

# St Margaret's at Cliffe Curriculum Overview for Year 6 Term 3 2020-2021

## English

- Identify the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models for their own.
- Note & developing initial ideas, drawing on reading & research where necessary.
- Consider how authors have developed characters & settings in what pupils have read, listened to or seen performed.
- Select appropriate grammar & vocabulary, understanding how such choices can change & enhance meaning.
- Build cohesion within a paragraph.
- Link ideas across paragraphs using adverbials of time, or number, or by tense choice.
- Describe settings, characters & atmosphere & integrate dialogue to convey character & advance the action.
- Précis longer passages.
- Use further organisational and presentational devices to structure text and to guide the reader.
- Draw inferences and justifying these with evidence.
- Predict what might happen from details stated and implied.
- Understand why characters feel and act the way they do.
- Understand how the author uses hidden messages to imply what might happen.
- Evaluate how authors use language, including figurative language, considering the impact on the reader.
- Discuss the purpose, audience and organisation of different fiction/non-fiction Texts.

## Spelling, Punctuation and Grammar

- Identify word classes i.e. determiners, prepositions, adverbs etc.
- Identify sentence type i.e. command, question, statement.
- Understand how to use cohesive devices.
- Understand different verb forms and tenses.
- Use hyphen and possessive apostrophe.
- Define and spell adjectives made from verbs e.g. *noticeable (notice), reliable (rely)*.
- Define and spell further homophones.
- Understand how to change levels of formality in writing.

## Mathematics

- Use and understand numbers up to three decimal places
- Multiply and divide by 10, 100, 1000
- Multiply and divide decimals by integers
- Division to solve problems
- Decimals as fractions
- Convert fractions to decimals
- Convert fractions to percentages
- Find equivalent fractions, decimals and percentages
- Find a percentage of an amount
- Find percentages with missing values
- Find percentage increases and decreases
- Order fractions, decimals and percentages
- Find a rule within algebra including one and two step
- Use an algebraic rule
- Substitution in algebra
- Formulae within algebra
- Word problems
- Solve one and two step equations with algebra
- Find pairs of values
- Enumerate possibilities
- Find angles within a triangle
- Find angles within a quadrilateral
- Know angles on a straight line

### **Music – The History of Music**

- Develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

### **RE - Ahimsa, Grace and Ummah**

- Describe what Ahimsa, Grace and Ummah mean to religious people.
- Make connections between beliefs and behaviour in different religions.
- Make connections between beliefs in Ahimsa, Grace and Ummah, teachings and sources of wisdom in the three religions.
- Outline the challenges of being a Hindu, Christian or Muslim in Britain today.
- Consider similarities and differences between beliefs and behaviour in different faiths.

### **Art – Drawing**

#### Drawings

- Selecting appropriate media and techniques to achieve a specific outcome.
- Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc.

### **PHSE – Dreams and Goals**

- I know my learning strengths and can set challenging but realistic goals for myself.
- I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.
- I can identify problems in the world that concern me and talk to other people about them.
- I can work with other people to help make the world a better place.
- I can describe some ways in which I can work with other people to help make the world a better place.
- I know what some people in my class like or admire about me and can accept their praise.

### **Physical Education (Gym)**

- Make up longer, more complex sequences, including changes of direction, level and speed.
- Develop their own solutions to a task by choosing and applying a range of compositional principles.
- Combine and perform gymnastic actions, shapes and balances.
- Show clarity, fluency, accuracy and consistency in their movements.
- In small groups, prepare a sequence to be performed to an audience understand the importance of warming up and cooling down.
- Say, in simple terms, why activity is good for their health, fitness and wellbeing.
- Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving.

### **Computing**

Children will:

- Protect their password and other personal information.
- Be a good online citizen and friend.
- Judge what sort of privacy settings might be relevant to reducing different risks.
- Seek help from an adult when they see something that is unexpected or worrying.
- Discuss scenarios involving online risk.
- Use key vocabulary to demonstrate knowledge and understanding in this strand.

### **Modern Foreign Languages – This is France!**

- Listen and respond to topic vocabulary.
- Answer questions orally using the topic vocabulary.
- Write an answer to a sentence using the topic vocabulary.
- Create sentences independently, using a model sentence.
- Write numbers in words which are multiples of ten.
- Describe position up to 4 compass points.

### **Science – Evolution and Inheritance**

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.