

# Kirkby Stephen Primary School

## Year 6 Curriculum


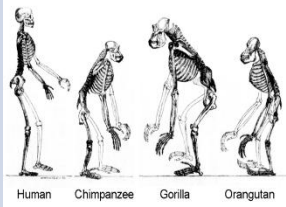





**Enthuse. Explore. Enrich.**



# Year 6 Curriculum Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p><b>The Human Machine</b></p> <p><i>Focus text: Pig Heart Boy by Malorie Blackman</i></p> 	<p><b>Evolution</b></p> <p><i>Focus texts: Skellig by David Almond</i> <i>Darwin's Origin of Species by Sabina Radeva</i></p> 	<p><b>Mountains</b></p> <p><i>Focus text: Everest by Sangma Francis</i></p> 	<p><b>Floodland</b></p> <p><i>Focus text: Floodland by Marcus Sedgwick</i></p> 	<p><b>India</b></p> <p><i>Focus texts: Just So Stories and Jungle Book by Rudyard Kipling</i></p> 
<p>This half term we have a biology theme: the 'human machine'. We will investigate how our cardiovascular systems work, with particular focus on the function of the heart and organ transplants. In History and Geography we will learn about the achievements and collapse of the Maya civilisation.</p>	<p>We will learn about Charles Darwin's voyages and his theory of evolution. We will consider how species adapt to their environment, develop an understanding of how humans have evolved and learn about early humans from the Palaeolithic to the Neolithic Age.</p>	<p>This half term our main focus will be on mountains - from Mount Everest to Nine Standards Rigg. In history, we will be examining the exploits of key figures from the Heroic Age of Exploration, such as Edmund Hillary and George Mallory.</p>	<p>We will look at the global and local impacts of climate change and develop an understanding of how flooding and other extreme weather occurs. In Science, we will learn about electricity, both experimenting with circuits and learning about renewable and non-renewable energy.</p>	<p>We will be learning about the history, art and culture of the Indian subcontinent, including the ancient civilisation of the Indus valley and the 20th century independence movement. We will investigate how Britain has had a major influence on, and been influenced by, other Commonwealth countries. We also have a mini-topic on the theme of bicycles and cycling.</p>

# English in Year 6

## Reading Expectations



### Reading: Word Reading

#### Phonics, Decoding and Fluency

To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings as detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1).  
To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  
To further develop vocabulary.

### Reading: Comprehension

#### Comparing, Contrasting and Commenting

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  
To recognise more complex themes in what they read (such as loss or heroism).  
To 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.  
To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.  
To draw out key information and to summarise the main ideas in a text.  
To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.  
To compare characters, settings and themes within a text and across more than one text.

#### Words in Context and Authorial Choice

To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

#### Inference and Prediction

To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  
To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

#### Poetry and Performance

To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

#### Non-Fiction

To retrieve, record and present information from non-fiction texts.  
To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

# Year 6

## Writing for a Purpose



	<b>Autumn 1</b> <b>The Human Machine</b> <i>Focus text: Pig Heart Boy by Malorie Blackman</i>	<b>Autumn 2</b> <b>Evolution</b> <i>Focus texts: Skellig by David Almond</i> <i>Darwin's Origin of Species by Sabina Radeva</i>	<b>Spring 1</b> <b>Mountains</b> <i>Focus text: Everest by Sangma Francis</i>	<b>Spring 2</b> <b>Floodland</b> <i>Focus text: Floodland by Marcus Sedgwick</i>	<b>Summer</b> <b>India/Cycling</b> <i>Focus texts: Just So Stories and Jungle Book by Rudyard Kipling</i>	
<b>Purpose and text type</b>	<p><b>To persuade:</b> Persuasive letter on organ transplantation. Model text: fake NHS letter.</p> <p><b>To inform:</b> Explanation text on cardiovascular system. Model text: <i>The Workings of the Human Heart</i></p>	<p><b>To entertain:</b> Write a character and setting description (Model text: <i>Skellig</i>).</p> <p><b>To inform:</b> Write a newspaper report (Model text: <i>Herald Man in Shed</i>).</p>	<p><b>To inform:</b> Write website pages on Mount Everest/ other mountains. Model text: <i>Mountains Non-C Report</i>.</p>	<p><b>To entertain:</b> continue a narrative. Model text: <i>Floodland</i>.</p> <p><b>To discuss:</b> balanced argument on an aspect of the climate crisis. Model text: <i>Should All Animals Be Freed From Zoos?</i></p>	<p><b>To persuade:</b> write a sales pitch (linked to DT - design a bicycle). Model text: <i>Dragon's Den transcript; Is This the Perfect Trainer?</i></p>	<p><b>To entertain:</b> write a 'Just So' story and poem. Model text: <i>How the Whale got His Throat</i>.</p>
<b>Text Features/ Key Skills</b>	<p>Use of a range of organisational devices (headings, sub-headings, bulleted lists).</p> <p>Use of appropriate technical vocabulary.</p> <p>Use of dashes, brackets and commas to indicate parenthesis.</p> <p>Use of modal verbs.</p>	<p>Use of appropriate technical vocabulary.</p> <p>Use of appropriate level of formality including passive voice.</p> <p>Use of expanded noun phrases and relative clauses.</p> <p>Use dialogue to develop character and advance action.</p> <p>Detailed description of character, setting, atmosphere.</p>	<p>Use perfect tense.</p> <p>Use of dashes, brackets and commas to indicate parenthesis.</p> <p>Use of semi-colons and colons to mark related clauses.</p> <p>Use of appropriate technical vocabulary.</p>	<p>Range of cohesive devices within and across paragraphs including adverbials, synonyms and pronouns.</p> <p>Use dialogue to develop character and advance action.</p> <p>Detailed description of character, setting, atmosphere.</p> <p>Use of subordinating conjunctions to begin and extend sentences.</p>	<p>Use rhetorical questions.</p> <p>Use modal and imperative verbs.</p> <p>Use of the subjunctive form.</p> <p>Use of commas, colons and semi-colons to mark clauses and in lists.</p>	<p>Use dialogue to develop character and advance action.</p> <p>Detailed description of setting, character and atmosphere, including literary devices such as metaphors and personification.</p> <p>Varied sentence structures.</p>
<b>KSPS non-negotiable</b>	<p>Capital letters (including for proper nouns), full stops, question marks and exclamation marks used accurately and consistently.</p> <p>Year 3/4 spellings consistently correct.</p> <p>Paragraphs used to organise main ideas.</p>	<p>Apostrophes for contraction used correctly.</p> <p>Commas used in lists.</p> <p>Descriptive words (adjectives, adverbs, synonyms) for settings and characters.</p>	<p>Appropriate features in non-fiction (headings, sub-headings, bullet points) used correctly.</p> <p>Many Year 5/6 spellings correct.</p>	<p>Cursive handwriting used consistently and accurately.</p>	<p>Most Year 5/6 spellings correct.</p>	

# English in Year 6

## Writing Expectations



### Writing: Transcription - Spelling

Autumn	Spring	Summer
<p><b>Revisit</b> Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’</p> <p><b>Rare GPCs</b> Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p><b>Prefixes and Suffixes</b> Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p> <p><b>Word endings</b> Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</p> <p><b>Homophones</b> <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p><b>Proofreading</b> Proofreading in smaller chunks – sentences and paragraphs.</p> <p><b>Learning and Practising spellings</b> Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit</b> Words containing the letter string ‘-ough’</p> <p><b>Prefixes and Suffixes</b> Generating words from prefixes and suffixes</p> <p><b>Word endings</b> The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p><b>Homophones</b> <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p> <p><b>Proofreading</b> Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p><b>Learning and Practising spellings</b> Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit</b> Spelling strategies at the point of writing</p> <p><b>Rare GPCs</b> Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p><b>Word endings</b> Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p><b>Homophones and near homophones</b> <i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i></p> <p><b>Proofreading</b> Embedding proofreading strategies when reviewing own writing independently.</p> <p><b>Learning and Practising spellings</b> Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Learn root words and meanings.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>

# English in Year 6

## Writing Expectations



### Writing: Transcription - Handwriting

<b>Letter Formation Placement and Positioning</b>	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 letters; - choosing the writing implement that is best suited for a task.
<b>Joining Letters</b>	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

### Writing: Composition

<b>Planning, Writing and Editing</b>	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
<b>Awareness of Audience, Purpose and Structure</b>	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

# English in Year 6

## Writing Expectations



### Writing: Vocabulary, Grammar and Punctuation

<b>Sentence Construction and Tense</b>	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
<b>Use of Phrases and Clauses</b>	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.
<b>Punctuation</b>	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
<b>Use of Terminology</b>	To recognise and use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

# Maths in Year 6

## Scheme of Learning, Yearly Overview



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> VIEW		Number <b>Addition, subtraction, multiplication and division</b> VIEW				Number <b>Fractions A</b> VIEW		Number <b>Fractions B</b> VIEW		Measurement Converting units VIEW	
Spring term	Number <b>Ratio</b> VIEW		Number <b>Algebra</b> VIEW		Number <b>Decimals</b> VIEW		Number <b>Fractions decimals and percentages</b> VIEW		Measurement <b>Area, perimeter and volume</b> VIEW		<b>Statistics</b> VIEW	
Summer term	Geometry <b>Shape</b> VIEW		Geometry Position and direction VIEW		Themed projects, consolidation and problem solving							

# Maths in Year 6

## Maths Expectations



### Number - Place Value and the Four Operations

<b>Place Value: Represent, Use PV and Compare</b>	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
<b>Place Value: Problems &amp; Rounding</b>	Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.
<b>Addition and Subtraction: Calculations</b>	Perform mental calculations, including with mixed operations and large numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations.
<b>Addition and Subtraction: Solve Problems</b>	Solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why.
<b>Multiplication &amp; Division: Recall, Represent, Use</b>	Identify common factors, common multiples and prime numbers. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
<b>Multiplication &amp; Division: Calculations</b>	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.
<b>Multiplication &amp; Division: Solve Problems</b>	Solve problems involving addition, subtraction, multiplication and division.
<b>Multiplication &amp; Division: Combined Operations</b>	Use their knowledge of the order of operations to carry out calculations involving the four operations.

# Maths in Year 6

## Maths Expectations



### Number - Fractions, Decimals, Percentages; Ratio and Proportion; Algebra

<b>Fractions: Compare</b>	Use common factors to simplify fractions; use common multiples to express fractions in the same denominator. Compare and order fractions, including fractions $> 1$ .
<b>Fractions: Calculations</b>	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.
<b>Decimals: Recognise and Write</b>	Identify the value of each digit in numbers given to three decimal places.
<b>Decimals: Calculations and Problems</b>	Multiply and divide numbers by 10, 100 and 1000, giving answers up to three decimal places. Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.
<b>Fractions, Decimals and Percentages</b>	Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
<b>Ratio and Proportion</b>	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 the calculation of percentages 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.
<b>Algebra</b>	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. Enumerate possibilities of combinations of two variables.

# Maths in Year 6

## Maths Expectations



### Measurement, Geometry, Statistics

#### Measurement: Using Measures

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.  
Use, read, write and convert between standard units, converting measurements of length, mass and volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.  
Convert between miles and kilometres.

#### Measurement: Time

Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa.

#### Measurement: Perimeter, Area, Volume

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<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].

#### Geometry: 2-D Shapes

Draw 2-D shapes using given dimensions and angles.  
Compare and classify geometric shapes based on their properties and sizes.  
Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

#### Geometry: 3-D Shapes

Recognise, describe and build simple 3-D shapes, including making nets.

#### Geometry: Angles & Lines

Find unknown angles in any triangles, quadrilaterals, and regular polygons.  
Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

#### Geometry: Position & Direction

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

#### Statistics: Present and Interpret

Interpret and construct pie charts and line graphs and use these to solve problems.

#### Statistics: Solve Problems

Calculate and interpret the mean as an average.

# Science in Year 6

As scientists, the children will...



## Autumn 1

### Animals, including humans

- 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 water and nutrients are transported within animals, including humans.

Classifying *Not relevant*

### Observing over time

Observe pulse rates before, during and after exercise. Recognise and control variables where necessary. Choose an appropriate form of presentation (line graphs). Be able to answer their questions, describing the change over time.

### Pattern seeking

Children generate questions for investigation such as: "Do older people have lower pulse rates?"; "Do boys have lower pulse rates?" and identify the type of enquiry that will help to answer the questions. Choose an appropriate form of presentation (scatter graph).

### Comparative/Fair testing

Observe and measure changes to CV system during exercise. Measure using standard units (bpm). Recognise and control variables where necessary. Make observations linked to the question. Choose an appropriate form of presentation (line graphs). Explain their degree of trust in their results (e.g. precision in taking measurements, variables that may not have been controlled and accuracy of results).

### Researching

Conduct research into CV system. Generate questions to research about the human circulatory system and identify the type of enquiry that will help to answer the questions. Choose suitable sources of information, including participating in a heart dissection. Present research in a range of ways (text, pictorial, data), providing written explanations for their findings.

### Key Vocabulary

Heart, blood vessels, veins, arteries, capillaries, cell, ventricle, atrium, plasma, circulation, pulse, oxygen, carbon dioxide, nutrients, respiration

## Autumn 2 and Spring 1

### Evolution, Inheritance and Classification

- Recognise that living things have changed over time and that fossils provide information about living things from millions of years ago.
- Recognise that living things produce offspring of the same kind, but offspring normally vary and are not identical to their parents.
- Identify how organisms are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Classifying

To show variation in a species: classify a species of animal; classify a species of plant. Be able to ask a range of Yes/No questions to aid sorting and decide which ways of sorting will give useful information. Create branching database (tree diagram) and key to enable others to name living things. Be able to talk about the features that living things share and do not share based on the information in the key and be able to show that organisms that are grouped together have more things in common than with organisms in other groups. Be able to explain that the tree diagram will only work for the living things it was created for (refer to Y5, classifying materials).

### Observing over time

Observe skull/fossil record (e.g. of early to modern humans), noting changes over long periods of time. Be able to answer questions, describing the changes over time.

### Pattern seeking

Use different pieces of equipment (e.g. chopsticks, toothpicks, cutlery) to look for patterns linking the suitability of bird beaks for the available food (e.g. rice, grapes). Observe local plants and animals and suggest ways in which their characteristics are adapted to their environment. Be able to answer questions identifying patterns.

Comparative/Fair testing *Not relevant*

### Researching

Research different types of a species (or different species of a genus) and their characteristics making them suitable for different habitats. Ask a range of questions suitable for research. Be able to answer their questions using scientific evidence gained from a range of sources. Be able to talk about their degree of trust in the sources used (compare: Darwinism and Intelligent Design Theory sources).

### Key Vocabulary

evolution, inheritance, characteristics, ancestors, adaptation, instinct, survival, genes, biology, palaeontology, environment, species, extinct, classification key, microhabitat, organism, micro-organism, flowering, non-flowering, mosses, ferns, conifers, algae

# Science in Year 6

As scientists, the children will...



## Spring 2 and Summer 1

### Electricity

- 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.
- Clearly articulate the link between burning fossil fuels and climate change using appropriate scientific vocabulary.

Classifying *Not relevant*

Observing over time *Not relevant*

### Pattern seeking

Children generate questions for investigation (using “What If...?” prompts) when developing their own circuits.

Identify the type of enquiry that will help to answer the questions. Be able to answer their questions, describing causal relationships. Ask further questions based on results.

### Comparative/Fair testing

Investigate the effect of adding more bulbs to a circuit; adding more cells to a circuit; adding more buzzers to a circuit; adding more motors to a circuit. Investigate changes in voltage using renewable power sources (solar cells and turbines).

Recognise and control variables where necessary. Prepare own tables to record results. Use test results to make predictions for further investigations.

Researching *Not relevant*

### Key Vocabulary

Socket, series circuit, parallel circuit, open circuit, short circuit, volt, voltage, generator, turbine, renewable, non-renewable, fuse, current

## Summer 2

### Light

- Recognise that light travels in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out light 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.

Classifying *Not relevant*

Observing over time *Not relevant*

Pattern seeking *Not relevant*

### Comparative/Fair testing

Investigate the shape of shadows and link this to light travelling in straight lines.

Ask a range of questions and identify the type of enquiry that will help to answer the questions. Recognise and control variables where necessary. Provide written or oral explanations for their findings. Explain their degree of trust in their results (e.g. variables that may not have been controlled and accuracy of results).

### Researching

Investigate how mirrors can be used (e.g. in a periscope) and use the idea that light appears to travel in straight lines to explain how it works. Present what they have learnt in a variety of ways (pictorial, written).

### Key Vocabulary

Light wave, light source, straight lines, concave, convex, lens, retina, cornea, iris, pupil, reflection, refraction

# History in Year 6

As historians, the children will...



## Historical knowledge

Know about the key features of the [Maya civilisation](#).

Study a non-European society that provides contrasts with British history; compare and contrast beliefs and behaviour with other ancient civilisations. Summarise how Britain has learnt from earlier civilisations.

## Chronology

Place past societies and peoples in a chronological framework using a [comparative timeline](#) (10,000 years of British/ Mayan/ world history)

## Historical Enquiry and Interpretation

Recognise primary and secondary sources and consider bias in secondary evidence.

Link and compare different sources; work out how conclusions were reached.

Maya collapse: Identify a range of impacts of climate change on people in the past.

## Organisation and Communication

Annotated primary and secondary sources; illustrated writing on various aspects.

## Key Vocabulary

Codex, glyph, Itzamna, Kukulcan, Kin, Uinal, astronomy, Chichen Itza, Mesoamerica, maize, cacao, primary evidence, secondary evidence.

## Historical knowledge

Changes in Britain from the Stone Age to the Bronze Age

Learn about aspects of the period including the global spread of Homo Sapiens, mass extinctions, climate change, the development of toolmaking (Langdale axes), and the progression from hunter-gathering to farming societies.

Identify and explain the main differences, similarities and changes between the early Stone Age and Neolithic Age and know what is meant by 'hunter-gatherers'.

## Chronology

Place past societies and peoples in a chronological framework by sequencing major events and periods on the comparative timeline.

Create individual timeline showing key developments during the Stone Age.

## Historical Enquiry and Interpretation

Fossils of early humans (Cheddar Man's DNA): Understand what archaeology and palaeontology are, and how fossil and archaeological evidence can be interpreted to make historical claims. Link sources and work out how conclusions were arrived at.

## Organisation and Communication

Independent illustrated research. Class display including Stone Age art.

## Key Vocabulary

Palaeolithic, Mesolithic, Neolithic, palaeontology, hunter-gatherer, society, Neanderthal, Homo Sapiens, archaeology, archaeologist, settlement, civilisation, standing stone, artefact, domestication, Stonehenge.

## Historical knowledge

Mallory, Irvine, Hillary, Tensing and the first ascent of Everest  
Describe a key event from Britain's past, explaining the order of events and investigate what happened.

## Chronology

Using relevant dates and terms, locate events relative to the historical context (British Empire, World Wars).

## Historical Enquiry and Interpretation

Link sources and work out how competing theories were arrived at.

Learn that different evidence will lead to different conclusions and that new evidence can change our understanding of events.

Use a range of sources to find out about the Everest expeditions; suggest omissions from the body of evidence and possible means of finding out.

## Organisation and Communication

Extended writing.

## Key Vocabulary

20<sup>th</sup> Century, exploration, expedition, heroic, frostbite, hypoxia, enquiry, sources, primary evidence, secondary evidence, justify, theory.

## Historical Knowledge

Early Civilisations: Indus Valley Civilisation

Know that there were some advanced societies in the world 3000 years ago and know that Britain was not one of them. Know how some historical events occurred concurrently in different locations (Indus Valley, Ancient Egypt, Ancient Sumer etc.)  
Learn about the key features of the Indus Valley civilisation.

## Chronology

Use relevant dates and terms.

Place past societies and peoples (India) in a chronological framework, adding a further bar to the comparative timeline.

## Historical Enquiry and Interpretation

Recognise primary and secondary sources of evidence and select relevant sections of information to construct detailed, informed responses.

## Organisation and Communication

Comparative timeline. Written work

## Key Vocabulary

Indus, agriculture, trade, social, religious, technological, cultural, civilisation, citadel, settlement, Indus script, Charles Masson, Harappa, Mohenjo-Daro, soapstone seal.

## Historical knowledge

The British Raj

Study an aspect of British history that extends pupils' chronological knowledge beyond 1066. [Summarise how Britain has had a major influence on the world](#) (focus on Indian subcontinent), and how it has learnt from and been influenced by other civilisations, including beliefs, behaviour and characteristics of people.

## Chronology

Use relevant dates and terms.

## Historical Enquiry and Interpretation

*Was the British Empire a force for good?* Discuss how and why contrasting arguments and interpretations of the past have been constructed, giving reasons.

Show an awareness of propaganda and the contrasting messages and styles of the British rulers and Indian campaigners for Independence.

Bring knowledge gathered from several sources together in a fluent account.

## Organisation and Communication

Individual investigation and extended writing into chosen aspect.

## Key Vocabulary

Empire, Raj, global, colony, colonialism, imperial, Victorian, independence, campaign, liberty, Commonwealth, republic, president, propaganda.

# Geography in Year 6

As geographers, the children will...



## *Maya America/ Local maps:*

### Locational Knowledge:

Locate, describe and ask questions about the Maya area of Central America.

### Map Skills:

Use atlases to find out data about other places.

Describe an area and answer questions using OS map-reading skills.

[Know how to use 6-figure grid references.](#)

[Know what most of the Ordnance Survey symbols stand for.](#)

### Fieldwork:

While hiking, follow a route on an OS map and use an 8-point compass.

### Human and Physical

#### Geography:

Describe and understand key aspects of physical geography - earthquakes.

Understand geographical similarities and differences through the study of human and physical geography of the Maya region of Central America: farming techniques (3 Sisters/ UK agriculture).

Be familiar with the 12 permaculture principles.

### Subject Specific Vocabulary:

terrain, aftershock, tsunami, fault, tectonics, magnitude, landslide, Ordnance Survey, symbol, grid reference, legend, scale, contour

## *Voyage of the Beagle:*

### Locational Knowledge:

Identify the position and significance of latitude, longitude, Equator, Northern/ Southern Hemisphere, the Tropics, Arctic/ Antarctic Circles and Prime Meridian (revise Y3).

### Map Skills:

Use lines of longitude and latitude to locate places globally when given their coordinates.

Compare different map projections.

### Human and Physical

#### Geography:

Adapting to different environments:

Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.

### Subject Specific Vocabulary:

biome, temperate, tropical, hemisphere, longitude, latitude, prime meridian

## *Mountains:*

### Locational Knowledge:

Name and locate key local topographical features (**hills and mountains**) and understand how some of these have changed over time.

Know the names of major mountains and mountain regions of the UK and the world.

Locate the Seven Summits and major mountain ranges of the world.

### Map Skills:

Create a world and UK map showing major mountain regions.

### Human and Physical

#### Geography:

Describe and understand key aspects of physical geography – mountains. Compare major mountains of the world with local and UK mountains (scaled drawing – altitude). Identify impact of climate change on glacial melt in Himalaya and Asia's rivers.

### Subject Specific Vocabulary:

altitude, peak, summit, valley, ravine, gorge, ridge, plateau, range, tectonic plates, mountains (fault-block, fold, volcanic), Third Pole, glacial melt, glacier.

## *Floodland:*

### Locational Knowledge:

Name and locate key local topographical features (**coasts and rivers**) and land-use patterns, including flood plains and flood defences, and understand how some of these have changed over time.

### Map Skills:

Draw a thematic map to show flood projections and coastal erosion. [Use Google Earth and Google Maps to locate a place in the Southern hemisphere threatened by sea level rise.](#)

### Human and Physical Geography:

Describe and understand key aspects of physical geography including **rivers** and the water cycle.

Identify impact of climate change on local flooding levels.

Describe and understand key aspects of human geography and the distribution of natural resources including energy by learning about the UK energy mix and the impact this has on climate change.

Begin to understand what climate tipping points are and understand the terms “climate emergency” and “climate crisis”. Know about current trends in total global climate emissions and learn about the concept of emissions reduction targets. Understand that 2030 is a scientific estimate of a year by which global emissions must have peaked in order to give humanity a reasonable chance of controlling eventual warming levels, and that it is not a deadline for an end-of-the-world scenario; understand the lack of certainty in future predictions and know that scientific understanding is developing and being revised all the time.

Identify current impacts, and a range of predicted future scenarios depending on levels of global heating, including best-case scenarios.

Discuss climate actions being taken nationally and globally and identify actions they can take locally/personally.

### Subject Specific Vocabulary:

carbon footprint, sustainable, climate crisis, climate emergency, emissions, energy (nuclear, hydro-electric, geothermal, renewable, non-renewable, fossil fuel)

## *India:*

### Locational Knowledge:

Locate, describe and ask questions about the Indian subcontinent.

### Map Skills:

*India:* Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Compare different map projections.

### Fieldwork:

*Design a survey on chosen aspect of climate change (eg transport to school/ recycling)* Select appropriate methods for data collection including interviews (Google Forms); use a database (Google Sheets) to interrogate and amend information collected; use graphs to display data; evaluate the quality of evidence collected and suggest improvements.

### Human and Physical Geography:

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. Understand geographical similarities and differences through the study of human and physical geography by comparing data (UK/India). [Know the main human and physical differences between developed and developing countries.](#) Explain how some countries are more responsible than others for producing greenhouse gas emissions and compare this with where the climate crisis has the most severe impacts.

### Subject Specific Vocabulary:

Empire, colony, colonialism, commerce, economics, distribution, independence, nationalism, settlement, industrial, agricultural, rural, urban

# Art in Year 6

As artists, the children will...



## *In My Head self-portrait sketch/ collage*

Focus Artist: Leonardo Da Vinci

### Exploring and Developing Ideas

Use digital technology as source for ideas.

Use sketchbook to record, experiment with, develop, present and evaluate ideas. Write a description of the piece for display.

### Drawing

Select from a range of drawing tools (pencil and ink pen) and use with increased control to create a specific effect.

Develop sketching techniques to add effects (shadow, hatching, cross-hatching) and use appropriately in their work.

### Collage

Plan and design a collage to express personality and add it to a self-portrait.

Use a range of mixed media.

### Work of other Artists

Learn about the life and work of Leonardo Da Vinci. Give detailed observations about his Profile of a Man and create a self-portrait in response.

## *Stone Age cave art*

Focus Artist: Banksy

### Exploring and Developing Ideas

Use sketchbook to record, experiment with, develop, present and evaluate ideas.

### Drawing

Select from a range of charcoal and chalk drawing tools and use with control to create a specific effect - to reproduce Neolithic cave art depictions of animals.

Use techniques such as smudging and blending for effect.

### Work of other Artists

Learn from the works of Banksy and explore his impact. Understand how art can be used to comment on current issues.

## *Watercolour painting: Nine Standards Rigg*

Focus Artist: Paul Cézanne

### Exploring and Developing Ideas

Use sketchbook to record, experiment with, develop, present and evaluate ideas.

Use sketchbook to show research on Paul Cézanne and how this impacts on their own work.

### Drawing

Select appropriate pencil hardness for sketching.

Develop sketching techniques to add effects (perspective, shadow, hatching, cross-hatching).

### Painting

Use inspiration from natural and non-natural works to create a colour palette.

Use colour to express a mood and use the language of colour accurately.

### Work of other Artists

Learn about Paul Cézanne in the context of the Impressionist movement. Study his various depictions of Mont Sainte-Victoire, focussing on his use of colour and tone to express different moods.

## *Tsunami impasto painting/ collage*

Focus Artist: Hokusai

### Exploring and Developing Ideas

Use sketchbook to record, experiment with, develop, present and evaluate ideas. Use sketchbook to develop impasto technique to use in their work. Write a description of the piece for display.

### Painting

Experiment with building up layers, colours and textures: add texture to acrylic paint by adding PVA, sawdust, sand etc to create impasto effect; explore a variety of different brushes to create an effect of movement; create a colour palette, demonstrating mixing techniques.

### Collage

Experiment with mixing textures and arranging materials with purpose to create effect of a surging wave.

Add collage to a painted background. Create and arrange accurate patterns. Justify the materials they have chosen.

### Work of other Artists

Learn about Hokusai and comment on his Great Wave, observing how the artist has created a sense of movement.

## *Bicycle wire sculpture*

Focus Artist: David Oliveira

### Exploring and Developing Ideas

Use sketchbook to record, experiment with, develop, present and evaluate ideas.

Use sketchbook to show research on David Oliveira and how to use abstraction in their own work.

### Drawing

Use drawing as a starting point that may be taken forward into the sculpture. Begin with a one-line drawing and use this to influence using one piece of wire to create a bike.

Write a description of the piece for display.

### 3D Art

Plan and design a wire bicycle sculpture.

Experiment with cutting, joining and shaping wire to create a 3D sculpture.

### Work of other Artists

Learn about and be inspired by David Oliveira.

## *Printing*

Focus Artists: The Singh Twins

### Exploring and Developing Ideas

Use sketchbook to record, experiment with, develop, present and evaluate ideas.

Exploring history and style of Indian art with a focus on repeating patterns.

Learn about Mandalas, Mehndi, Rangoli. Organise work in terms of pattern, repetition, symmetry.

### Printing

<https://amslerartroom.com/student-work/radial-symmetry-prints-on-oil-pastel/>

Design and create an accurate radial symmetry print.

### Work of other Artists

Study the life and work of the Singh Twins. Explore how both British pop culture and traditional Indian pattern is incorporated into their work.

# Design and Technology in Year 6

As designers, the children will...



*"Come Dine With Me"*

## Cooking and Nutrition

Design and cook a healthy two-course meal for a chosen dietary requirement (eg Halal, vegan, gluten-free, nut intolerance etc).

Locate source of main ingredients, consider seasonality and compare nutritional values (linked to Science).

Identify and compare fresh, pre-cooked and processed foods.

Make the connection between climate change and the foods they consume and suggest alternatives which might reduce greenhouse gas emissions.

## Designing

Work within a clear budget.

Carry out web-based research to identify the wants and needs of particular individuals and groups.

## Making

Use a range of cooking techniques including peeling, chopping, slicing.

## Evaluating

Review meal, using clear criteria (eg nutritional balance, cost, seasonality, taste).

## Technical Knowledge and vocabulary

Know that:

- seasons affect food availability and food miles
- food ingredients can be fresh, processed or pre-cooked
- recipes can be adapted by substituting ingredients.

*nutrition, protein, carbohydrates, vitamins, minerals, fibre, seasonality, balanced diet*

*Wooden craft*

## Designing

Share and clarify ideas through discussion.

## Making

*Make a wooden Christmas craft from a construction kit.*

Explain choice of materials according to their functional properties.

Select from and use a range of tools to perform woodworking tasks safely and accurately.

Accurately mark out, cut, shape, combine and join materials and components.

Use resourcefulness when tackling practical problems.

## Evaluating

With peers, critically evaluate the quality of the design and manufacture of their product, identifying strengths and areas for improvement.

## Technical Knowledge and vocabulary

Know how to reinforce and strengthen a 3D structure.

*structural engineering, design brief, modelling, aesthetics, functionality*

*Electrical systems*

## Designing

Describe the purpose of their product.

Generate, develop, model and communicate ideas through discussion, annotated sketches and prototypes.

## Making

Follow, justify and refine plans.

Accurately assemble components.

## Evaluating

As they design and make the product, test and evaluate the quality of its design, manufacture and fitness for purpose, in order to improve it.

When completed, evaluate their product against original design specification.

## Technical Knowledge and vocabulary

Use knowledge from Science (electricity) to help make products work.

Know how more complex electrical circuits and components can be used to create functional products.

Know how to program a computer to control their products.

electrical system, electronics, electrical engineering, input, process, output, feedback, algorithm

Bicycles

## Designing

Design a child's bicycle suitable for a developing country.

Carry out market research (questionnaires within school).

Consider culture and society in plans and designs.

Generate innovative ideas, drawing on research.

Indicate the design features of their product that will appeal to intended users.

Explain how particular parts of their product will work.

Use annotated sketches, cross-sectional drawings and exploded diagrams to communicate elements of bicycle design.

Make the connection between climate change and the activities they participate in and understand that different lifestyles cause much lesser or greater carbon emissions (transport)

## Making

Tinkering: disassemble bicycle components.

Select and use a range of tools (spanners, pliers, allen keys, screwdrivers, tyre levers) competently.

Accurately disassemble/reassemble given components.

Demonstrate resourcefulness when tackling practical problems.

## Evaluating

Understand how key events in design and technology have helped shape the world.

Investigate developments in bicycle design over its history and analyse a range of existing products, considering how they are adapted for different purposes.

Consider cost, originality, sustainability and potential impact of their own design.

## Technical Knowledge and vocabulary

Use knowledge from Maths to help understand how products work (gear ratios).

Begin to understand how complex mechanical systems (levers and gears) transfer movement.

Know that materials have both functional and aesthetic qualities.

mechanical engineering, component, disassemble, gear, cassette, bearing, friction

# Music in Year 6

As musicians, the children will...



Autumn 1: The Human Machine	Autumn 2: Evolution	Spring 1: Mountains	Spring 2: Floodland	Summer 1: India	Summer 2: India
<p><b>Musical Spotlight:</b> Music and Technology</p> <p>Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the YuStudio tab will teach invaluable skills in music production that will enrich and enhance each child's musical journey and inspire creativity.</p> <p><b>Social Question:</b> How Does Music Bring Us Together? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p><b>Music of the term:</b> Lewis Capaldi – Someone You Loved</p>	<p><b>Musical Spotlight:</b> Developing Ensemble Skills</p> <p>Use gained confidence in singing and playing together in a band or ensemble in this unit. Make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ("crescendo") or from loud to soft ("decrescendo") can help make music more exciting.</p> <p><b>Social Question:</b> How Does Music Connect Us with Our Past? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p><b>Music of the term:</b> Ancient Mayan Music - Tsompantli</p>	<p><b>Musical Spotlight:</b> Creative Composition</p> <p>By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p> <p><b>Social Question:</b> How Does Music Improve Our World? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p> <p><b>Music of the term:</b> Marvin Gaye + Tammy Terrell – Ain't No Mountain High Enough.</p>	<p><b>Musical Spotlight:</b> Musical Styles Connect Us</p> <p>Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p> <p><b>Social Question:</b> How Does Music Teach Us About Our Community? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p> <p><b>Music of the term:</b> Beethoven – Symphony No 6 Part 4 Thunderstorm</p>	<p><b>Musical Spotlight:</b> Improvising with Confidence</p> <p>As confident improvisers, create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.</p> <p><b>Social Question:</b> How Does Music Shape Our Way of Life? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B</p> <p><b>Music of the term:</b> Rahman – Slum Dog Millionaire</p>	<p><b>Musical Spotlight:</b> Farewell Tour</p> <p>This is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available. Enjoy this performance!</p> <p><b>Social Question:</b> How Does Music Connect Us with the Environment? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B</p> <p><b>End of Year 6 Performance</b></p> <p><b>Music of the term:</b> Bhangra music fuses pop music, film music and folk music. Listen to: Punjabi MC Knight Rider</p>

# PE in Year 6

As sports stars, the children will...



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Football –External Coach</b></p> <ul style="list-style-type: none"> <li>•Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</li> <li>•Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> <li>•Keep and win back possession of the ball effectively and in a variety of ways in a team game.</li> <li>•Demonstrate a good awareness of space.</li> <li>•Think ahead and create a plan of attack or defence.</li> <li>•Apply knowledge of skills for attacking and defending.</li> <li>•Work as a team to develop fielding strategies to prevent the opposition from scoring.</li> <li>•Follow and create complicated rules to play a game successfully.</li> <li>•Communicate plans to others during a game.</li> <li>•Lead others during a game.</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>•Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</li> <li>•Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> <li>•Keep and win back possession of the ball effectively and in a variety of ways.</li> <li>•Demonstrate a good awareness of space.</li> <li>•Think ahead and create a plan of attack or defence.</li> <li>•Apply knowledge of skills for attacking and defending.</li> <li>•Work as a team to develop fielding strategies to prevent the opposition from scoring.</li> <li>•Follow and create complicated rules to play a game successfully.</li> <li>•Communicate plans to others during a game.</li> <li>•Lead others during a game.</li> </ul>	<p><b>Gymnastics – external coach</b></p> <ul style="list-style-type: none"> <li>•Make up longer, more complex sequences, including changes of direction, level and speed.</li> <li>•Develop their own solutions to a task by choosing and applying a range of compositional principles.</li> <li>•Combine and perform gymnastic actions, shapes and balances.</li> <li>•Show clarity, fluency, accuracy and consistency in their movements.</li> <li>•In small groups, prepare a sequence to be performed to an audience.</li> <li>•Understand the importance of warming up and cooling down.</li> <li>•Say, in simple terms, why activity is good for their health, fitness and wellbeing.</li> <li>•Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving.</li> </ul> <p><b>Outdoor Adventurous Activity Week</b> (External instruction)</p> <ul style="list-style-type: none"> <li>•Participate in outdoor activities to include climbing, hiking and water sports.</li> <li>•Develop resilience, independence and teamwork through preparing for and undertaking a variety of outdoor adventurous activities.</li> </ul>	<p><b>Orienteering</b></p> <ul style="list-style-type: none"> <li>•Choose and perform skills and strategies effectively.</li> <li>•Find solutions to problems and challenges.</li> <li>•Plan, implement and refine the strategies they use.</li> <li>•Adapt the strategies as necessary.</li> <li>•Work increasingly well in a group or in a team where roles and responsibilities are understood.</li> <li>•Prepare physically and organisationally for challenges they are set, taking into account the group's safety.</li> <li>•Identify what they do well, as individuals and as a group.</li> </ul> <p><b>Tag rugby</b></p> <ul style="list-style-type: none"> <li>•Learn how confidence in using ball skills in various ways in a game situation, and link these together effectively.</li> <li>•Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> <li>•Keep and win back possession of the ball effectively and in a variety of ways in a team game.</li> <li>•Demonstrate a good awareness of space.</li> <li>•Think ahead and create a plan of attack or defence.</li> <li>•Apply knowledge of skills for attacking and defending.</li> <li>•Work as a team to develop fielding strategies to prevent the opposition from scoring.</li> <li>•Follow and create complicated rules to play a game successfully.</li> <li>•Communicate plans to others during a game.</li> <li>•Lead others during a game.</li> </ul>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>•Choose the best pace for a running, so that they can sustain their running and improve on a personal target.</li> <li>•Organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities.</li> <li>•Identify good athletic performance and explain why it is good, using agreed criteria</li> <li>•To be able to work effectively in a team.</li> </ul> <p><b>Dance –external coach</b></p> <ul style="list-style-type: none"> <li>•Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</li> <li>•Perform to an accompaniment expressively and sensitively.</li> <li>•Perform dances fluently and with control.</li> <li>•Warm up and cool down independently.</li> <li>•Understand how dance helps to keep them healthy.</li> <li>•Use appropriate criteria to evaluate and refine their own and others' work.</li> <li>•Talk about dance with understanding, using appropriate language and terminology.</li> </ul>	<p><b>Cycling proficiency – external coach (Bikeability)</b></p> <ul style="list-style-type: none"> <li>•Demonstrate safe bike handling and awareness in a traffic –free environment</li> <li>•Learn road safety and demonstrate hazard awareness</li> <li>•Demonstrate competent, and safe manoeuvres (left and right turns, setting off, progressing, stopping) in a road environment.</li> </ul> <p><b>Cricket – external coach</b></p> <ul style="list-style-type: none"> <li>•Use a bat to hit a ball with accuracy and control.</li> <li>•Accurately bowl underarm.</li> <li>•Build a rally with a partner.</li> <li>•Use at least two different shots in a game situation.</li> <li>•Use hand-eye coordination to strike a moving and a stationary ball.</li> <li>•Develop different ways of throwing and catching.</li> </ul>	<p><b>Swimming –External Coach</b></p> <ul style="list-style-type: none"> <li>•Swim 25m unaided in water using one basic method to achieve this distance.</li> <li>•Use two different strokes swimming on both front and back.</li> <li>•Control breathing.</li> <li>•Swim confidently and fluently both on the surface and under the water.</li> <li>•Explain how to remain safe in water and what do if you or someone nearby gets into difficulty</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>•Choose the best pace for a running event, so that they can sustain their running and improve on a personal target.</li> <li>•Show control at take-off in jumping activities.</li> <li>•Show accuracy and good technique when throwing for distance.</li> <li>•Organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities.</li> <li>•Identify good athletic performance and explain why it is good, using agreed criteria.</li> </ul>

# Computing in Year 6

As computer users, the children will...



*Manipulating data: Using Excel to present and interpret data (link to Science)*  
*Scratch coding : Developing complex algorithms (maze game/ hide and seek game)*

## Computer Science

Design and create more complex programs using sequence, repetition, selection and variables appropriately. Design a game including sprites, backgrounds, scoring/ timers. Use Boolean conditions to create unique algorithms. Debug code to identify and correct errors.

## Information Technology

Create a program and content for a defined purpose and audience (Scratch game). Create models (Google Sheets) to investigate real-life problems, using their knowledge to make predictions and using technology to present their work (link to Science - heart-rate and exercise).

## Digital Literacy

Acceptable Use Policy and reporting inappropriate activity (including extremism). Online safety - gaming (including commercial aspects, age appropriateness) Screen time/wellness.

## Vocabulary

Boolean condition, algorithm, sprite, variable, data, loop, decompose

*Sketchup: explore 3D design (linked to DT and History); Word processing and publishing*

## Information Technology

Independently select, use and combine a range of software on a variety of devices. Use a variety of keyboard shortcuts to improve efficiency. Use an online thesaurus/ dictionary independently. Select suitable software to edit and redraft written work and use a spell/ grammar checker appropriately.

## Digital Literacy

Reporting inappropriate content (extremism, grooming) Cyberbullying. Using social media safely and respectfully (including grieving, Play Like Share)

## Vocabulary

Grooming, cyberbullying, social media, meme, digital art, 3D manipulating

*Design and write a simple website - Using HTML (basic) with Chromebooks and iPads - link to Geography*

## Information Technology

Independently select, use and combine a range of software on a variety of devices. Create a multimedia program and content for a defined purpose and audience. Share content with other children inside and outside school. Publish and share work for evaluation and evaluate the work of others.

## Digital Literacy

Understand what plagiarism is and how it relates to their work.

## Vocabulary

multimedia, content, HTML, webpage, website, plagiarism, copyright, publish, download, upload, digital footprint

*Robotics: block coding (Crumble - linked to DT and Science)*

## Computer Science

Demonstrate knowledge of inputs and outputs and plan and write programs to control external devices such as sensors and motors. Demonstrate that they can decompose tasks. Demonstrate that they can evaluate the effectiveness of their algorithms. Experience a variety of coding environments (Crumble) Correct errors in their algorithms and programs.

## Information Technology

Create models to investigate real-life problems, using their knowledge to make predictions (link to DT and Science: robotics). Create a program and content for a defined purpose and audience. Through peer assessment and self-evaluation, evaluate projects both during and after completion, making improvements as necessary.

## Digital Literacy

Have knowledge and understanding of the risks posed by the commercial aspects of the web (eg form-filling, digital advertising, cookies, spam, etc)

## Vocabulary

input, output, controller, debug, hardware, software

*What is the Internet?*

*Critical Thinking: using the world wide web safely and effectively.*

## Computer Science

Understand the difference between the internet and internet services. Know how search engines work and what 'ranking' is when related to search engines. Know how different computer networks work, including the roles of the components and the opportunities and benefits that they offer for communication and collaboration. Show an understanding of the history of computing and computer science: learn about the history of the internet and the role of key individuals.

Learn how computers process instructions and commands by learning how to use binary code and data packets (role play).

## Information Technology

Continue to develop effective search techniques by using advanced searches and a range of operators and modifiers in searches.

## Digital Literacy

Use strategies to verify and evaluate the reliability and accuracy of information on the internet and understand the dangers and impact of not validating information (fake news).

Develop an understanding of domain names and website extensions.

## Vocabulary

operator, modifier, domain, server, protocol, data packet, network, modem, router, hub, IP address, connectivity, URL, download, upload

*Scratch coding: Developing complex algorithms (quiz game) Movie making*

## Computer Science

Design and create more complex programs using sequence, repetition, selection appropriately. Use variables to add variation to programs. Program starts and endings to games involving wins and losses. Create variable interaction in a quiz game using a combination of selection, Boolean conditions and variables (Data blocks - Scratch). Debug code to identify and correct errors.

## Information Technology

Independently select, use and combine a range of software on a variety of devices. Create a program and content for a defined purpose and audience. Through peer assessment and self-evaluation, evaluate projects both during and after completion, making improvements as necessary.

## Digital Literacy

Privacy, personal information and digital footprints: how to keep personal information secure. Creating strong passwords Online safety: body image/selfies/self-harm/sexting Phishing and malware. Email etiquette (including using bcc)

## Vocabulary

MP3, WAV, acronym

# MFL in Year 6

As French linguists the children will...



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Everyday Life</u></b> The children will revisit personal information question and answers, and extended feelings. They will recall how to give opinions of school subjects including reasons and recall numbers to 60. Children will be introduced to the 'o'clock' structure in French, and key daily routine phrases in order to be able to write a sequence of daily routine phrases and ask and answer questions about daily routine.</p> <p><b><u>Key Vocabulary</u></b> School subjects Telling the time</p>	<p><b><u>Where I live, where you live</u></b> During this half term the children will learn the nouns for rooms in a house and the nouns for furniture in the style of artist Piet Mondrian. The children will prepare descriptive sentences to sell a house and write their own spooky story after following a story about a haunted house. The children will have the opportunity to see and pronounce the names of some authentic French castles, explore new nouns associated with castles and play a game of 'Escape from the castle'. As a festive lesson, the children will explore where is the Elf on the Shelf (or the Christmas Elf) and prepositions.</p> <p><b><u>Key Vocabulary</u></b> Rooms in the house</p>	<p><b><u>Playing and enjoying Sport</u></b> This half term the children will start with a special performance lesson of a New Year's Rap. The children then explore the topic of sports. They will learn the nouns for sports and look at the verb 'jouer' and the sports connected to this verb. Then, the children will create opinions about sports and look at a variety of adjectives in order to include reasons for liking or disliking a sport. The children will follow the story of the aliens at the Olympics and will have a cultural lesson about the French sport 'boules', look inside an authentic French sports shop and write a description of a sport and how it is played.</p> <p><b><u>Key Vocabulary</u></b> Sports Verb 'to play' Opinion adjectives Do you play this with...?</p>	<p><b><u>This is me, Hobbies and Fun</u></b> This half term, learners will be starting off with a funfair theme, looking at the names for rides in French, adjectives to describe the rides, a board game using the key language and an opportunity to express opinions about rides and funfairs. They will finish this part of the unit with their own theme park creation and description. After covering sports in Spring 1, Stage 4 learners will go on to look at favourite things, revisiting personal information and presenting themselves verbally to a partner. The half term concludes with a French tradition... 'Poisson d'avril. another person or character.</p> <p><b><u>Key Vocabulary</u></b> Favourite things</p>	<p><b><u>Café Culture</u></b> This half term, Stage 4 learners will be learning about the culture of going to cafes in France. They will start by learning the language for ordering food in a café, then use this in a café roleplay and record this on a 'triarama' making activity. The children will perform their café roleplays in class. Using their knowledge from the café roleplay, Stage 4 learners will go on to read, rehearse and perform a French comedy sketch set in a cafe. The children will conclude the unit with a story about the alien family in a restaurant, and if time, they can create their own fantastical menus.</p> <p><b><u>Key Vocabulary</u></b> Café language</p>	<p><b><u>Performance time/Transition and Language Puzzle</u></b> This half term, learners will have fun reading, understanding, adapting and performing a comedy sketch! The children will first look at and listen to the speech in the sketch, they will then practise the language, adapt the script in groups to make it their own, add drama and stage directions, rehearse and finally perform their sketch. The children will then go on to look at a mocktail recipe and write their own recipe including ingredients and instructions.</p> <p><b><u>Key Vocabulary</u></b> Numbers Colours Days of the week Core personal information Food</p>

For specific Vocabulary taught please refer to key word document which is found in the French folder on the school server. This also includes the correct pronunciation of words and correct spelling.

# Religious Education in Year 6

As theologians, the children will...



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme: Beliefs and Practices</b></p> <p><b>Key Question:</b> What is the best way for a Muslim to show commitment to God? <b>Religion:</b> Islam</p> <p><b>Suggested Teaching</b> Children to make a large poster/scrapbook page showing their learning about the 5 Pillars of Islam by explaining which is the most important. Group children according to which pillar they thought was the most important and then the groups debate and argue the importance of their choice. Children produce information for younger children on the five pillars – the info explains the pillar, how it impacts on life/daily life, the meaning of it and how it would relate to key words like belonging, commitment, worship etc</p> <p>Children make a hanging mobile/wind chimes, displaying the 5 pillars and what they mean. Activity must be as above to demonstrate the learning. Children must showcase to each other what they have learnt. The activity could be linked to the group activity and then be stored as an artefact/resource to be used as a teaching aid – it could then be used in other lessons to reinforce prior learning</p>	<p><b>Theme:</b> Christmas Concept: Incarnation</p> <p><b>Key Question:</b> How significant is it that Mary was Jesus' mother? <b>Religion:</b> Christianity</p> <p><b>Suggested Teaching</b> Children to explore symbols/ images usually connected to Mary,-Could look at online images and ask the children to note down any observations about it – inform them that everything is pictured for a reason – groups can speculate what the reasons might be (teacher will then research the answers after and inform in next lesson or will have done so beforehand)</p> <p>Freeze frame parts of the story of Mary from the annunciation featuring Mary, articulating her thoughts and feelings to the different events. These could be done in small groups – then observing children could hot seat a character to ask about feelings, actions, hopes etc (groups to have prompts and actors have some info to help them act) Give some context about Mary's possible life – lack of equality and finances making life difficult and choices limited</p>	<p><b>Theme:</b> Beliefs and Meaning Concept: Salvation</p> <p><b>Key Question:</b> Is anything ever eternal? <b>Religion:</b> Christianity</p> <p><b>Suggested Teaching</b> Children to make an acrostic poem using the word eternal/forever to show what it means to them. Share with a partner and discuss similarities and differences.</p> <p>Using playdough/clay, can you make a symbol to show what the word 'eternal' means to you? Explain what you have made and how this impacts on how you live your life.</p> <p>If a person dies, they are physically not immortal however their memory can live on in other ways Examine the idea of the legacy that somebody leaves behind. What impact on the world have other people had e.g. William Wilberforce, Martin Luther King, Elizabeth Fry – children can research a person of their choice and compare it the legacy Jesus left, what legacy will they leave (what we do lives on- even if it is that their family love and remember them). Showcase this to the rest of the class to show a contrast. Consider any local historical people to make links to British settlements by Quakers in Birmingham etc</p>	<p><b>Theme:</b> Easter Concept: Gospel</p> <p><b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth? <b>Religion:</b> Christianity</p> <p><b>Suggested Teaching</b> Pretend to run a campaign to be a leader. What would your campaign look like? How would you get people to vote for you?</p> <p>Draw up some questions to ask a visiting Vicar/Christian visitor about their faith and why Christianity is still relevant today from their perspective? (Can utilise Crossing the Bridges materials if visiting them in their place of worship).</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives? <b>Religion:</b> Islam</p> <p><b>Suggested Teaching</b> Look at the story of Robin Hood. Discuss Robin's actions in the light of Islam. Were his actions good/bad? What about the fact that the actions were wrong, but the intention was good? Look at some of the quotes of Muhammad. Also consider the belief that there are angels recording all thoughts, words and deeds to be used at the day of judgment – how would we make sure that good outweighs bad? Look at some different scenarios and plan an action that would lead to merit with the angels rather than a negative mark. Children could devise some easy school based scenarios in small groups and swap them for other tables to answer - feedback session and then consider whether the thoughts, words and actions would be met favourably.</p> <p>Children to match the different beliefs about life after death with the religion (could include non-religious views here as well).</p> <p>Each group to have a different information point which have the headings 'angels', 'Day of Judgement', 'Allah' and 'Heaven/hell'. What can they learn from these points? Children to note down the key ideas from their station as bullet points ready to present to the class.</p> <p>Children to have extracts from the Qur'an which relate to life after death. Can they highlight the words, phrases that support the Muslim belief in Akhirah? What evidence have they found? How can it be interpreted?</p> <p>Often negative representations of Islam dominate the news. Can you give a balanced view of Islam and their core beliefs, showing how for many Muslims, their faith is a positive part of their identity and is to be celebrated?</p>	

# Religious Education in Year 6

As theologians, the children will...



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children to have envelopes in their groups containing fact cards about Islamic practises. Ask the children to rank and explain their rank according to those they think show a greater level of commitment/ lesser level of commitment to God?</p> <p><b><u>Questions to support greater depth</u></b>            What is commitment?            What does it look like?            Is it possible to show the same level of commitment to everything we do? If not, why not?            Can you explain how commitments may not always be easy to stick to?            Which values might you need to show commitment to something/someone? E.g. resilience, motivation etc            What are you committed to and why?            What are the five pillars of Islam? Why do think the word pillar is used?            Why do Muslims fast during Ramadan?            How many ways can you think of that a Muslim can show commitment to God?            Do any of these practises show a greater level of commitment that others?            Can you think how the level of commitment a Muslim shows to their faith, may impact on their everyday lives?            Why do Muslims follow the 5 Pillars of Islam to a greater/lesser extent?</p>	<p><b><u>Questions to support greater depth</u></b>            What sort of qualities would you look for in a leader?            Can you think of any famous leaders and the qualities they have, both positive and negative?</p> <p>Do you think it was important to God that Jesus had a human birth? If so why/why not?            What other ways could God have presented Jesus to the world?            If Jesus was a King, why were his parents not royalty?            What do you understand by incarnation?            Why was it important that Mary was Jesus' mother?            Was Mary's role more important than Joseph's? If so, why?</p> <p>Mary made the choice to have God's baby. What do you think helped her make her decision?            How was her life changed by this decision?            What support would she have needed?            Who would she need support from? Why?            What would your decision have been? Why?</p>	<p>Values and citizenship e.g. emancipation of slaves in the Bristol area, establishment of workers</p> <p><b><u>Questions to support greater depth</u></b>            What does eternal mean? Can you define it in one sentence?            What feelings would you have if you believed in eternity/forever?            How might someone feel if something they believed would last forever, was broken?            How do Christians believe they should live their life, to have eternal life?            Does something need to be tangible in order to be eternal?            Does it need to be seen, felt, etc?            How do you try and lead a good life?            Can you think if any other religions have beliefs in eternity?            What legacy do you think it is important to leave?            Who at the moment would leave a lasting legacy to benefit others?            What legacy would you like to leave?            How might you go about leaving that legacy?</p>	<p><b><u>Questions to support greater depth</u></b>            What traits do you have that people would want in a leader?            Can you give both a for and against argument for why Christianity is still a strong religion today?            What evidence do you have that this is the case?            What do you think and why?</p> <p>Which, if any, of the ten commandments are relevant today?            Can you think of another commandment you would want to add?</p>	<p><b><u>Questions to support greater depth</u></b>            If you witness something that feels wrong to you, what would you do?            What helps you know the difference between right and wrong?            Is it possible to right a wrong?            How does belief in Akhirah, influence how a Muslim lives his/her life?            How would I behave differently if I believed in Akhirah?            What do Muslims believe about life after death?            Taking into account a Muslim's belief in Akhirah, how would this influence their thoughts about euthanasia or suicide?            How do the 5 Pillars of Islam link to the belief in Akhirah?            What are your personal thoughts about life after death? Are these thoughts influenced by anything/anyone?            If someone has led a 'good' life, what would you expect to see?            Drawing on what you have learnt about the main religions, why do you think that life after death is such a fundamental concept for most religions?            Can war ever be justified?            Why can stereotyping be harmful?</p>	

# Personal, Social, Health and Relationships Education in Year 6



During upper KS2 children become aware of themselves as developing individuals and members of their community; growing in maturity and self-confidence, providing opportunities for greater freedom and independence. They are encouraged to make informed choices; develop a sense of right and wrong; become aware of the wider national and global community; and learn about how the local community functions and those who enable it to do so.

## How can we keep healthy as we grow?

### Health and wellbeing

Looking after ourselves; growing up; becoming independent; taking more responsibility.

Children will learn:

- how mental and physical health are linked
- how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- how to make choices that support a healthy, balanced lifestyle including:
  - » how to plan a healthy meal
  - » how to stay physically active
  - » how to maintain good dental health, including oral hygiene, food and drink choices
  - » how to benefit from and stay safe in the sun
  - » how and why to balance time spent online with other activities
  - » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
  - » how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult
- that mental health difficulties can usually be resolved or managed with the right strategies and support
- that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.

# Personal, Social, Health and Relationships Education in Year 6



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## How can the media influence people?

### Living in the wider world

#### Media literacy and digital resilience; influences and decision-making; online safety.

Children will learn:

- how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- how text and images can be manipulated or invented; strategies to recognise this
- to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- to recognise unsafe or suspicious content online and what to do about it
- how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
- to discuss and debate what influences people's decisions, taking into consideration different viewpoints.

# Personal, Social, Health and Relationships Education in Year 6



During upper KS2 children become aware of themselves as developing individuals and members of their community; growing in maturity and self-confidence, providing opportunities for greater freedom and independence. They are encouraged to make informed choices; develop a sense of right and wrong; become aware of the wider national and global community; and learn about how the local community functions and those who enable it to do so.

## What will change as we become more independent? How do friendships change as we grow?

### Relationships

Different relationships, changing and growing, adulthood, independence, moving to secondary school.

Children will learn:

- that people have different kinds of relationships in their lives, including romantic or intimate relationships
- that people who are attracted to and love each other can be of any gender, ethnicity or faith
- the way couples care for one another
- that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- how puberty relates to growing from childhood to adulthood
- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
- that there are ways to prevent a baby being made \*
- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.

\*Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. This is dependent on the maturity and needs of the cohort.

# Year 6 Wider Curriculum

## Our Nine Standards Challenge



By the end of Year 6 the children will have developed their personal, social and emotional wellbeing by showing that they can...

Dexterity	Green	Know Myself	Community	Food	Helping at Home	Health and Wellbeing	Enjoying the Outdoors	Global / Cultural
Check and oil a bike and repair a puncture.	Preserve or restore a local environment.	Create a detailed family tree including info about parents and grandparents and their birthplaces and jobs.	Volunteer for charity / community cause.	Cook a two course meal for their family.	Change and wash bedclothes.	Explain or demonstrate a mindfulness technique.	Swim in open water.	Write a letter/make contact with someone in another country.