

Year 6 Curriculum : Autumn Term, First Half

English

- Apply knowledge of root words, prefixes and suffixes to understand and investigate meanings of words and how they change
- Use etymology to help pronounce new words correctly
- Skim texts to ascertain gist and combine scanning/close reading to locate information
- Employ dramatic effect to engage listeners whilst reading aloud
- Evaluate texts quickly to determine usefulness/appeal
- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction, including authors chosen by teacher
- Recommend books to peers with detailed reasons and express preferences about wider range of books, including some from our literary heritage and from other cultures and traditions
- Learn a wider range of poems by heart and prepare to read aloud
- Demonstrate and develop understanding of reading in a variety of ways, eg keeping a reading journal or group discussions
- Provide reasoned justifications for views, referring to text evidence
- Identify audience and purpose when planning pieces of writing
- Choose appropriate text form and type for writing
- Select language/structures, drawing on writing models and reading
- Use range of planning approaches including discussion and ICT
- Draft pieces of writing, selecting appropriate vocabulary and language effects for precision and impact
- Use devices to build cohesion between paragraphs in narrative, including ellipsis
- Identify subject and object of a sentence
- Reflect/suggest changes to effectiveness of writing in relation to audience and purpose to enhance effects and clarify meaning
- Use active and passive voice to achieve intended effects
- Proofread for grammatical, spelling and punctuation errors
- Learn spellings assigned to Year 6
- Use range of different strategies interactively to spell correctly
- Write with increasing speed; choose implement best suited to task

Mathematics

- Place value, ordering, and rounding.
- Understanding \times and \div
- Mental calculations strategies (\times and \div)
- Pencil and paper procedures (\times and \div)
- Money and real life problems
- Making decisions and checking results using a calculator.
- Fractions, decimals and percentages
- Ratio and proportion
- Using a calculator
- Handling data

RE/SMSC

(Religious Education and Spiritual, Moral, Social and Cultural Development)

- Explore key Christian values
- Reflect on personal beliefs and values and how these impact behaviour
- Develop understanding of Harvest Festival traditions and celebrations and explore how these relate to Bible scripture

- Discuss and debate values which are most important to us
- Understand that everyone is entitled to a view and an equal right to be heard

Year 6 Curriculum : Autumn Term, First Half

Indigo Class:

Red Class:

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Music</u>
<p>Year A: Living Things and Their Habitats</p> <ul style="list-style-type: none"> Differences in life cycles of mammals/ amphibian/ insect/ bird Describe life process of reproduction some animals and plants. <p>Year B : Living Things and Their Habitats</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups– to common characteristics based on similarities and differences include micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. 	<p>Year A: Extend Chronology beyond 1066. Victorians/ Battle of Britain Changing power of Monarchs. Change in aspects of crime and punishment. Legacy of Greek and Roman culture. First railways / travel changes/ communication.</p> <p>Year B: A Local History Study A depth study linked to any of the British areas of study in Year A. Trace how several aspects of National History are reflected in our locality</p>	<p>Year A: Human Impact– Altrincham Town Centre (Links with English / Text/ Letter writing)</p> <p>Year B: Overview of Locational Knowledge (Maps– identify cities, rivers etc.)</p>	<p>All pupils: Listen and Appraise Musical activities include Performing practice, Improvising, Singing, Composing. Sharing and Performance.</p> <p>‘Make You feel My love’- Chiranga</p> <p>Christmas / Harvest Music</p> <p>Progression from First Access– instrumental lessons Singing Club</p>
<u>Computing</u>	<u>Languages (French)</u>	<u>Design Technology</u>	<u>Physical Education</u>
<ul style="list-style-type: none"> The pupils will design and write programmes to solve real life experiences. Create a sequence of instructions to control events- feedback from input devices 	<ul style="list-style-type: none"> Greetings and compound sentences Numbers 0-100 Alphabet and spelling skills Telling the time Animals Adverbial phrases Christmas 	<ul style="list-style-type: none"> D/T Yr 5/6- Biscuits (Food) – adapt a recipe to develop a product Yr 6 Shelters (Materials and structures. (Balanced and unbalanced Forces Children learn about structures-reinforcing, strengthening structures. Design a shelter. 	<p>Children are taught by both a specialist and by the class teacher. They cover a range of team games outside including:</p> <ul style="list-style-type: none"> Lacrosse Football Netball.

Year 6 Curriculum : Autumn Term, First Half

Indigo Class:

Red Class:

Art

Painting:

- To draw an isolated area of an artists' work on a larger scale.
- Use a view finder to focus on detail
- Discuss the use of colour in a range of artists work
- Mix and match colours to those in an artist's work
- Paint a picture of choice with a given theme
- Select techniques and materials for use in their own paintings.

Drawing:

People In Motion

Pupils will 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, sculpture, and sculpture with a range of materials.**
- **About great artists , architects and designers in history.**

Textiles:

- To look at pottery and textiles that tell stories e.g. Greek vases etc.
- To understand the use of textiles in creating visual narrative illustration
- To draw and select images for illustrating a chosen story
- To combine materials
- To work collaboratively
- To glue, stitch and fasten material

Printing:

- Produce a simple sketch design for a block print
- Discuss and respond to a variety of prints inc Warhol
- Produce a multi-layered print

Year 6 Curriculum : Autumn Term, Second Half

Indigo Class:

Red Class:

English

- Apply knowledge of root words, prefixes and suffixes to understand and investigate meanings of words and how they change
- Use etymology to help pronounce new words correctly
- Understand underlying themes, causes and consequences within whole texts
- Recognise authors' techniques to influence/manipulate the reader and discuss impact of language choices including figurative language
- Understand structures writers use to achieve coherence
- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction, including authors chosen by teacher
- Make comparisons within/across texts, including those written in different periods
- Analyse conventions of different types of writing
- Demonstrate and develop understanding of reading in a variety of ways, eg keeping a reading journal or group discussions
- Distinguish between fact and opinion across a range of texts
- Provide reasoned justifications for views, referring to text evidence
- Identify audience and purpose when planning pieces of writing
- Choose appropriate text form and type for writing
- Select language/structures, drawing on writing models and reading
- Use range of planning approaches including discussion and ICT
- Draft pieces of writing, selecting appropriate vocabulary and language effects for precision and impact
- Use devices to build cohesion between paragraphs in discursive and explanatory texts
- Investigate and collect a range of synonyms and antonyms
- Explore and collect vocabulary typical of formal and informal speech and writing
- Proofread for grammatical, spelling and punctuation errors
- Learn spellings assigned to Year 6
- Use range of different strategies interactively to spell correctly
- Write with increasing speed; choose implement best suited to task

- Shape and space
- Reasoning about shapes
- Measures including problems
- Handling data
- Mental calculation strategies (+ and -)
- Pencil and paper procedures (+ and -)
- Money and real life problems
- Making decisions and checking results including using a calculator
- Properties of numbers
- Reasoning about numbers

RE/SMSC

(Religious Education and Spiritual, Moral, Social and Cultural Development)

- Find out about different forms of prayer in worship, within Christian & other faith communities
- Explore Bible sources for commonly used prayers, in particular the Lord's Prayer and Psalm 23
- Explore the Christmas story in the Gospels of Matthew and Luke
- Discuss what Christians learn from the Christmas story and why it is significant
- Explore the concept of incarnation
- Learn about making choices that affect health and wellbeing, including diet, hygiene, exercise and substance use and abuse, in accordance with the school's Health Education Policy
- Explore influencing factors and controls over behaviour including the rule of law

Year 6 Curriculum : Autumn Term, Second Half

Indigo Class:

Red Class:

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Music</u>
<p>Year A: Animals including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Year B: Animals including humans</p> <ul style="list-style-type: none"> Identify and 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, lifestyle on the ways their bodies function Describe the ways which nutrients and water are transported within humans and plants. 	<p>Year A: Extend Chronology beyond 1066. Victorians/ Battle of Britain</p> <p>Changing power of Monarchs. Change in aspects of crime and punishment. Legacy of Greek and Roman culture. First railways / travel changes/ communication.</p> <p>Year B: A Local History Study</p> <p>A depth study linked to any of the British areas of study in Year A. Trace how several aspects of National History are reflected in our locality</p>		<p>All pupils: Listen and Appraise Musical activities include Performing practice, Improvising, Singing, Composing. Sharing and Performance.</p> <p>'Make You feel My love'- Chiranga</p> <p>Christmas / Harvest Music</p> <p>Progression from First Access– instrumental lessons Singing Club</p>
<u>Computing</u>	<u>Languages (French)</u>	<u>Design Technology</u>	<u>Physical Education</u>
<ul style="list-style-type: none"> The pupils will design and write programmes to solve real life experiences. Create a sequence of instructions to control events- feedback from input devices. 	<ul style="list-style-type: none"> Greetings and compound sentences Numbers 0-100 Alphabet and spelling skills Telling the time Animals Adverbial phrases Christmas 	<ul style="list-style-type: none"> D/T Yr 5/6- Biscuits (Food) – adapt a recipe to develop a product. Yr 6 Shelters (Materials and structures). Balanced and unbalanced forces. Children learn about structures-reinforcing, strengthening structures. Design a shelter. 	<p>Children are taught by both a specialist and by the class teacher. They cover a range of team games outside including:</p> <ul style="list-style-type: none"> Lacrosse Football Netball.

Year 6 Curriculum : Autumn Term, Second Half

Indigo Class:

Red Class:

Art

Painting:

- To draw an isolated area of an artists' work on a larger scale.
- Use a view finder to focus on detail
- Discuss the use o colour in a range of artists work
- Mix and match colours to those in an artist's work
- Paint a picture of choice with a given theme
- Select techniques and materials for use in their own paintings.

Drawing:

People In Motion

Pupils will be taught:

- **To create sketch books to record their observations and use them to review and re-visit ideas**
- **To improve their mastery of art and design techniques, including drawing painting, sculpture, and sculpture with a range of materials.**
- **About great artists , architects and designers in history.**

Textiles:

- To look at pottery and textiles that tell stories e.g. Greek vases etc.
- To understand the use of textiles in creating visual narrative illustration
- To draw and select images for illustrating a chosen story
- To combine materials
- To work collaboratively
- To glue, stitch and fasten material

Printing:

- Produce a simple sketch design for a block print
- Discuss and respond to a variety of prints inc Warhol
- Produce a multi-layered print

Year 6 Curriculum : Spring Term, First Half

Indigo Class:

Red Class:

English

- Apply knowledge of root words, prefixes and suffixes to understand and investigate meanings of words and how they change
- Use etymology to help pronounce new words correctly
- Skim texts to ascertain gist and combine scanning/close reading to locate information
- Employ dramatic effect to engage listeners whilst reading aloud
- Evaluate texts quickly to determine usefulness/appeal
- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction, including authors chosen by teacher
- Learn a wider range of poems by heart and prepare to read aloud
- Demonstrate and develop understanding of reading in a variety of ways, eg keeping a reading journal or group discussions
- Explain/discuss understanding through formal presentations and debates, maintaining focus, using notes & responding to questions
- Identify audience and purpose when planning pieces of writing
- Choose appropriate text form and type for writing
- Select language/structures, drawing on writing models and reading
- Use range of planning approaches including discussion and ICT
- Draft pieces of writing, selecting appropriate vocabulary and language effects for precision and impact
- Manipulate sentences to create particular effects
- Use devices to build cohesion between paragraphs: persuasive texts
- Identify and use colons to introduce a list
- Punctuate bullet pointed text consistently
- Blend action, dialogue and description with sentences & paragraphs to introduce and develop characters
- Reflect/suggest changes to effectiveness of writing in relation to audience and purpose to enhance effects and clarify meaning
- Proofread for grammatical, spelling and punctuation errors
- Learn spellings assigned to Year 6 and be secure with rules previously taught
- Use range of different strategies interactively to spell correctly
- Write with increasing speed; choose implement best suited to task

Mathematics

- Place value, ordering, and rounding.
- Understanding \times and \div
- Mental calculations strategies (\times and \div)
- Pencil and paper procedures (\times and \div)
- Money and real life problems
- Making decisions and checking results using a calculator.
- Fractions, decimals and percentages
- Using a calculator
- Shape and space
- Reasoning about shapes

RE/SMSC

(Religious Education and Spiritual, Moral, Social and Cultural Development)

- Know that Muslims worship in a Mosque and explore rules and customs for worship
- Reflect on impact of Muslim and other beliefs on behaviour and everyday life
- Know the Five Pillars of Islam
- Understand what we mean by tolerance and discuss examples; explore possible consequences of intolerance in school and in the wider community
- Understand and demonstrate what it means to develop a respectful environment where attitudes to diversity are positive

Year 6 Curriculum : Spring Term, First Half

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Music</u>
<p>Year A: Properties and changes of materials:</p> <ul style="list-style-type: none"> Compare and group together everyday materials— properties 9hardness, solubility, transparency conductivity elec. and thermal, and response to magnetism Some materials dissolve in liquid and how to recover. Mixtures— solids, liquids and gases separating use of filters, sieving and evaporation. <p>Year B: Properties and changes of materials</p> <ul style="list-style-type: none"> Give reasons based on evidence from comparative and fair tests uses of everyday materials. Demonstrate that dissolving, mixing and changes of state are reversible Explain that some changes result in the formation of new materials including changes associated with burning, action of acid on bicarbonate of soda. 	<p>Year A; Ancient Greece (Link Art /D.T./ P.E.) A study of Greek Life—achievements, their influence on the Western World.</p> <p>Year B: Non– European Society contrasts with Britain Islamic Civilisation including a study of Bagdad AD 900 or Mayan Civilisation or Benin (West Africa) AD 900—1300 (Link Geography/ Art/ P.E.) RE focus.</p>	<p>Year A: Geography of Greece Holidays Culture—People Food Tourism Climate</p> <p>Year B: Rocks, minerals and natural resources (Link to York residential-year 6 and Min Y Don –year 5)</p>	<p>All pupils: Listen and Appraise Musical activities include Performing practice, Improvising, Singing, Composing. Sharing and Performance.</p> <p>Progression from First Access— instrumental lessons Singing Club</p>
<p style="text-align: center;"><u>Computing</u></p> <ul style="list-style-type: none"> The children will learn to design and write programmes to solve real experiences Create a sequence of instructions to control events and feedback from input devices. 	<p style="text-align: center;"><u>Languages (French)</u></p> <ul style="list-style-type: none"> New Year and Fete des Rois Expressing likes and dislikes Giving reasons Negatives Sports School subjects Possessive Adjectives Easter 	<p style="text-align: center;"><u>Design Technology</u></p> <ul style="list-style-type: none"> D/T Yr 5/6- Biscuits (Food) – adapt a recipe to develop a product Yr 6 Shelters (Materials and structures). Balanced and un-balanced forces. Children learn about structures-reinforcing, strengthening structures. Design a shelter. 	<p style="text-align: center;"><u>Physical Education</u></p> <p>A weekly games lesson will be taught by a visiting specialist focusing on team games outside. The children will focus on:</p> <ul style="list-style-type: none"> Football Netball Gymnastics

Year 6 Curriculum : Spring Term, First Half

Indigo Class:

Red Class:

Art

Painting:

- To draw an isolated area of an artists' work on a larger scale.
- Use a view finder to focus on detail
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- Select techniques and materials for use in their own paintings.

Drawing:

People In Motion

Pupils will 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, sculpture, and sculpture with a range of materials.**
- **About great artists , architects and designers in history.**

Textiles:

- To look at pottery and textiles that tell stories e.g. Greek vases etc.
- To understand the use of textiles in creating visual narrative illustration
- To draw and select images for illustrating a chosen story
- To combine materials
- To work collaboratively
- To glue, stitch and fasten material

Printing:

- Produce a simple sketch design for a block print
- Discuss and respond to a variety of prints inc Warhol
- Produce a multi-layered print

Year 6 Curriculum : Spring Term, Second Half

Indigo Class:

Red Class:

English

- Apply knowledge of root words, prefixes and suffixes to understand and investigate meanings of words and how they change
- Use etymology to help pronounce new words correctly
- Skim texts to ascertain gist and combine scanning/close reading to locate information
- Employ dramatic effect to engage listeners whilst reading aloud
- Evaluate texts quickly to determine usefulness/appeal
- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction, including authors chosen by teacher
- Recommend books to peers with detailed reasons and express preferences about wider range of books, including some from our literary heritage and from other cultures and traditions
- Learn a wider range of poems by heart and prepare to read aloud
- Demonstrate and develop understanding of reading in a variety of ways, eg keeping a reading journal or group discussions
- Provide reasoned justifications for views, referring to text evidence
- Identify audience and purpose when planning pieces of writing
- Choose appropriate text form and type for writing
- Select language/structures, drawing on writing models and reading
- Use range of planning approaches including discussion and ICT
- Draft pieces of writing, selecting appropriate vocabulary and language effects for precision and impact
- Manipulate sentences to create particular effects
- Use semi-colons to mark boundary between independent clauses
- Explore and begin to use active and passive voice
- Blend action, dialogue and description with sentences & paragraphs to introduce and develop characters
- Proofread for grammatical, spelling and punctuation errors
- Learn spellings assigned to Year 6 and be secure with rules previously taught
- Use range of different strategies interactively to spell correctly
- Write with increasing speed; choose implement best suited to task

Mathematics

- Shape and space
- Reasoning about shapes
- Measures including problems
- Handling data
- Mental calculation strategies (+ and -)
- Pencil and paper procedures (+ and -)
- Money and real life problems
- Making decisions and checking results including using a calculator
- Properties of numbers
- Reasoning about numbers

RE/SMSC

(Religious Education and Spiritual, Moral, Social and Cultural Development)

- Explore how the Gospels tell the story of the events leading up to Good Friday
- Reflect on the significance of the Easter story to Christians
- Understand and explain how actions and behaviour choices might have consequences for themselves and others
- Recognise the nature and consequences of bullying and discuss ways to respond to it

Year 6 Curriculum : Spring Term, Second Half

Science

Year A: Properties and changes of materials:

- Compare and group together everyday materials— properties (hardness, solubility, transparency conductivity elec. and thermal, and response to magnetism)
- Some materials dissolve in liquid and how to recover.
- Mixtures— solids, liquids and gases separating use of filters, sieving and evaporation.

Year B: Properties and changes of materials

- Give reasons based on evidence from comparative and fair tests uses of everyday materials.
- Demonstrate that dissolving, mixing and changes of state are reversible
- Explain that some changes result in the formation of new materials including changes associated with burning, action of acid on bicarbonate of soda.

History

Year A; Ancient Greece

(Link Art /D.T./ P.E.)
A study of Greek Life—achievements, their influence on the Western World.

Year B: Non– European Society contrasts with Britain

Islamic Civilisation including a study of Bagdad AD 900 or Mayan Civilisation or Benin (West Africa) AD 900—1300 (Link Geography/ Art/ P.E.)
RE focus.

Geography

Year A: Geography of Greece

Holidays
Culture—People
Food
Tourism
Climate

Year B: Rocks, minerals and natural resources

(Link to York residential-year 6 and Min Y Don –year 5)

Music

All pupils:
Listen and Appraise
Musical activities include Performing practice, Improvising, Singing, Composing.
Sharing and Performance.

Progression from First Access—
instrumental lessons
Singing Club

Computing

- Pupils plan data logging investigations downloading and interpreting results.
- Solve a problem by completing data collection
- Use a range of electronic communication tools

Languages (French)

- New Year and Fete des Rois
- Expressing likes and dislikes
- Giving reasons
- Negatives
- Sports
- School subjects
- Possessive Adjectives
- Easter

Design Technology

- D/T Yr 5/6- Biscuits (Food) – adapt a recipe to develop a product
- Yr 6 Shelters (Materials and structures).
- Balanced and unbalanced forces.
- Children learn about structures- reinforcing, strengthening structures.
Design a shelter.

Physical Education

This term the children will be taught by a specialist teacher:

- Football
- Netball

Year 6 Curriculum : Spring Term, Second Half

Indigo Class:

Red Class:

Art

Painting:

- To draw an isolated area of an artists' work on a larger scale.
- Use a view finder to focus on detail
- Discuss the use o colour in a range of artists work
- Mix and match colours to those in an artist's work
- Paint a picture of choice with a given theme
- Select techniques and materials for use in their own paintings.

Drawing:

People In Motion

Pupils will 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, sculpture, and sculpture with a range of materials.**
- **About great artists , architects and designers in history.**

Textiles:

- To look at pottery and textiles that tell stories e.g. Greek vases etc.
- To understand the use of textiles in creating visual narrative illustration
- To draw and select images for illustrating a chosen story
- To combine materials
- To work collaboratively
- To glue, stitch and fasten material

Printing:

- Produce a simple sketch design for a block print
- Discuss and respond to a variety of prints inc Warhol
- Produce a multi-layered print

Year 6 Curriculum : Summer Term, First Half

Indigo Class:

Red Class:

English

- Apply knowledge of root words, prefixes and suffixes to understand and investigate meanings of words and how they change
- Use etymology to help pronounce new words correctly
- Skim texts to ascertain gist and combine scanning/close reading to locate information
- Employ dramatic effect to engage listeners whilst reading aloud
- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction, including authors chosen by teacher
- Recommend books to peers with detailed reasons and express preferences about wider range of books, including some from our literary heritage and from other cultures and traditions
- Learn a wider range of poems by heart and prepare to read aloud
- Explain/discuss understanding through formal presentations and debates, maintaining focus, using notes and responding to questions
- Provide reasoned justifications for views, referring to text evidence
- Identify audience and purpose when planning pieces of writing
- Choose appropriate text form and type for writing
- Select language/structures, drawing on writing models and reading
- Use range of planning approaches including discussion and ICT
- Draft pieces of writing, selecting appropriate vocabulary and language effects for precision and impact
- Write narratives which deviate from linear/chronological sequence, eg flashbacks
- Combine text types to create hybrid texts, eg persuasive speech
- Use techniques that break conventions for specific effect, modelled on examples from published authors
- Make conscious style, tone and technique choices to engage reader
- Reflect/suggest changes to effectiveness of writing in relation to audience and purpose to enhance effects and clarify meaning
- Proofread for grammatical, spelling and punctuation errors
- Learn spellings assigned to Year 6 and spell with automaticity
- Use range of different strategies interactively to spell correctly
- Write with increasing speed; choose implement best suited to task

Mathematics

- Place value, ordering, and rounding.
- Understanding \times and \div
- Mental calculations strategies (\times and \div)
- Pencil and paper procedures (\times and \div)
- Money and real life problems
- Making decisions and checking results using a calculator.
- Fractions, decimals and percentages
- Ratio and proportion
- Using a calculator
- Handling data

RE/SMSC

(Religious Education and Spiritual, Moral, Social and Cultural Development)

- Find out about examples of people who “witness” Christian faith
- Explore New Testament accounts (Acts) of people meeting Jesus after the resurrection
- Reflect on change and transformation brought about by faith and know what Christians mean by redemption
- Explore challenges and problems arising from peer pressure or other influences, such as the media
- How do we use our judgement?

Year 6 Curriculum : Summer Term, First Half

Indigo Class:

Red Class:

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Music</u>
<p>Year A: Properties and changes of materials</p> <ul style="list-style-type: none"> Compare and group together everyday materials– properties, hardness, solubility, transparency conductivity elec. and thermal, and response to magnetism Some materials dissolve in liquid and how to recover. Mixtures– solids, liquids and gases separating use of filters, sieving and evaporation. <p>Year B: Evolution and Inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time fossils Living things produce offspring of the same kind, offspring vary and are not identical. Animals and plants adapt to the environment in different ways and evolve. 	<p>Year A: Viking Anglo Saxon struggle for Kingdom of England up to Edward the Confessor.</p> <p>Raids and Invasions Danegald / Anglo Saxon Laws and Justice. Resistance by Alfred the Great and Althelstan, First King of England Edward the Confessor– his life and death.</p> <p>Year B; Ancient Civilisation When they first appeared. Achievements of ancient civilisations and an in depth study of Indus Valley / Shang Dynasty of Ancient China.</p>	<p>Year A : Rivers, Water Cycle and Mountains</p> <p>Residential visits– York, Min Y Don (Wales)</p> <p>Year B: Study of a UK Region</p> <p>North East (York residential)</p>	<p>All pupils: Listen and Appraise Musical activities include Performing practice, Improvising, Singing, Composing. Sharing and Performance.</p> <p>Progression from First Access– instrumental lessons Singing Club</p>
<u>Computing</u>	<u>Languages (French)</u>	<u>Design Technology</u>	<u>Physical Education</u>
<ul style="list-style-type: none"> Plan a presentation – using appropriate software. Use a range of graphical techniques. Evaluate and improve work. 	<ul style="list-style-type: none"> Food and drink Regular ‘er’ verbs Revision of family / animals/ places in a town / classroom language Dictionary skills. 	<ul style="list-style-type: none"> D/T Yr 5/6- Biscuits (Food) – adapt a recipe to develop a product Yr 6 Shelters (Materials and structures). Balanced and unbalanced Forces. Children learn about structures-reinforcing, strengthening structures. Design a shelter. 	<p>This term the children will be taught by a specialist teacher:</p> <ul style="list-style-type: none"> Football Netball Gymnastics

Year 6 Curriculum : Summer Term, First Half

Indigo Class:

Red Class:

Art

Painting:

- To draw an isolated area of an artists' work on a larger scale.
- Use a view finder to focus on detail
- Discuss the use of colour in a range of artists work
- Mix and match colours to those in an artist's work
- Paint a picture of choice with a given theme
- Select techniques and materials for use in their own paintings.

Drawing:

People In Motion

Pupils will 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, sculpture, and sculpture with a range of materials.**
- **About great artists , architects and designers in history.**

Textiles:

- To look at pottery and textiles that tell stories e.g. Greek vases etc.
- To understand the use of textiles in creating visual narrative illustration
- To draw and select images for illustrating a chosen story
- To combine materials
- To work collaboratively
- To glue, stitch and fasten material

Printing:

- Produce a simple sketch design for a block print
- Discuss and respond to a variety of prints including Warhol
- Produce a multi-layered print

Year 6 Curriculum : Summer Term, Second Half

Indigo Class:

Red Class:

English

- Apply knowledge of root words, prefixes and suffixes to understand and investigate meanings of words and how they change
- Use etymology to help pronounce new words correctly
- Understand underlying themes, causes and consequences
- Recognise authors' techniques to influence/manipulate the reader
- Understand structures writers use to achieve coherence
- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction, including authors chosen by teacher
- Make comparisons within/across texts, including those written in different periods
- Analyse conventions of different types of writing
- Demonstrate and develop understanding of reading in a variety of ways, eg keeping a reading journal or group discussions
- Distinguish between fact and opinion across a range of texts
- Provide reasoned justifications for views, referring to text evidence
- Identify audience and purpose when planning pieces of writing
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- Select language/structures, drawing on writing models and reading
- Use range of planning approaches including discussion and ICT
- Draft pieces of writing, selecting appropriate vocabulary and language effects for precision and impact
- Explore how hyphens can be used to avoid ambiguity
- Make conscious style, tone and technique choices to engage reader
- Evaluate and improve performances of compositions focusing intonation and volume; gesture and movement; audience engagement
- Proofread for grammatical, spelling and punctuation errors
- Learn spellings assigned to Year 6 and write fluently, spelling with automaticity
- Use range of different strategies interactively to spell correctly
- Write with increasing speed; choose implement best suited to task

Mathematics

- Shape and space
- Reasoning about shapes
- Measures including problems
- Handling data
- Mental calculation strategies (+ and -)
- Pencil and paper procedures (+ and -)
- Money and real life problems
- Making decisions and checking results including using a calculator
- Properties of numbers
- Reasoning about numbers

RE/SMSC

(Religious Education and Spiritual, Moral, Social and Cultural Development)

- Explore beliefs, stories and practices in Sikhism
- Reflect on own personal beliefs and faith development; make a "road map" representing life journey
- Identify positive strategies for coping with change and facing new challenges
- Learn about different jobs and associated skills; express aspirations for the future
- discuss some of the bodily and emotional changes at puberty, and some ways of dealing with these in a positive way

Year 6 Curriculum : Summer Term, Second Half

Indigo Class:

Red Class:

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Music</u>
<p>Year A Earth and Space:</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets relative to the Sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, earth and Moon as spherical spheres. Earth's rotation– day and night and the apparent movement of the sun across the sky. <p>Year B Light:</p> <ul style="list-style-type: none"> Light appears to travel in straight lines Objects are seen because they reflect light into the eye Light travels from a light source to our eyes or from objects. Shadows and light travel in straight lines—same shape as object that cast them. 	<p>Year A: Viking Anglo Saxon struggle for Kingdom of England up to Edward the Confessor.</p> <p>Raids and Invasions Danegald / Anglo Saxon Laws and Justice. Resistance by Alfred the Great and Athelstan, First King of England Edward the Confessor– his life and death.</p> <p>Year B; Ancient Civilisation</p> <p>When they first appeared. Achievements of ancient civilisations and an in depth study of Indus Valley / Shang Dynasty of Ancient China.</p>	<p>Year A : Rivers, Water Cycle and Mountains</p> <p>Residential visits– York, Min Y Don (Wales)</p> <p>Year B: Study of a UK Region</p> <p>North East (York residential)</p>	<p>All pupils: Listen and Appraise Musical activities include Performing practice, Improvising, Singing, Composing. Sharing and Performance.</p> <p>Concert Andrew Wilde NWMT Year 6 Show / musical Evensong York Minster</p> <p>'Living on a Prayer ' - Charanga</p> <p>Progression from First Access– instrumental lessons Singing Club</p>
<u>Computing</u>	<u>Languages (French)</u>	<u>Design Technology</u>	<u>Physical Education</u>
<ul style="list-style-type: none"> Plan a presentation – using appropriate software. Use a range of graphical techniques. Evaluate and improve work. 	<ul style="list-style-type: none"> Food and drink Regular 'er' verbs Revision of family / animals/ places in a town / classroom language Dictionary skills. 	<ul style="list-style-type: none"> D/T Yr 5/6- Biscuits (Food) – adapt a recipe to develop a product Yr 6 Shelters (Materials and structures.). Balanced and unbalanced forces Children learn about structures-reinforcing, strengthening structures. Design a shelter. 	<p>This term the children will be taught by a specialist teacher:</p> <ul style="list-style-type: none"> Football Netball Rounders

Year 6 Curriculum : Summer Term, Second Half

Indigo Class:

Red Class:

Art

Painting:

- To draw an isolated area of an artists' work on a larger scale.
- Use a view finder to focus on detail
- Discuss the use of colour in a range of artists work
- Mix and match colours to those in an artist's work
- Paint a picture of choice with a given theme
- Select techniques and materials for use in their own paintings.

Drawing:

People In Motion

Pupils will 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, sculpture, and sculpture with a range of materials.**
- **About great artists , architects and designers in history.**

Textiles:

- To look at pottery and textiles that tell stories e.g. Greek vases etc.
- To understand the use of textiles in creating visual narrative illustration
- To draw and select images for illustrating a chosen story
- To combine materials
- To work collaboratively
- To glue, stitch and fasten material

Printing:

- Produce a simple sketch design for a block print
- Discuss and respond to a variety of prints including Warhol
- Produce a multi-layered print