region in UK with a region in N. or S. America with significant differences and similarities.	Human and Physical Geography * Describe and understand key aspects of :Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. *Distribution of natural resources focussing on energy	Geographical Skills and Fieldwork * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. *Extend to 6 figure grid references with teaching of latitude and longitude in depth. *Expand map skills to include non-UK countries. *Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				
History	Chronological understanding- Uses timelines to place events, periods and cultural	Knowledge and Understanding - Chooses reliable sources of factual evidence to describe:	Interpretation - Understands that the past has been represented in different	Enquiry - Identifies and uses different sources of information and	Organisation and communication - Presents information in an			

	<p>movements from around the world.</p> <ul style="list-style-type: none"> -Uses timelines to demonstrate changes and developments in culture, technology, religion and society. -Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. -Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. - Names the date of any significant event studied from the past and places it correctly on a timeline. 	<p>houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <ul style="list-style-type: none"> -Identifies how any of above may have changed during a time period. - Gives own reasons why changes may have occurred, backed up with evidence. -Shows identified changes on a timeline. -Describes similarities and differences between some people, events and objects studied. -Describes how some changes affect life today. -Makes links between some features of past societies. 	<p>ways.</p> <ul style="list-style-type: none"> - Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways - Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. 	<p>artefacts.</p> <ul style="list-style-type: none"> -Evaluates the usefulness and accurateness of different sources of evidence. -Selects the most appropriate source of evidence for particular tasks. -Forms own opinions about historical events from a range of sources. 	<p>organised and clearly structured way.</p> <ul style="list-style-type: none"> -Makes use of different ways of presenting information. - Presents information in the most appropriate way (e. g. written explanation/tables and charts/labelled diagram). - Makes accurate use of specific dates and terms.
<p>History Coverage</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g: How did the Battle of Britain influence World War 2? Changes in social history e.g. crime and punishment or entertainment. The legacy of Roman culture (art or architecture) on the present day</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Study where and when they appeared. Explore their achievements e.g. Who were the Mayans and why were they important?</p>				

<p style="text-align: center;">Music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Perform significant parts from memory and from notations with awareness of my own contribution. Refine and improve my own work. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Improvise melodic and rhythmic material within given structures. Show thoughtfulness in selecting sounds and structures to convey an idea. Create my own musical patterns. Use a variety of different musical devices including melody, rhythms, and chords.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Notice, comment on and compare the use of musical devices. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.</p>	<p>Use and understand staff and other musical notations.</p> <p>Use of a variety of notation when performing and composing. Compose music for different occasions appropriate musical devises. Quickly read notes and know how many beats they represent. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. Describe music using musical words and use this to identify strengths and weaknesses in music.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<p>Develop an understanding of the history of music.</p> <p>Notice and explore how music reflects time, place and culture. Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural Use different venues and occasions to vary my performances.</p>		
<p style="text-align: center;">Physical Education</p>	<p>Games: Can be taught through: Hockey, Tag Rugby, Tri-Golf, Tennis, Football, Handball, Kwik Cricket, Rounders.</p> <p>Perform a range of skills (throwing, catching, kicking,</p>	<p>Tactics: Can be taught within games lessons.</p> <p>Understand, use and apply a range of tactics and strategies for defence and attack.</p>	<p>Gymnastics</p> <p>Combine and perform actions, shapes and balance with fluency and an increasingly difficult sequence.</p> <p>Create and perform a longer, fluent sequence, using</p>	<p>Athletics: Can also be taught during multi-skills lessons</p> <p>Choose the best pace for a running event, in order to sustain running and improve their personal target. Show control,</p>	<p>Dance</p> <p>Combine and perform movement patterns with control and balance with fluency and an increasingly difficult sequence.</p> <p>Create and perform a longer, fluent</p>	<p>Feedback: Can be taught within games, athletics, dance and gymnastic lessons.</p> <p>Evaluate their own and others performances, and explain how they</p>	<p>Outdoor and adventurous activities</p> <p>Find appropriate solutions to problems and challenges.</p> <p>Develop orienteering and problem-solving skills when working</p>	<p>Swimming</p> <p>N/A</p>

	<p>and striking) with greater speed, fluency and accuracy during invasion, striking and net games.</p>		<p>planned variation and contrasts in actions and speed.</p>	<p>balance and power in take-off and landing activities.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Choose appropriate techniques for specific event.</p> <p>Organise and judge events and challenges well.</p>	<p>movement patterns, using planned variation and contrasts in actions and speed.</p>	<p>can be refined and improved.</p> <p>Know the different types of fitness and how difference activities can contribute to a healthy lifestyle.</p>	<p>in groups and on their own.</p> <p>Identify and respond to events as they happen and improve their performance by changing or adapting their approaches as needed.</p> <p>Conserve their efforts and keep their concentration during tasks.</p> <p>Work cooperatively to put strategies into action.</p>	
<p>Religious Education</p>	<p>Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems; use religious and philosophical terminology and concepts to explain religions, beliefs and value systems; explain some of the challenges offered by the variety of religions and beliefs in the contemporary world; explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures; identify the influences on, and distinguish between, different viewpoints within religions and beliefs; interpret religions and beliefs from different perspectives; interpret the significance and impact of different forms of religious and spiritual expression; explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities; compare the different ways in which people of faith communities express their faith; make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary; make informed responses to people's values and commitments (including religious ones) in the light of their learning; use different techniques to reflect deeply, discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p>							
<p>PHSE</p>	<p>See PSHE objective overviews for year 6</p>							
<p>French Coverage</p>	<p>Asking for classroom objects- As-tu? New clothes vocabulary Justifying opinions</p>							

<p style="text-align: center;">Occupations Phrases to use when playing games Rooms in their house Furniture vocabulary New adjectives New prepositions</p> <p style="text-align: center;">Holiday plans- accommodation, travel, places of interest etc. -On va rester dans, on va aller, prendre, on va visiter, regarder</p> <p style="text-align: center;">Recap: date- days of the week, months of the year, weather, instructions, simple negative- je n'ai pas, clothes, expressing opinions, family members, quantifiers, adjectives, verb-être, saying where they live, places, prepositions, repetition requests, stalling strategies, verb aller, food</p>
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French	Listening and responding	Speaking	Reading and responding	Writing	Inter-cultural skills
	Can they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences?	Can they take part in a simple conversation? Can they express opinions?	Can they understand the main points and some of the detail from short written texts in familiar contexts? Can they respond by answering true/false questions?	Can they write a short text/ paragraph on a familiar topic, adapting language which they have already learnt?	
	<p>Can they understand basic negative sentences? Can they understand different opinions? Can they recognise that word order may vary between languages? Can they listen for clues to meaning such as key words and tone of voice? Can they make predictions about meaning based on existing knowledge?</p>	<p>Can they initiate and sustain unrehearsed conversations of at least 4 exchanges? Can they form basic negative sentences? Can they recognise that word order may vary between languages? Can they identify and substitute nouns in a sentence? Can they re-use previously learned language in a new context?</p>	<p>Can they understand the formation of a basic negative sentence? Can they understand different opinions? Can they identify different text types? Can they identify nouns and adjectives in a text? Can they sort words into nouns, verbs, adjectives and prepositions?</p>	<p>Can they adapt a model to create their own piece of writing? Can they write a letter? Can they add 2 short verses to a rhyming poem? Can they identify and substitute nouns in a sentence? Can they recognise that word order may vary between languages? Do they know that some nouns change their spelling in relation to their gender?</p>	<p>Are they aware of cultural differences in housing at home and abroad? Can they investigate the climate, places of interest, festivals, music, dances and food?</p>

		<p>Can they perform songs and sketches with accurate pronunciation?</p> <p>Can they join in two playground games in French?</p> <p>Can they present oral work confidently, speaking clearly and audibly with good pronunciation?</p> <p>Can they ask for repetition/clarification in French?</p> <p>Can they use more expression?</p> <p>Can they use stalling techniques as appropriate?</p>	<p>Can they recognise that word order may vary between languages?</p> <p>Can they recognise adjectival agreements in a short text?</p> <p>Can they follow a story as it is read aloud and demonstrate understanding?</p> <p>Can they read aloud phrases from a text with appropriate intonation using a variety of voices and expression?</p> <p>Do they read authentic texts for enjoyment and for information?</p> <p>Can they use a bilingual dictionary to find additional nouns to construct short sentences?</p> <p>Do they know the abbreviations used in a dictionary to help identify nouns, verbs, adjectives and adverbs?</p>	<p>Can they form basic negative sentences?</p> <p>Can they re-use previously learned language in a new context?</p> <p>Can they use the immediate future tense?</p>
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be the best you can be

The Discovery School