

# Curriculum Overview for Year 6 Autumn 2019-20

## English

**The Jungle Book**  
**Viking Boy**  
**To Asgard!**

### Vocabulary, Grammar, Punctuation

- I can use modal verbs to suggest degrees of possibility.
- I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).
- I can write in paragraphs which can clearly signal a change in subject, time, place or event.
- I can use subordinate clauses to write complex sentences.
- I know the difference between structures of informal speech and structures appropriate for formal speech and writing.

- I can use punctuation bullet points to list information.
- I can use expanded noun phrases to convey complicated information concisely.
- I can use verb tenses consistently and correctly throughout my writing.
- I can write out formal speech or texts using appropriate vocabulary.

### Composition

- I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.
- I can structure my writing by identifying the audience for my text and the purpose of the writing.
- I can use paragraphs to signal change of time, scene, action, mood or person.
- I use headings, bullet points and underlining to structure and guide a reader through my writing.
- I ensure I use the consistent and correct use

of tenses throughout a piece of writing.

- I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.
- I can read aloud my own work using appropriate intonation, volume and movement.
- I can use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can ensure correct subject and verb agreement.
- I can use a range of sentence starters to create specific effects.

## Science

### Evolution and Inheritance

- Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago?
- Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?
- Can they give reasons why offspring are not identical to each other or to their parents?
- Can they explain the process of evolution and describe the evidence for this?
- Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?

Aut1

- What will make our town more respectful?
- To understand religious and cultural diversity of their town/country and their local area.

Respond to the importance of community harmony and interfaith work.

Understand and share respectful attitudes, values

## Maths

### Number and Place Value

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

### Calculation

- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication.

- I can multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication.
- I can divide numbers up to 4 digits by a 2-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.
- I can divide numbers up to 4 digits by a 2-digit number using the formal written method of short division where appropriate.
- I can identify common factors, common multiples and prime numbers.
- I can perform mental calculations, including with mixed operations and large numbers.
- I can use my knowledge of the order of operations to carry out calculations involving the four operations.

### Fractions

- I can compare and order fractions, including fractions >1.
- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
- I can compare and order fractions, including fractions >1.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in the simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

## PE

### Cognitive

- I can review, analyse and evaluate my own and others' strengths and weaknesses.
- I can read and react to different game situations as they develop.

### Creative

- I can effectively disguise what I am about to do next.
- I can use variety and creativity to engage an audience.

## French

- W3k(i) can write several sentences from memory to describe what other people do, or like doing.
- W4o(i) I can write the correct form of some irregular verbs in the first and third person singular.
- W4p I can use the rules I know about building sentences in French to create new sentences using different vocabulary.
- S3o(i) I can use the third person singular form of the present tense to describe what others are doing, e.g. "il/elle danse".
- S3p I can use what I have learnt about the structure of French sentences to build new ones using the same model.
- R4o(ii) I can recognise that some verbs are irregular.

## Computing

- I can use technology safely and respectfully and responsibly
- I can describe ways in which media can shape ideas about gender.
- I can identify messages about gender roles and make judgements based on them.
- I can challenge and explain why it is important to reject inappropriate messages about gender online.
- I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.
- I can explain why I should keep asking until I get the help I need.
- I can show I understand my responsibilities for the well-being of others in my online social group.
- I can explain how impulsive and rash communications online may cause problems
- I can demonstrate how I would support others (including those who are having difficulties) online.

- I can demonstrate ways of reporting problems online for both my friends and myself.
- I can explain how I am developing an online reputation, which will allow other people to form an opinion of me.
- I can describe some simple ways that help build a positive online reputation.

- I can describe how to capture bullying content as evidence to share with others who can help me.
- I can identify a range of ways to report concerns in both school and at home about online bullying.

- I can describe common systems that regulate age-related content and describe their purpose.
- I can assess and action different strategies to limit the impact of technology on my health
- I can explain the importance of self-regulating my use of technology;

## History

### Ancient Greece

- I can sequence a period of history onto a timeline.
- I can categorise specific events by decade.
- I can recall and sequence features of historical events and people from past societies and periods in a chronological framework.
- I can summarise the main events from a specific period in history, explaining the order in which key events happened.
- I can hypothesise about what Britain may have learnt from other countries and civilizations through time gone by and more recently.
- I can describe features of historical events and people from past societies and periods they have studied.
- I can recognise and describe differences and similarities/ changes and continuity between different periods of history.
- I can empathise with people from different periods of history.
- I can compare/ contrast two different versions and say how the author may be attempting to persuade or give a specific viewpoint.
- I can synthesise ideas from different periods in history to create informed conclusions.

## Geography

### Damaging Our World

- I can select the best way to collect information needed and decide the most appropriate units of measure.
- I can use maps, aerial photos, plans and web resources to make informed conclusions about what a locality might be like.
- I can describe the physical features of different places around the world.
- I can make reasoned judgements about how some places are similar and others are different in relation to their human features.
- I can describe the human features of different places around the world.
- I can map land use and justify with my own criteria.
- I can make reasoned judgements about how some places are similar and others are different in relation to their physical features.
- I can explain how the time zones work.

## Art and Design

### Collage

- I can justify the materials I have chosen
- I can combine pattern, tone and shape.

### Use of IT

- I can use software packages to create pieces of digital art to design.
- I can create a piece of art which can be used as part of a wider presentation.

### Stiff and flexible sheet materials

- I can justify why they selected specific materials.
- I have ensured that my work is precise and accurate.
- I can hide joints so as to improve the look of my product.

### Mouldable materials

- I can justify why the chosen material was the best for the task.
- I can justify design in relation to the audience.

## Music

- Improvisation in jazz music using scales as a base.

- Understanding and use of chords in accompaniment.
- Jazz music in its historical context.
- Listen in detail to live and recorded music