

Curriculum Overview For Year 6 Spring 2023-2024

<p>English Macbeth – Shakespeare Letters from the Lighthouse – Emma Carroll</p> <p>Play Script, Suspense/ Thriller, Recount, Discussion, Realistic Fiction, Narrative Poem</p> <p>Vocabulary, Grammar and Punctuation I use hyphens to ensure the reader understands exactly what I mean. I link ideas across my work by using a range of devices (e.g. repetition of a word or phrase; using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis. I structure my work with appropriate headings, sub-headings, columns, bullets, or tables. I mark out separate clauses in a sentence by using a semi-colon or colon.</p>	<p>I use a colon to indicate the beginning of a list. I use bullet points accurately when constructing a list. I can select vocabulary and grammatical structure to reflect what the writing requires. I can talk about my work using my grammar understanding from KS1/KS2 and learning from my Year 6 grammar list. I can link ideas across paragraphs using a wide range of cohesive devices. I can use semi colons within lists.</p> <p>Composition I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. I write and review my work to further describe and develop settings, characters and the narrative atmosphere. I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</p>	<p>I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation. I can use a wide range of devices to build cohesion within and across paragraphs. I can summarise a text conveying key information in writing. In narratives, I can describe settings, characters and atmosphere and integrate dialogue. I can use character, dialogue and action to advance events in narrative writing. I proof-read my work to correct spelling and punctuation errors.</p> <p>Speaking and Listening Take an active part in discussions and can take on different roles. Explain ideas and opinions giving reasons and evidence</p>	<p>Science 1: Animals, including humans I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function I can describe the ways in which nutrients and water and transported within animals, including humans I can explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies I can compare the organ systems of humans to other animals I can make a diagram of the human body and explain how different parts work and depend on one another</p>	<p>Science 2: living things and their habitat I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals. I can give reasons for classifying plants and animals based on specific characteristics,</p>
<p>Maths</p> <p>Number: Decimals and Percentages I can identify the value of each digit to 2 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places. I can solve problems which require answers to be rounded to specified degrees of accuracy. I can multiply 1-digit numbers with up to 2 decimal places by whole numbers. I can use written division methods in cases where the answer has up to 2 decimal places. I can solve problems involving the calculation of percentages and the use of percentage comparisons. I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>	<p>Measurement I can 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 of up to 3 decimal places. I can convert between miles and kilometres. I recognise when it is possible to use the formulae for the area of shapes. I can calculate the area of parallelograms and triangles. I recognise that shapes with the same areas can have different perimeters and vice versa. I can calculate, estimate and compare volume of cubes and cuboids, using standard units.</p> <p>Number: Algebra and Ratio I can generate and describe linear number sequences. I can use a simple formulae. I can express missing number problems</p>	<p>algebraically. I can find pairs of numbers that satisfy an equation with two unknowns. I can enumerate possibilities of combinations of two variables. I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts. I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. I can solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Geometry and Statistics I can illustrate and name parts of circles, including radius, diameter and circumference. I know the diameter is twice the radius. I can interpret and construct pie charts and line graphs and use these to solve problems I can calculate and interpret the mean as an average</p>	<p>PE Social I help organise roles and responsibilities and I can guide a small group through a task. I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can involve others and motivate those around me to perform better.</p> <p>Physical I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. I can use combinations of skills confidently in sport specific contexts.</p>	<p>RE Why do Hindus want to be good? I can identify and explain Hindu beliefs using technical terms accurately I can give meaning for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc I can make connections between Hindu beliefs about dharma, karma, samsara and moksha and ways Hindus live I can connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p>
<p>Geography: Where's the fairest of them all? I can explain scale and use maps with a range of scales. I can describe the physical and human features of different places around the world. I can create sketch maps when observing during a field study. I can recognise key symbols used on ordnance survey maps. I can explain how the time zones work.</p>	<p>History: World War II I can summarise the main events from a specific period in history, explaining the order in which key events happened. I can justify how Britain has had a major influence on world history. I can empathise with people from different periods of history. I can compare/ contrast two different versions and say how the author may be attempting to persuade or give a specific viewpoint. I can evaluate and critique propaganda and its uses. I can demonstrate my understanding of a key event from Britain's past using a range of evidence from different sources. I can synthesise ideas from different periods in history to create informed conclusions.</p>	<p>Art: Sculpture and 3D I can express an idea or emotion through 3D clay sculpture. I can create 3D sculptural forms from a purpose. I can develop and explain ideas through sketches. I can create personal investigations of interests and record observations in sketchbooks. I can record and critique experiments with various media and try out techniques and processes in sketchbooks before applying them. I can convey, express and articulate a message or emotion through 3D sculpture. I can demonstrate understanding of how artists manipulate materials to create texture in a range of artwork. I can develop and learn ways that artists represent ideas through painting. I can develop personal, imaginative responses to a theme. I can express and justify ideas about art through messages, graphics, text and images.</p>	<p>Music I can listen to detail and recall aurally. I can perform with control & expression. I can improvise & compose using dimensions of music. I can use & understand basics of staff notation. I can understand structure & form. I can develop an understanding of the history of music, including great musicians & composers. Hello musicians.</p>	
		<p>Computing Computer Science I can confidently use selection, loops, variables and events. I know and can explain what a variable is I can use a variable in a variety of programming software. I can confidently break a problem down and methodically create a program to solve it, testing and adapting as I go I can evaluate the effectiveness of my programming and suggest improvement I confidently use the Blockly programming language I know that there are many other programming languages – C+, C#, java, Python, Ruby etc.</p>	<p>Design Mechanisms: Automata Toys • I can explain how linkages work. • I can make a stable frame. • I can select appropriate materials based on joining techniques and the setting speed of glue. Structures: play grounds • I can design a playground with a variety of structures. • I can make a range of structures by measuring, marking and cutting wood. • I can apply knowledge of materials to reinforce and add decorations to structures. • I can modify and improve a design plan based on peer evaluations.</p>	