Year 6 Curriculum

2018 – 2019

Year 6 Long Term Overview 2018-19 – Peter Whitehead / Amy Jaques

Term 1 – TOPIC: 'We Shall Never Surrender!' (World War II)

Wow Event – Visit to Bletchley Park

Over-arching Question: 'If World War I was the 'war to end all wars', then why did World War II happen?'

Language of the Term: German

Key Events: Transition Week – 'My Feelings and Me', Roald Dahl Day, European Day of Languages, Big Draw Week

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Journalistic Writing (3 weeks) Biographies and Autobiographies (Winston Churchill's Speeches) (3 weeks) Arguments and Balanced Debates (Taught through Topic lessons)	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Electricity	E-Safety and Coding	'Make Do and Mend' (Sewing)	History Focus: World War II (Who? What? Where? When? Why?) (Including 'The Holocaust') Geography Focus: Seas around Britain and neighbouring countries	The Music of the War: Exploring War Songs and Composing a War Song to Rally the Troops	New Beginnings (Links with 'The Holocaust')	Circuits and Bootcamp	Judaism

Term 2 – TOPIC: 'We Shall Never Surrender!' (World War II)

Wow Event – Visit from a Holocaust Survivor

Over-arching Question: 'If World War I was the 'war to end all wars', then why did World War II happen?'

Language of the Term: French

Key Events: Remembrance Day (Year 6 Remembrance Assembly), Anti-Bullying Week, Safety Week

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Mystery Stories (3 weeks) Flashbacks ('The Holocaust') (2 weeks) Remembrance Poems: Power of Imagery(1 week)	Fractions Geometry: Position and Direction	Animals Including Humans	E-Safety and Spreadsheets	Cooking: Wartime Cakes (Making a wartime cake using rationed ingredients) 'Dig for Victory' (Taught through Topic')	History Focus: World War II (Who? What? Where? When? Why?) The Holocaust	The Music of the War: Exploring War Songs and Composing a War Song to Rally the Troops	Getting On and Falling Out (Links with 'The Holocaust')	Dance (1940s Dance)	Judaism

Term 3 – TOPIC: Ancient Greece: 'It's all Greek to Me!'

Wow Event – Visit from Theatre Company

Over-arching Question: 'What did the Greeks do for us?'

Language of the Term: Greek

Key Events: Storytelling Week (Oracy/Fairy tales), Safer Internet Day

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Formal and Informal Writing (3 weeks) Myths and Legends (3 weeks)	Geometry: Properties of Shape Problem Solving Preparation for SATs.	Evolution and Inheritance	E-Safety and Networking	Drawing – Ancient Greek Gods	Geography Focus: Geography of Modern Greece: Land Use, Mountains, Rivers, Seas etc.	Greek Music	Relationships 'Footpath Flowers'	Cricket	Beautiful World, Wonderful God

Term 4 – TOPIC: Ancient Greece: 'It's all Greek to Me!'

Wow Event – Greek BBQ

Over-arching Question: 'What did the Greeks do for us?'

Language of the Term: Italian

Key Events: World Maths Day

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Range of non-fiction writing (non-chronological reports, explanation texts, leaflets) Performing and Reciting Poetry (Leavers Poetry) (2 weeks)	Maths Investigations Post SATs Project Work	Scientists and Inventors	E-Safety and Software	Greek Food (Dips, Yoghurt Etc.)	History of Ancient Greece: Greek Theatre Origin of 'The Olympic Games'	Greek Music	Changes	Olympic Sports/Mini-Olympics	Beautiful World, Wonderful God

Term 5 – TOPIC: Mayans: Murder, Mystery and the Rainforest!

Wow Event – Mayan Day (In School)

**Wow Event might move to Term 6 due to SATs.*

Key Events: SATs Week, Careers Week

Language of the Term: Spanish

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Cultural Story: Mayan Creation Story (2 weeks) Persuasive Writing (3 weeks)	Number: Decimals Percentages Algebra	Living Things and Their Habitats	E-Safety and Algorithms	Mayan Masks	Geography Focus: Biomes Central American Rainforests Equatorial climate	Composition: Mayan Sacrifice	Going for Goals	Bench Ball and Netball	Hinduism

Term 6 – TOPIC: Mayans: Murder, Mystery and the Rainforest!

Wow Event – Mayan Chocolate Day (In School)

Key Events: Lincolnshire Week, UKS2 Production

Language of the Term: Portuguese

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Digital Media (Blogging) (2 weeks) Class Novel (3 Weeks) Non-chronological reports (2 weeks)	Measurement: Converting Units of Measure Perimeter, Area and Volume Number: Ratio Statistics	Light	E-Safety and Blogging	Collage - Rainforests	History Focus: Mayan Gods Mayan Temples Importance of Sacrifice Rituals etc. History of Chocolate	Composition: Mayan Sacrifice	Good to be Me!	Basketball	Hinduism

Year 5/6 English Curriculum 2018/19 Statutory Requirements

<table>
<tr><th colspan="2">Spoken Language</th></tr>
<tr><td colspan="2">Pupils should be taught to:
▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
▪ speak audibly and fluently with an increasing command of Standard English
▪ consider and evaluate different viewpoints, attending to and building on the contributions of others
▪ select and use appropriate registers for effective communication.
▪ ask relevant questions to extend their understanding and knowledge
▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</td></tr>
<tr><th>Reading – Word Recognition</th><th>Reading - Comprehension</th></tr>
<tr><td>Pupils should be taught to across Upper KS2:
▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Spelling Progression Document both to read aloud and to understand the meaning of new words that they meet.</td><td>Pupils should be taught to across Upper KS2:
▪ maintain positive attitudes to reading and understanding of what they read by:
▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
▪ reading books that are structured in different ways and reading for a range of purposes
▪ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices
▪ identifying and discussing themes and conventions in and across a wide range of writing
▪ making comparisons within and across books
▪ learning a wider range of poetry by heart
▪ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
▪ understand what they read by:
▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
▪ asking questions to improve their understanding
▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
▪ predicting what might happen from details stated and implied
▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
▪ identifying how language, structure and presentation contribute to meaning
▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
▪ distinguish between statements of fact and opinion, and retrieve, record and present information from non-fiction
▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
▪ provide reasoned justifications for their views.</td></tr>
</table>

Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar and Punctuation	Writing - Composition
Spelling *Pupils should be taught to:* ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in **Spelling Progression** ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus.	*Pupils should be taught to:* ▪ write legibly, fluently and with increasing speed by: ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific little ▪ choosing the writing implement that is best suited for a task.	*Pupils should be taught to:* ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. ▪ using the perfect form of verbs to mark relationships of time and cause ▪ using expanded noun phrases to convey complicated information concisely ▪ using modal verbs or adverbs to indicate degrees of possibility ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ▪ indicate grammatical and other features by: ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using hyphens to avoid ambiguity ▪ using brackets, dashes or commas to indicate parenthesis ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses ▪ using a colon to introduce a list ▪ punctuating bullet points consistently ▪ use and understand the grammatical terminology and appropriately in discussing their writing and reading.	*Pupils should be taught to:* ▪ plan their writing by: ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors ▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Key Terminology for children

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity,
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Year 6 Maths Curriculum 2018/19 Statutory Requirements

Number and Place Value	Addition, Subtraction, Multiplication and Division	Fractions including decimals and percentages	Ratio and Proportion
Pupils should be taught to: • read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across 0 • solve number and practical problems that involve all of the above	Pupils should be taught to: • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the 4 operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	Pupils should be taught to: • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form • divide proper fractions by whole numbers • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] • 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 • multiply one-digit numbers with up to 2 decimal places by whole numbers • use written division methods in cases where the answer has up to 2 decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • multiplication and division, including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Pupils should be taught to: • solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Year 6 Maths Curriculum 2018/19 Statutory Requirements

Algebra	Measurement	Geometry – Properties of shape
Pupils should be taught to: • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with 2 unknowns • enumerate possibilities of combinations of 2 variables	Pupils should be taught to: • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]	Pupils should be taught to: • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Geometry – Position and Direction	Statistics
Pupils should be taught to: • describe positions on the full coordinate grid (all 4 quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes	Pupils should be taught to: • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average

Year 6 Science Curriculum 2018/19 Statutory Requirements

Living things and their habitats

Pupils should be taught to:

- 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
- give reasons for classifying plants and animals based on specific characteristics

Animals including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Light

Pupils should be taught to:

- recognise that light appears to travel in straight lines
- 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
- 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
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Year 6Science Curriculum 2018/19 Statutory Requirements

Electricity

Pupils should be taught to:

- 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

Year 6History Curriculum 2018/19 Statutory Requirements

A study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

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

Ancient Greece – a study of Greek life and achievements and their influence on the western world

Year 6Geography Curriculum 2018/19 Statutory Requirements

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Year 6

Place knowledge

- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Year 6 Computing Curriculum 2018/19 Statutory Requirements

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Year 6 Art Curriculum 2018/19 Statutory Requirements

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 6 DT Curriculum 2018/19 Statutory Requirements

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Year 6 Music Curriculum 2018/19 Statutory Requirements

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notation
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Year 6 PE Curriculum 2018/19 Statutory Requirements

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety (Term 6 for those children who have not yet achieved 25m)

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Year 6 MFL Curriculum 2018/19 Statutory Requirements (see La Jolie Ronde Scheme of Work)

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English