Curriculum Overview for Year 6 ~ Summer Term 2018 (Islands and Independence)

English

- Apply knowledge of root words, prefixes and suffixes, to understand the meaning of new words.
- Maintain positive attitudes to reading by:
- o reading and discussing a wide range of texts;
- o recommending books to peers, giving reasons for
- o identifying, discussing and comparing themes and Confidently use a dictionary and thesaurus. conventions.
- Understand what is read bu:

Consolidation of autumn

Ratio and Proportion

and spring term

obiectives.

comparison.

- o asking questions:
- o drawing inferences and justifying with evidence; o summarising the main ideas, identifying key
- o 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.

Preparation for transition into Year 7

with open-ended investigations and problem

Solve problems involving the relative sizes of two

quantities where missing values can be found by

• Solve problems involving similar shapes where the

using multiplication and division facts.

scale factor is known or can be found.

• Solve problems involving the calculation of

percentages and the use of percentages for

Solve problems involving unequal sharing and

grouping, using knowledge of fractions and

Reading and writing in a range of fiction and non-fiction genres linked to our class reader, Kensuke's Kingdom.

Spelling and Writing

- Use a wide range of prefixes and suffixes accurately.
- Spell words with 'silent' letters.
- Distinguish between homophones and other words which are often confused.
- Identify the audience for, and purpose of, writing, selecting the appropriate form.
- Note and develop initial ideas.
- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance
- Build cohesion within and across paragraphs.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement.
- Proof-read for spelling and punctuation errors.

Vocabulary, Grammar and Punctuation

- Recognise vocabulary and structures that are appropriate for formal speech and writing.
- Use passive verbs to affect the presentation of information in a sentence.
- Use expanded noun phrases to convey complicated information concisely.
- Use modal verbs (e.g. would, might, can) or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose' and 'that'.
- Use a range of higher-level punctuation accurately throughout written work (including commas, hyphens, brackets, dashes, semi-colons and colons)

Mathematics

Algebra

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Identify possibilities of combinations of two

Statistics

Thinking Scientifically

scientific enquiries to answer

range of scientific equipment, with

controlling variables if necessary

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.

Geometry - Position and Direction

- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, & reflect them in the axes.

Geometry - Properties of Shape

- Draw 2-D shapes using given dimensions and
- Recognise, describe and build simple 3-D shapes, including making nets.
- Compare and classify geometric shapes based on their properties and sizes.
- 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.

Citizenship

Healthy and Safer Lifestyles:

PSHE &

model and communicate ideas.

materials & components.

• Select from and use a wider range of tools, equipment,

- Personal Safety;
- Drug Education:
- Sex and Relationships Education.
- Independence and secondary school transition preparation.

Art & Design

experimentation and an increasing awareness of different kinds of art, craft and

Island artwork using a variety of mediums.

• Investigate a range of existing products.

• Evaluate ideas & products against own design

Island Model project.

criteria. Consider the views of others to make improvements

Develop techniques, including control and use of materials, with creativity,

• Use sketch books to record observations and to review and revisit ideas.

• Learn about great artists, architects and designers in history.

and sculpture with a range of materials.

• Improve mastery of art and design techniques, including drawing, painting

Computing

- 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating
 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways to report concerns about content & contact.
- Design, write and debug programs, 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.

Design & Technology Geography

 Use research & develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop,

understand key aspects of including: climate zones, rivers, rock formations and the water cucle.

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use four and six-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.

Study of Easter Island & map skills.

Music

Describe and

physical geography,

• Play and perform in solo and ensemble contexts, using voices and playing musical 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.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and
- · Use and understand staff and other musical notations.

Year 6 end of year production.

Physical

Education

- collaborating and competing
- Develop an understanding of how to improve in different physical activities & sports, learning how to identify & evaluate success.
- Play competitive games and apply basic principles suitable for attacking and
- Develop flexibility, strength, technique, control and balance.
- Compare own performances with previous ones and demonstrate improvement
- Take part in outdoor and adventurous activity challenges.

Athletics, Rounders, Cricket.

Religious

Learn about what

Understand the key

Education worship means to a believer.

features of worship, including prayer, in different Identify the importance of community and the responsibilities that

religious groups have, living within the wider community.

Languages - French

Develop an understanding of aspects of French culture by investigating Bastille Day, whilst making use of their vocabulary and grammatical knowledge.

Science Working &

• Plan different tupes of questions, recognising and

- Take measurements, using a increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity.
- Use test results to make predictions to set up further comparative & fair tests.
- displays and other presentations. • Identify scientific evidence that has been used to support or refute ideas or **Evolution and Inheritance**

• Report and present findings from enquiries in oral and written forms such as

- 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. Living Things and their Habitats

- 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/animals based on specific characteristics

History

- Geography topic focus this term.
- Historical links are made where relevant, e.g. the ancient civilization on Easter Island