

St Margaret's at Cliffe Curriculum Overview for Year 6 Term 1 2020-2021

English

Writing

- Use further prefixes and suffixes.
- Spell many words with silent letters.
- Distinguish between more complex homophones.
- Always write legibly and fluently and with increasing speed.
- Select the appropriate form of writing after identifying the audience and purpose of the writing.
- Draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.
- In narratives describe setting characters and atmosphere and integrate dialogue to convey character and advance the action.
- Proof read for spelling and punctuation errors and to improve their writing.

Reading

- Read frequently for pleasure and information, across a range of texts. Recommend books to others, giving details to explain my view.
- Join in discussions about different kinds of texts; expressing own ideas and listening respectfully to others, adding comments of my own.
- Point out the features of different text types, explain the purpose of each feature.
- Make relevant predictions.
- Read many irregular words which are challenging.
- Work out the meaning of new words using a knowledge of root words, prefixes and suffixes.

SPAG

- Understand how the passive affects the presentation of information.
- Identify the difference between formal and informal speech structures.
- Identify a semi-colon, colons and dashes within a text and explain how they are used.
- Understand that an ellipsis is an omission of a word.
- Use a comma to mark a pause in a complex sentence.

Mathematics

- Read, write, order & compare numbers up to 10 000 000 & determine value of each digit.
- Round any whole number to required degree of accuracy.
- Use negative numbers in context, calculate intervals across zero.
- Solve number & practical problems that involve all of the above.
- Compare & order fractions whose denominators are multiples of same number.
- Add & subtract fractions with same denominator & multiples of same numbers.
- Write mathematical statements for addition & subtraction of fractions.
- Know decimal equivalents of those with numerator or multiple of 5, 10 or 25.
- Multiply mixed numbers by whole number using materials and diagrams.
- Use scaling to find equivalent decimal equivalents of non-unit fractions where the denominator is a factor of 100 or multiple of 10.
- Recognise the percent symbol & understand percent means number of parts per hundred & write percentages as a fraction with a denominator 100 and as a decimal.
- Convert integers & fractions into an improper fraction.
- Add & subtract mentally a 6-digit number & a multiple of 10, 100 or 1000, 10 000 or a combination of these.
- Estimate answer to a calculation using rounding & say whether my answer is likely.
- Solve addition & subtraction two-step problems in contexts, deciding which operations to use & why.
- Solve more complex 1-step problems in contexts, deciding which operations to use & why.
- Recognise & use factor pairs & common factors of two numbers commutatively in mental calculations.
- Recognise & use multiples in mental calculations.
- Divide up to a four-digit number by a one-digit number using formal short division method with remainders.
- Multiply a 2-digit number by a 2-digit number using formal long multiplication & use cube numbers & their notation.
- Recall prime numbers up to 19 and use vocabulary of prime factors non-prime numbers.
- Express non-integer answers to division as a decimal to 1 decimal point.

<p><u>Music - Ukulele</u></p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing the ukulele with increasing accuracy, fluency, control and expression. - Improvise and compose music using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of recorded music drawn from different traditions and musicians. 	<p><u>Geography - South America</u></p> <ul style="list-style-type: none"> - Extend knowledge and understanding beyond our local area to include South America. - Develop their use of geographical knowledge, understanding and skills to enhance locational and place knowledge. - Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities. - Understand geographical similarities and differences through the study of human and physical geography of a region in South America. - Describe and understand key aspects of physical and human geography mapping to locate countries and describe features studied. 	<p><u>History – Investigate the main events between 1939-1945 and the experience of people on the Home Front.</u></p> <ul style="list-style-type: none"> - To know when the war began and ended and understand why it started - To know the countries and key individuals involved - Recall details about key events and explore their significance - Describe evacuation and rationing (what they were, how they worked and how they affected people) - Describe jobs of women during the war and why this was significant to the war effort - To know what the Holocaust was and who suffered as a result. 	<p><u>Computing - E-safety and networks</u></p> <ul style="list-style-type: none"> - To learn about what the Internet consists of. - To find out what a LAN and a WAN are. - To find out how the Internet is accessed in school. - To research and find out about the age of the Internet. - To think about what the future might hold.
<p><u>RE – What matters most to Christians and to Humanists?</u></p> <ul style="list-style-type: none"> - Describe some Christian and Humanist values simply. - Express their own ideas about moral concepts such as fairness or honesty. - Suggest reasons why it might be helpful to follow a moral code and reasons why it might be difficult. - Give examples of similarities and differences between Christian and Humanist values. 	<p><u>Modern Languages - French</u> <u>Let's Visit a French Town</u></p> <ul style="list-style-type: none"> - Make simple sentences with habiter (to live). - Listen to and join in a song. - Recognise key words and phrases and respond. - Use gestures to support what you are saying. - Use a bilingual dictionary with support. - Identify places in a French town or city. - Listen for familiar vocabulary. - Recognise ordinal numbers; (e.g. first, second, third etc.) - Recognise a spelling pattern. 	<p><u>Design and Technology – From Garden to Table</u></p> <ul style="list-style-type: none"> - Devise step-by-step plans as a guide to making, producing lists of required tools, equipment and materials. - Know that food is grown, reared and caught in the UK, Europe and the wider world and that seasons may affect the food available. - Know food is processed into ingredients that can be eaten or used in cooking. - know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source. - Know how to use a range of techniques, such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. - Measure food ingredients with increasing accuracy. - Assemble ingredients to make recipes and apply a range of finishing techniques, with increasing accuracy. 	<p><u>Physical Education – Invasion Games (Football and Basketball)</u></p> <ul style="list-style-type: none"> - Play competitive games and apply basic principles suitable for attacking and defending. - Develop technique, control and balance. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p><u>Art and Design - Paintings and Sculpture</u></p> <p>Paintings: Use techniques, colours, tools and effects to represent things seen, remembered or imagined. Explore the effect of light, colour, texture and tone on natural and man-made objects.</p> <p>Sculpture: Modelling, on a range of scales which communicate their observations from the real or natural world.</p>		<p><u>Science – Living Things and their Habitats</u></p> <ul style="list-style-type: none"> - To be able to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. - To be able to give reasons for classifying plants and animals based on specific characteristics. - To be able to make a key to classify plants. - To be able to identify scientific evidence that has been used to support or refute ideas or arguments. 	

