

# Curriculum Overview for Year 6 Autumn 2020-21

<p><b>English</b></p> <p><b>The Jungle Book - Rudyard Kipling</b> Fantasy, Action/Adventure, recount, persuasion, historical fiction, free verse poem, explanation, discussion</p> <p><b>Vocabulary, grammar &amp; punctuation</b> I can use modal verbs to suggest degrees of possibility. know some words have similar meanings (synonyms) and others have opposite meanings (antonyms). 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.</p> <p>I can punctuate 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.</p> <p><b>Composition</b> 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.</p> <p>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 use a range of sentence starters to create specific effects. I can write a 5 paragraph narrative.</p> <p><b>Spelling</b> I add prefixes and suffixes using the rules we have worked on in class. I can spell some words that include silent letters, e.g. knight, psalm and sol-</p>	<p><b>Science 1—living things and their habitat</b></p> <p>I can <b>describe</b> how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals.</p> <p>I can <b>give reasons</b> for classifying plants and animals based on specific characteristics,</p>	<p><b>Science 2—Evolution and inheritance</b></p> <p>I can <b>recognise</b> that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.</p> <p>I can <b>recognise</b> that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>I can <b>give reasons</b> why offspring are not identical to each other or to their parents.</p> <p>I can <b>explain</b> the process of evolution and describe the</p>	
<p><b>Maths</b></p> <p><b>Number &amp; Place Value</b> I can read, write, order and compare numbers up to 10,000,000.</p> <p>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.</p> <p>I can use negative numbers in context and calculate intervals across zero.</p> <p>I can solve number problems and practical problems with the above.</p> <p><b>Addition, subtraction, multiplication and division</b> I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>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.</p> <p><b>Fractions</b> I can compare and order fractions, including fractions &gt;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 &gt;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</p>	<p><b>PE</b></p> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>- Develop methods to outwit opponents.</li> <li>- Understand ways to judge performance.</li> <li>- Use spatial awareness to make good decisions.</li> </ul> <p><b>Creative</b></p> <ul style="list-style-type: none"> <li>- Link actions and develop sequences.</li> <li>- Change tactics and rules to make things more interesting.</li> <li>- Respond imaginatively to different situations.</li> </ul> <p><b>French</b></p> <p><b>Aut 1—actions</b> I can describe what other people do, or like doing I can use the third person singular form of the present tense to describe what others are doing, e.g. "il/elle danse". I can write several sentences from memory to describe what other people do, or like doing</p> <p><b>Aut 2—in France</b> I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language. I can prepare a short talk on a familiar subject and present it</p>	<p><b>RE—LC: Who is a humanist?</b></p> <ul style="list-style-type: none"> <li>- I can describe how and why two contemporary religious leaders have inspired their followers to make a difference in their community.</li> <li>- I can devise four good questions about what makes a leader worth following.</li> <li>- I can interpret what two scientists (e.g. an atheist and a Christian) believe about how the universe and how human life evolved; account for their disagreement.</li> <li>- I can comment respectfully on two opposite viewpoints about a contemporary moral issue, drawing out reasoned ideas about the views I hold myself.</li> <li>- I can consider the challenges of what an atheist, agnostic</li> </ul>	
<p><b>Computing</b></p> <p><b>Aut 1 Digital Citizenship - Online Safety/ PSHE</b> 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 judgments based on them.</p> <p><b>Aut 2 Digital Literacy—Elements of Creativity</b> I can select, use and combine a variety of software to present my work I can select appropriate tools to add emphasis and effect to my work I can explain why I have chosen my layout and formatting.</p>	<p><b>Geography</b></p> <p><b>Aut1 LC: Does our world need saving?</b></p> <ul style="list-style-type: none"> <li>• I can confidently <b>explain</b> scale and use maps with a range of scales</li> <li>• I can <b>apply</b> knowledge of OS maps to answer questions.</li> <li>• I can <b>describe</b> the physical features of different places around the world.</li> <li>• I can <b>apply</b> a 6 figure grid reference.</li> <li>• I can create sketch maps when <b>observing</b> during a field trip</li> </ul> <p><b>History</b></p> <p><b>Aut2 LC: Could you survive a vicious Viking invasion?</b></p> <ul style="list-style-type: none"> <li>• I can <b>sequence</b> a period of history onto a timeline.</li> <li>• I can <b>summarise</b> the main events from a specific period in history, <b>explaining</b> the order in which key events hap-</li> </ul>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• I can <b>create</b> detailed portraits chiaroscuro techniques.</li> <li>• I can <b>develop</b> the continuous line technique.</li> <li>• I can <b>observe</b> and draw for expression.</li> <li>• I can <b>apply</b> skill and control when painting.</li> <li>• I can <b>create</b> tonal paintings.</li> <li>• I can <b>express</b> an idea or emotion through 3D clay sculpture.</li> <li>• I can <b>create</b> personal investigations of interests and record observations in sketchbooks.</li> <li>• I can <b>develop</b> continuous line drawing, develop control, expression, shape, form and detail.</li> </ul>	<p><b>Music</b></p> <p>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.</p> <p><b>Design</b></p> <p><b>Aut 1 Mechanisms: Automata Toys</b></p> <ul style="list-style-type: none"> <li>• I can <b>demonstrate understanding</b> of cams.</li> <li>• I can <b>explain</b> how linkages work.</li> <li>• I can <b>make</b> a stable frame.</li> <li>• I can <b>select</b> appropriate materials based on joining techniques and the setting speed of glue.</li> </ul> <p><b>Aut 2 Cooking and Nutrition: Come Dine With Me</b></p> <ul style="list-style-type: none"> <li>• I can <b>articulate</b> key steps, methods and ingredients when writing a recipe.</li> <li>• I can <b>apply</b> research to include facts and drawings in my recipe.</li> </ul>