

Curriculum Overview For Year 6 Spring 2020-21

English

Macbeth – Shakespeare
Letters from the Lighthouse – Emma Carroll

Play Script, Suspense/ Thriller, Recount, Discussion, Realistic Fiction, Narrative Poem

Vocabulary, Grammar and Punctuation

I use hyphens to ensure the reader understands exactly what I mean.
I link ideas across my work by using a range of devices (e.g. repetition of a word or phrase; using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.
I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.
I mark out separate clauses in a sentence by using a semi-colon or colon.

I use a colon to indicate the beginning of a list.
I use bullet points accurately when constructing a list.
I can select vocabulary and grammatical structure to reflect what the writing requires.
I can talk about my work using my grammar understanding from KS1/KS2 and learning from my Year 6 grammar list.
I can link ideas across paragraphs using a wide range of cohesive devices.
I can use semi colons within lists.

Composition

I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
I write and review my work to further describe and develop settings, characters and the narrative atmosphere.
I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.

I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.
I can use a wide range of devices to build cohesion within and across paragraphs.
I can summarise a text conveying key information in writing.
In narratives, I can describe settings, characters and atmosphere and integrate dialogue.
I can use character, dialogue and action to advance events in narrative writing.
I proof-read my work to correct spelling and punctuation errors.

Speaking and Listening

Take an active part in discussions and can take on different roles.
Explain ideas and opinions giving reasons and evidence

Maths

Number: Decimals and Percentages

I can identify the value of each digit to 2 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.
I can solve problems which require answers to be rounded to specified degrees of accuracy.
I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.
I can use written division methods in cases where the answer has up to 2 decimal places.
I can solve problems involving the calculation of percentages and the use of percentage comparisons.
I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Measurement

I can 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 of up to 3 decimal places.
I can convert between miles and kilometres.
I recognise when it is possible to use the formulae for the area of shapes.
I can calculate the area of parallelograms and triangles.
I recognise that shapes with the same areas can have different perimeters and vice versa.
I can calculate, estimate and compare volume of cubes and cuboids, using standard units.

Number: Algebra and Ratio

I can generate and describe linear number sequences.
I can use a simple formulae.
I can express missing number problems

algebraically.
I can find pairs of numbers that satisfy an equation with two unknowns.
I can enumerate possibilities of combinations of two variables.
I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.
I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
I can solve problems involving similar shapes where the scale factor is known or can be found.

Geometry and Statistics

I can illustrate and name parts of circles, including radius, diameter and circumference.
I know the diameter is twice the radius.
I can interpret and construct pie charts and line graphs and use these to solve problems
I can calculate and interpret the mean as an average

Computing

Computer Science

I can confidently use selection, loops, variables and events.
I know and can explain what a variable is
I can use a variable in a variety of programming software.
I can confidently break a problem down and methodically create a program to solve it, testing and adapting as I go
I can evaluate the effectiveness of my programming and suggest improvement
I confidently use the Blockly programming language
I know that there are many other programming languages – C+, C#, java, Python, Ruby etc.

History: World War II

I can **summarise** the main events from a specific period in history, explaining the order in which key events happened.
I can **justify** how Britain has had a major influence on world 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 **evaluate** and **critique** propaganda and its uses.
I can **demonstrate my understanding** of a key event from Britain's past using a range of evidence from different sources.
I can **synthesise** ideas from different periods in history to create informed conclusions.

Geography: Fair Trade

I can confidently **explain** scale and use maps with a range of scales.
I can **describe** the physical and human features of different places around the world.
I can **create** sketch maps when **observing** during a field study.
I can map land use and **justify** with my own criteria.
I can **recognise** key symbols used on ordnance survey maps.
I can **explain** how the time zones work.

Science 1: Evolution and Inheritance

I can **recognise** that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago?
I can **explain** the process of evolution and describe the evidence for this?
I can **identify** how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?
I can talk about the work of Charles Darwin, Mary Anning and Alfred Wallace?
I can **explain** how some living things adapt to survive in extreme conditions?
I can **analyse** the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?
I can begin to **understand** what is meant by DNA?

PE Social

I help organise roles and responsibilities and I can guide a small group through a task.
I can give and receive sensitive feedback to improve myself and others.
I can negotiate and collaborate appropriately.
I can involve others and motivate those around me to perform better.

Physical

I can effectively transfer skills and movements across a range of activities and sports.
I can perform a variety of skills consistently and effectively in challenging or competitive situations.
I can use combinations of skills confidently in sport specific contexts.

Art: Photography

- I can **create** photomontages, focusing on composition.
- I can **create** digital art using photography to create abstract and self portrait
- I can record and **critique** experiments with various media and try out techniques and processes in sketchbooks before applying them.
- I can **demonstrate understanding** of how artists manipulate materials to create texture in a range of artwork.
- I can **develop** personal, imaginative responses to a theme.

- I can express and **justify** ideas about art through messages, graphics, text and images.
- I can **evaluate** both my own and others' work which takes account of the starting points, intentions and context behind the work.
- I can **apply** the language of art with greater sophistication.

Science 2: Light

I can **recognise** that light appears to travel in straight lines?
I can **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?
I can **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?
I can **use** the idea that light travels in straight lines to **explain** why shadows have the same shape as the objects that cast them?
I can **explain** how different colours of light can be created?
I can **use** and **explain** how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope)
I can **explore** a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.

RE

I can express an insight into ways young people today might be inspired by Martin Luther King/ or Malcolm X/ or Nelson Mandela.
I can describe how and why two contemporary religious leaders have inspired their followers to make a difference in their community.
I can devise four good questions about what makes a leader worth following.
I can suggest answers Christians and Muslims might give to questions about their practice of giving to charity.

Music

I can listen to detail and recall aurally.
I can perform with control & expression.
I can improvise & compose using dimensions of music.
I can use & understand basics of staff notation.
I can develop an understanding of the history of music, including great musicians & composers – composer study – Benjamin Britten .

Design

Textiles: Waistcoats

- I can **design** a waistcoat.
- I can **make** and use template pinning panels onto fabric.
- I can **make** my design by marking and cutting fabric accurately.
- I can **make** and sew a strong running stitch.
- I can **make** and tie strong knots.
- I can **make** and decorate my waistcoat, attaching objects using thread and secure fastenings.
- I can **apply** different decorative stitches.
- I can **apply** different sewing techniques, ensuring accuracy and even stitches.