

Year 6 Curriculum Overview

English

Reading

- Apply knowledge of morphology and etymology when reading new words
- Read and discuss a broad range of genres and texts
- Identifying and discussing themes
- Make recommendations to others
- Make comparisons within and across books
- Learn poetry by heart
- Draw inference and justify them with evidence
- Make predictions from what is stated and implied
- Discuss authors' use of language, structure and presentation
- Retrieve and present information from non-fiction texts
- Formal presentation and debates
- Distinguish between statements of fact and opinion

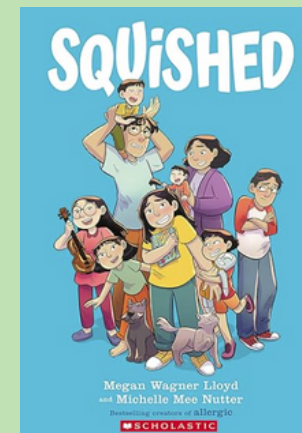
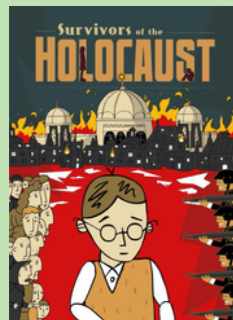
Writing

- Secure spelling, including homophones, prefixes, silent letters, etc.
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus
- Legible, fluent handwriting
- Plan writing to suit audience and purpose
- Select appropriate grammar and vocabulary
- Develop character, setting and atmosphere in narrative
- Integrate dialogue to convey character and advance the action
- Use organisational and presentational features
- Proof-read
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent appropriate tense
- Perform own compositions
- Understand the different structure and use appropriate vocabulary for formal and informal speech
- Use of passive
- Use a range of cohesive devices, repeating a word or phrase, adverbials and ellipsis to link ideas across paragraphs
- Use of semi-colon, colon and dash
- Use bullet points
- Use of hyphens

Speaking and Listening

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Core Texts



Maths

Number and Place Value

- read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across 0
- solve number and practical problems that involve all of the above

Statistics

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

Algebra

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with 2 unknowns
- enumerate possibilities of combinations of 2 variables

Ratio and Proportion

- solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] 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

Addition, Subtraction, Multiplication and Division

- 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
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Maths

Fractions

(including decimals and percentages)

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1
- 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 [for example, $1/4 \times 1/2 = 1/8$]
- divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]
- identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- 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 to up to 3 decimal places
- convert between miles and kilometres
- 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^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

Geometry

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Science

Working Scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

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

Evolution and Inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Living Things and their Habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Animals and 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 nutrients and water are transported within animals, including humans

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out 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

History

- How did evacuation impact the lives of children during WW2?
- What do we know about the Early Islamic Civilisation and how does this compare to British History?
- How have the changes in Southall over the last 100 years created the Southall we live in today?

Geography

- How does the structure of the Earth cause volcanoes and earthquakes?
- What are natural resources and will they last forever?
- How does litter affect Southall?

Art and Design

- Drawing and Sketchbooks - 2D Drawing to 3D making
- Surface and Colour - Exploring Identity
- Working in Three Dimensions - Brace Colour

Design Technology

- Textiles - Waistcoat
- Electrical Systems - Eco Wars
- Cooking and Nutrition - Eco Airline Meal

Physical Education

- Coordination - Footwork, Ball Skills, Sending and Receiving
 - Static Balance - One Leg, Seated, Stance, Floor Work
 - Dynamic Balance - On a Line
 - Dynamic Balance to Agility - Jumping and Landing
 - Agility - Reaction and Response, Ball Chasing
- Sports:
- Football
 - Handball
 - Hockey
 - Netball

Computing

- Computing Systems and Networks: Bletchley Park
- Programming: Intro to Python x2 units
- Creating Media: History of Computers
- Data Handling: Big Data 1

Online Safety

- Self-image and Identity
- Online Relationships
- Online Reputation
- Online Bullying
- Managing Online Information
- Health, Wellbeing and Lifestyle
- Privacy and Security
- Copyright and Ownership

PSHE (Personal, Social and Health Education)

- How can I maintain healthy relationships?
- How are our physical health and mental health connected?
- How do we create equality for all citizens?
- How can I be prepared for work in the future?
How do I stay critical online?
- How is my body preparing for adulthood?
- How do relationships change as we grow up?

RHE (Relationships and Health Education)

- To explore positive and negative ways of communication in relationships
- To understand healthy relationships
- To recap the male and female changes that happen during puberty
- To understand what makes a family and who to turn to for help and support
- To understand the human reproductive system (optional)

Music

- Reading Notation 4: Rhythm Ensemble
- Developing Sight Reading Skills 2: Note Names and Durations (Glockenspiel)
- Pop Music 2: Chords and Bass Lines
- Composition Project 1: Improvisation, Composition and Notation
- Composition Project 2: Notation, Expression and Performance
- Singing with Style

Spanish

- Phonetics
- At School and Subjects
- Healthy Lifestyle
- Weekend
- Revision of information about themselves in preparation for High School

French

- Introduction to French in preparation for High School

Curriculum Experiences

- History - London Metropolitan Archives: WW2 in London, Prime VR WW2 and Holocaust Workshop
- Geography - Local Fieldwork
- English - Southall Library
- Science - Natural History Museum: Evolution
- RE - Ealing Orthodox Synagogue
- PSHE - Police Talk: Gangs, Grooming, Drugs and Violence
- PE - Sports Day and Dance Show
- Chessington World of Adventures