

# Curriculum Overview for Y6



## English

- **Read to Write Focus Texts:** Shackleton's Journey, Hansel and Gretel, A Story Like the Wind, Rose Blanche, The Ways of the Wolf, Dreams of Freedom
- **Reading** - Draw upon the material they have read, describe settings, characters, and atmosphere. Develop and maintain positive attitudes; identify a range of themes across a range of texts; ask questions to improve their understanding and develop their skills and confidence in inferring and deducing.
- **Writing** - Develop their writing for a range of purposes including narratives, diary entries, descriptive writing, balanced arguments, newspaper/magazine articles, poetry, and reports. Develop their planning and editing skills, use a range of strategies to build cohesion in their work, and will develop their ability to organise their writing so that it has a positive impact on the reader.
- **Grammar** - Select the appropriate vocabulary and grammatical structures to ensure their writing makes sense and has impact; use a range of verb tenses, noun phrases, synonyms, and antonyms as well as a range of punctuation. Focus on a range of spelling strategies and patterns.
- **Speaking & Listening** - Articulate arguments & opinions, use spoken language to speculate, hypothesise and explore, and use their listening skills to consider the viewpoints of others.

## Maths

- **Number** - Read numbers up to 10,000,000; multiply HTU x TU; use long division; multiply, add, subtract & divide fractions; know equivalent decimals, percentages & fractions; divide quantities into a given ratio; understand algebraic equations and orders of operations.
- **Measures** - Calculate volume; convert between standard units of measure; calculate area and perimeter of various regular and non-regular shapes.
- **Statistics** - Draw, read and interpret line graphs; use line graphs to solve problems; read and interpret pie charts (including those with percentages), and they will be able to draw pie charts and calculate the mean.
- **Geometry** - Measure accurately with a protractor, calculate angles, solve problems involving angles in triangles/quadrilaterals /polygons , and will draw both 2D shapes and the nets of 3D shapes with accuracy.

## Science

- Evolution and Inheritance
- Animals including Humans
- Electricity
- Light
- Living Things and their Habitats

## RE

Christian Concepts Covered in Year Six:

- Good News
- God
- Christian Community
- Incarnation
- Kingdom of God
- Forgiveness
- Salvation
- Resurrection
- Discipleship
- Holy Spirit
- Creation
- Hinduism

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| <p style="text-align: center;"><b>Art and Design</b></p> <p>In Year Six, the children will be working towards the Arts Mark Explore Award.</p> <p>Themes and skills covered: drawing, collage, pattern, colour, line and tone, painting, printing, textiles, shapes and 3D skills.</p> <p>Focus artists: Henri Rousseau, Joe McGowan and Klimt.</p> <p>Close links with topics: The British Empire and Monarchy, Rainforests and The Maya Civilisation.</p> | <p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Protect passwords and understand about info sharing</li> <li>• Use variables to achieve an outcome stop a programme</li> <li>• Use different inputs to control a device</li> <li>• Present data appropriately and interrogate a database</li> <li>• Combine a range of media to achieve a particular outcome</li> </ul>  |
| <p style="text-align: center;"><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>• Design innovative, functional products that are fit for purpose</li> <li>• Use a wider range of tools with increasing skill</li> <li>• Prepare and cook, using a variety of cooking techniques</li> <li>• Understand key turning points in design history</li> </ul>   | <p style="text-align: center;"><b>History</b></p> <ul style="list-style-type: none"> <li>• The changing power of the monarchs</li> <li>• A study of a non-European society that provides contrast with British history eg Early Islamic civilisation, Mayan civilisation, Benin</li> <li>• Make connections between events and people</li> <li>• Note contrasts and trends over time</li> <li>• Construct valid questions and will seek answers</li> <li>• Use a range of primary and secondary sources.</li> <li>• Explore, and use known and new acquired vocabulary and historical language.</li> </ul>  |
| <p style="text-align: center;"><b>MFL</b></p> <ul style="list-style-type: none"> <li>• Spanish Language</li> <li>• Our school</li> <li>• Our World</li> <li>• Creating a café</li> </ul>  | <p style="text-align: center;"><b>Music</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• research a range of songs,</li> <li>• exploring who wrote them, when they were written and why.</li> <li>• talk about a range of songs regarding what the lyrics are about as well as the style indicators of the songs,</li> <li>• reflect on the musical dimensions of each (texture, dynamics, tempo, rhythm, pitch, and timbre).</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• consider the message of songs</li> <li>• make comparisons between songs with a similar style</li> <li>• discuss the similarities and differences.</li> <li>• use a range of musical terms when talking about the songs</li> <li>• explore how songs make them feel.</li> </ul> |
| <p style="text-align: center;"><b>PE</b></p> <ul style="list-style-type: none"> <li>• Invasion games</li> </ul>   | <p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Locate main countries in Africa, Asia and</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• Net court wall games</li> <li>• Gymnastics- partner work, matching and mirroring</li> <li>• Invasion games/ball handling, netball, basketball and rugby <ul style="list-style-type: none"> <li>• Athletics Unit 1 and 2</li> </ul> </li> <li>• Striking and Fielding/Rounder's</li> </ul> | <p>Australasia</p> <ul style="list-style-type: none"> <li>• Environmental regions, key physical and human characteristics, and major cities.</li> <li>• Explore local area land use change over time</li> <li>• Topographical features and understand how they have changed</li> <li>• Compare region in UK with N or S America</li> <li>• Volcanoes, earthquakes, tectonic plates</li> <li>• Research the distribution of natural resources</li> </ul>   |
| <p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;">My Happy Mind</p> <p>The program is split into five modules; Meet Your Brain; Celebrate; Appreciate; Relate and Engage.</p>  | <p style="text-align: center;"><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Here are many of the enriching experiences we provide for our Year Six children...</li> <li>• PGL residential visit - abseiling, raft building and many other outdoor activities</li> <li>• Spanish Day</li> <li>• A variety of sporting opportunities</li> <li>• Leavers' Performance</li> <li>• Church and Community Events</li> <li>• Sports Day</li> <li>• Book Fair Week</li> <li>• Cookery</li> <li>• Music Day - Pop Project</li> <li>• Debate Days</li> <li>• Poetry Days</li> <li>• Whole School Book Topic</li> <li>• Visit to Catalyst Science Centre</li> <li>• Visit to Lady Lever Art Gallery</li> <li>• Hockey sessions at the University of Chester</li> <li>• Visit to Safety Central</li> <li>• Participation in the Big Maths Event</li> <li>• Fortnightly Forest School experiences</li> <li>• Specialist art sessions for Arts Mark</li> </ul> |