

Curriculum Overview For Year 6 Summer

English Room 13 – Robert Swindells Who let the Gods Out – Maz Evans Horror/ Ghost stories, Recounts, Action/ Adventure stories, Riddles, Rap, Performance Poetry Handwriting I can maintain legibility in joined handwriting when writing at speed. Speaking and Listening I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. Vocabulary, Grammar and Punctuation I can use the passive voice to affect the presentation of information in a sentence. I can use the range of punctuation taught in KS2 mostly correctly I can use full the range of punctuation taught Maths 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. Geometry: Position and Direction I can describe positions on the full co-ordinate grid (all four quadrants). Geography: Africa I can confidently explain scale and use maps with a range of scales. 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 and human 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 create sketch maps when observing during a field study. 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 recognise key symbols used on ordnance survey maps. I can explain how the time zones work.	in KS2 correctly to enhance meaning and avoid ambiguity. 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 I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes. 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.	wide range of cohesive devices. I can use semi colons within lists. Composition I use themes and details across my texts to help link paragraphs together into a flow of text. I can precis a longer passage to create a short text with the same meaning. I can précis longer paragraphs. I can distinguish between the language of speech and writing and choose the appropriate register. I can write effectively for a range of purposes and audiences; selecting the appropriate form and drawing independently on what I have read as models for my own writing. I can show control over levels of formality, particularly though manipulating grammar and vocabulary in my writing. 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. Geometry: Properties of Shapes I can compare and classify geometric shapes based on the properties and sizes. I can find unknown angles in any triangles, quadrilaterals and regular polygons. I can draw 2D shapes given dimensions and angles. I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	Science: 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 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can give reasons why offspring are not identical to each other or to their parents. I can 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? PE Health and Fitness I can explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event. I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning and activity. Personal Skills I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. PSHE: Relationships and Changing Me I can identify the most significant people in my life and I understand how it feels to have people in my life that are special to me. I understand that there are different stages of grief and there are different types of loss that can cause people to grieve. I can recognise when people are trying to gain power or control and demonstrate ways I could stand up for myself. I understand how technology can be used to try to gain power and control and I can use it positively and safely to communicate with my friends and family. I know how to develop my own self-esteem. I can express how I feel about the changes that will happen to me during puberty. I know how to prepare myself emotionally for starting secondary school. Computing Information Technology I can independently save and retrieve work from different places I can effectively research using the world wide web I understand that computing has a timeline I know about at least one computing pioneer I can suggest what technology might look like in twenty years' time 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	Science: 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? RE: What kind of King is Jesus? How does Faith help people when life gets hard? I can explain connections between biblical texts and the concept of the kingdom of God. I can make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. I can relate the Christian 'Kingdom of God' model to issues, problems and opportunities in the world today. I can articulate the idea of sacrifice, recognising different points of view I can give examples of how religion can help people when life gets hard. I can give examples in beliefs about resurrection/ judgement/ heaven. Music •Present performances effectively with awareness of audience, venue and occasion – Y6 Show Case Develop an understanding of the history of music including great musicians & composers. Xylophones/keyboards - playing from staff notation. Listen in detail to live & recorded music Design Structures: Playgrounds • I can recall how structures can be strengthened. • I can identify the shell structure in everyday life. • I can classify man-made and natural structures. Electrical Systems: Steady Hand Games • I can explain how electromagnetic motors work. • I can explain the dangers of batteries. • I can select and use the vocabulary magnetic field.
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