

## Curriculum Overview Year 6

<p><b>Literacy</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>• Read a broad range of genres</li><li>• Recommend books to others</li><li>• Make comparisons within/across books</li><li>• Support inferences with evidence</li><li>• Summarising key points from texts</li><li>• Identify how language, structure, etc. contribute to meaning</li><li>• Discuss use of language, inc. figurative</li><li>• Discuss &amp; explain reading, providing reasoned justifications for views</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Use knowledge of morphology &amp; etymology in spelling</li><li>• Develop legible personal handwriting style</li><li>• Plan writing to suit audience &amp; purpose; use models of writing</li><li>• Develop character &amp; setting in narrative</li><li>• Select grammar &amp; vocabulary for effect</li><li>• Use a wide range of cohesive devices</li><li>• Ensure grammatical consistency</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Use appropriate register/ style</li><li>• Use the passive voice for purpose</li><li>• Use features to convey</li><li>• &amp; clarify meaning</li><li>• Use full punctuation</li><li>• Use language of subject/object</li><li>• Speaking &amp; Listening</li><li>• Use questions to build knowledge</li><li>• Articulate arguments &amp; opinions</li><li>• Use spoken language to speculate, hypothesise &amp; explore</li><li>• Use appropriate register &amp; language</li></ul>	<p><b>Science</b></p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"><li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.</li><li>• Give reasons for classifying plants and animals based on specific characteristics.</li><li>• Be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.</li><li>• Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).</li><li>• Discuss reasons why living things are placed in one group and not another.</li></ul>	<p><b>Design &amp; Technology</b></p> <p><b>Moving Vehicles</b></p> <ul style="list-style-type: none"><li>• Communicate ideas through detailed labelled drawings;</li><li>• Develop a design specification;</li><li>• Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways;</li><li>• Plan the order of work, choosing appropriate materials, tools and techniques including the use of the design cycle.</li><li>• Select appropriate tools, materials, components and techniques;</li><li>• Assemble components to make working models;</li><li>• Use tools safely and accurately;</li><li>• Construct products using permanent joining techniques.</li><li>• Evaluate products, identifying strengths and areas for development, and carrying out appropriate tests;</li><li>• Record evaluations using drawings with labels;</li><li>• Evaluate against original criteria and suggest ways that their product could be improved.</li></ul>	<p><b>Maths</b></p> <p><b>Problem Solving /Investigations</b></p> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"><li>• Convert between different units</li><li>• Calculate perimeter of composite shapes &amp; area of rectangles</li><li>• Estimate volume &amp; capacity</li><li>• Measure &amp; identify angles / find unknown and missing angles</li><li>• Understand regular polygons</li><li>• Reflect &amp; translate shapes</li><li>• Draw 2D shapes using given dimensions and angles</li><li>• Recognise, describe and build simple 3D shapes, including making nets</li><li>• Compare and classify geometric shapes based on their properties and sizes</li><li>• Illustrate and name parts of circles, including radius, diameter and circumference.</li></ul> <p><b>Data</b></p> <ul style="list-style-type: none"><li>• Interpret tables &amp; line graphs</li><li>• Solve questions about line graphs</li></ul>
	<p><b>Physical Education</b></p> <p><b>Dartmoor 3-ball / Athletics / Swimming</b></p> <ul style="list-style-type: none"><li>• Use running, jumping, catching and throwing in isolation and in combination</li><li>• Play competitive games, applying basic principles</li><li>• Develop flexibility &amp; control in gym, dance &amp; athletics</li><li>• Take part in Outdoor &amp; Adventurous activities</li><li>• Compare performances to achieve personal bests</li><li>• Swimming proficiency at 25m</li></ul>	<p><b>History</b></p> <p><b>British History (taught chronologically) - The Viking and Anglo-Saxon struggle for the Kingdom of England (Continued)</b></p> <ul style="list-style-type: none"><li>• Further Viking invasions and Danegeld</li><li>• Anglo-Saxon laws and justice</li><li>• Edward the Confessor and his death in 1066</li></ul>	

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	<p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>Human Geography including the distribution of natural resources including energy, food, minerals and water.</li> </ul>		
<p style="text-align: center;"><b>PSHE / RSE</b></p> <ul style="list-style-type: none"> <li>Explain how to look after the body during puberty</li> <li>Learn to deal with emotions</li> <li>Understand the different types of relationships that exist</li> <li>Understand the laws around sexual relationships</li> <li>Understand the role of the media with regards to our bodies</li> <li>Understand and explain what contraception is and why it is used</li> <li>Understand and use a range of vocabulary when discussing differences in sex, gender identity and sexual orientation</li> <li>Understand and use key vocabulary to explain how babies are made</li> <li>Describe the process from conception to birth and the needs of the foetus</li> </ul>	<p style="text-align: center;"><b>Modern Languages</b></p> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in simple language &amp; be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas &amp; information orally</li> <li>Show understanding in simple reading</li> <li>Adapt known language to create new ideas</li> <li>Describe people, places &amp; things</li> <li>Understand basic grammar, e.g. gender</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Charanga</b> <b>Year 6, Unit 5: Music and Me</b> <b>Year 6, Unit 6: Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"> <li>Perform with control &amp; expression solo &amp; in ensembles</li> <li>Improvise &amp; compose using dimensions of music</li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff notation</li> <li>Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul> <p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>Design &amp; write programs to solve problems</li> <li>Use sequences, repetition, inputs, variables and outputs in programs</li> <li>Detect &amp; correct errors in programs</li> <li>Understand uses of networks for collaboration &amp; communication</li> <li>Be discerning in evaluating digital content</li> </ul>	<p style="text-align: center;"><b>Art &amp; Design</b></p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</li> <li>Choose the printing method appropriate to task.</li> <li>Build up layers and colours/textures.</li> <li>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>Choose inks and overlay colours.</li> </ul> <p style="text-align: center;"><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>How should we live and who can inspire us? (Inspirational People)</li> <li>Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.</li> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.</li> </ul>