

Termly Curriculum Planning

Year 6

Evolutions and Revolutions

Maths

Decimals and Percentages:

Identify the value of each digit in numbers to three decimal places.
Multiply and divide whole numbers and decimals by 10,100 and 1000.
Round decimal numbers to a given number of decimal places.
Solve problems involving numbers up to three decimal places.
Use equivalences between simple fractions, decimals and percentages.
Solve problems that require knowledge of particular percentage and decimal equivalents of fractions.
Solve problems involving the calculation of percentages.

Algebra

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

Converting Units

Convert between units of measure from smaller to larger.
Solve problems using measure in all four operations.
Convert between mile and kilometres.

Area and Perimeter:

Recognise that shapes with the same areas can have different perimeters and visa versa.
Calculate the area of parallelograms and triangles.
Recognise when to use formulae for area of shapes.
Calculate, estimate and compare volume of cubes and cuboids

Ratio:

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
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.

Vocabulary

Evolution
Inherit
Revolution
Fossil
Environment
Characteristics
Variation
Offspring
Theory
Change
Adaptation
Investigation

Music

Compose: Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati. Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music. **Describe music:** Choose from a wide range of musical vocabulary to accurately describe and appraise music. Describe how lyrics often reflect the cultural context of music and have social meaning.

English

Writing Composition:

Identify the audience for writing.
Choose the appropriate form of writing using the main features identified in reading.
Note, develop and research ideas.
Plan, draft, write, edit and improve.
Ensure correct use of tenses throughout a piece of writing.
Write cohesively within and between paragraphs
Use brackets, parenthesis, a mixture of active and passive voice, hyphens, colons and semi colons.

Transcription:

Write fluently and legibly with a personal style.
Use prefixes appropriately.
Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.

Presentation:

Perform compositions, using appropriate intonation and volume.

Reading

Apply knowledge of root words, prefixes and suffixes.
Read age-appropriate books with confidence and fluency.
Recommend books to peers, giving reasons for choices.
Identify and discuss themes and conventions in and across a wide range of writing.
Make comparisons within and across books.
Learn a wide range of poetry by heart.
Prepare 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
Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Retrieve and record information from non-fiction.
Participate in discussion about books, taking turns and listening and responding to what others say.
Distinguish between statements of fact and opinion.
Provide reasoned justifications for views.

Science

Working scientifically: Plan enquiries, including recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Present findings in written form, displays and other presentations. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships and conclusions. Use test results to make predictions to set up further comparative and fair tests.

Living Things: Give reasons for classifying plants and animals based on specific characteristics.

Evolution and Inheritance: Recognise that living things have changed over time and that fossils provide information about living things that have inhabited the Earth millions of years ago. Recognise living things produce offspring, but which vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment and this may lead to evolution. *Understand Plants: Relate plant knowledge to studies of evolution and inheritance. Relate knowledge of plants to studies of all living things.*

R.E.

Human/Social Sciences – Christianity Key Enquiry question: *What does it mean to be part of a global religious community?* The work of one key Christian philosopher; Ethical theory, including the importance of love and forgiveness within Christian tradition; Key teachings from important Christian thinkers; The church, worship and festivals; The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work

Theology - Humanism and Christianity – Key Enquiry question: *How do humanists make sense of the world?* Concepts: Creation and Fall, God (trinity), incarnation and salvation; The life and teachings of Jesus; Key teachings from important Christian thinkers; Christian perspectives on moral issues; The impact of Christian teachings on daily life. Humanist core knowledge: Examples of writings of Humanist thinkers; Importance of evidence; Importance of evidence and reasoning in Humanist thought

Geography

Investigate places: Use fieldwork sampling to record human and physical features in the local area. Record results in a range of ways. Analyse and evaluate the effectiveness of different geographical representations of a location. Name and locate some countries and cities of the world-features/changes. Name and locate countries of North/South America and their physical/human features.

Investigate patterns: Identify and describe significance of latitude, longitude, Equator, North/Southern Hemisphere, Tropics, Arctic/Antarctic and time zones. Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity. Describe how countries and geographical regions are interconnected and interdependent.

Communicate geographically: Describe and understand key aspects of physical geography

D.T.

Materials: cut materials with precision and refine with appropriate tools, show an understanding of the qualities of materials.

Textiles: create objects including a seam allowance, join textiles using a combination of stitching techniques. Use the qualities of materials to create suitable visual and tactile effects.

Construction: Develop practical skills to create products

Design, make, evaluate: Design with the user in mind, make products in stages making refinements, ensure products have a high quality finish, use prototypes, cross sectional and computer aided designs

Inspiration from historical design: combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve existing products. Evaluate designs of products so as to suggest improvements to the user experience.

RSHE

Push yourself: Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.

Push oneself in areas that are not so enjoyable.

Listen to others who encourage and help, thanking them for their advice.

Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.

Imagine: Generate many ideas.

Show a willingness to be wrong.

Know which ideas are useful and have value.

Act on ideas. Ask many questions.

Improve: Clearly identify own strengths.

Identify areas for improvement.

Seek the opinion of others to help identify improvements.

Show effort and commitment in refining and adjusting work.

MFL (Spanish)

Read Fluently: Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Show confidence in reading aloud, and in using reference materials. **Write imaginatively:** Write short texts on familiar topics. Use knowledge of grammar to enhance or change the meaning of phrases. **Speak confidently:** Understand the main points and opinions in spoken passages. Take part in conversations to seek and give information. Refer to recent experiences or future plans, everyday activities and interests. Vary language and produce extended responses. Be understood with little or no difficulty. **Understanding culture of countries:** Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

History (Local History – Frederick Savage and the rise of leisure)

Investigate and interpret the past: Use evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choice. Use sources to form testable hypotheses. Seek out and analyse a wide range of evidence to justify claims. Show an awareness of propaganda and how historians need to understand the social context of evidence. **World History Overview:** Identify continuity and change in the history of the local area. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with other areas of interest in the world. Describe the social, ethnic, cultural, or religious diversity of past society. Describe characteristic features of the past. Identify continuity and change in the history of the locality of the school. **Understanding chronology:** Describe the main changes in a period of history. Identify periods of rapid change in history, contrasting with times of little change. Understand continuity and change over time. Use dates and terms accurately in describing events. **Communicate historically:** Use appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade. Use literacy, numeracy and computing skills to communicate information. Use original ways to present information and ideas.

Art and Design

Developing ideas: Develop and imaginatively extend ideas from starting points. Collect and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language **Painting:** Sketch before painting to combine line and colour. Create a colour palette based on ideas observed in the world. Use the qualities of watercolour/acrylic to create interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush strokes and the qualities of paint to create texture. Develop a personal style of painting, **Collage:** Mix textures (rough, smooth, plain and patterned). Combine visual and tactile qualities. **Drawing:** Use techniques to depict movement, perspective, shadows and reflection. Use lines to represent movement. **Textiles:** choose from a range of stitching techniques, show precision in techniques, combine techniques to produce pieces **Inspiration:** Give details and show how the work of notable artists was influential in society and art, create original pieces with a range of influences and styles.

P.E.

Dance: compose creative dance sequences, express ideas in imaginative ways and hold precise and strong body posture, perform and create complex sequences, express ideas in original and imaginative ways, Plan and perform with energy, grace or other themes and maintain throughout, perform complex moves combining strength and stamina **Gymnastics:** create complex sequences including a full range of movements, hold shapes that are strong, fluent and expressive, include set pieces with linking elements, vary speed, direction, level and rotation, demonstrate good kinaesthetic awareness and use equipment to vault and swing. **OAA (Horstead Residential)** - Embrace both leadership and team roles, gain the commitment and respect of a team. Empathise with others and offer support. Remain positive in challenging circumstances, rallying others. Use a range of devices to orientate themselves. Assess changing conditions and adapt plans safely.

Computing

Communicate: choose the most suitable devices for communication. Use advanced features when communicating **Connect:** Collaborate with others online on approved sites, give examples of the risks of online communities, understand the effect of online comments, understand the rules around copyright, understand how simple networks are set up and used **Collect:** Select appropriate applications to devise, construct and manipulate data to present it