

St Margaret's at Cliffe Curriculum Overview for Year 6 Term 2 2022 - 2023

English

Writing

- 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 writing

Reading

- Summarise main ideas, identifying key details and using quotations for illustration
- Compare and contrast the styles of different writers and provide examples.
- Use skills of skimming, scanning, text marking and knowledge of the genre to identify the main points.
- Clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.
- Retrieve information from non-fiction
- Understand the motives of characters; I can explain their personality, with evidence from the text, to justify this.
- Refer to the text to support my predictions and provide examples.
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Spelling, Punctuation and Grammar

- Understand simple, compound and complex sentences and know how to them in writing as well as how to identify which sentence type has been used in any given sentence.
- Evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts
- Identify parenthesis in texts; discuss the extra information provided; secure understanding of varied punctuation in writing e.g. : ; () –
- Edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect tenses e.g. *He's left the room / She had loved having a pet*
- Discuss and collect further nouns made from adjectives, with the suffixes *ance/ence* e.g. *innocence (innocent)*; define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus
- Further study words from Statutory y5/6 word list

Mathematics

Fractions

- I can simplify fractions and find equivalents.
- I can find equivalent fractions on a number line.
- I can compare and order fractions with related denominators.
- I can compare and order fractions with related numerators.
- I can add and subtract fractions.
- I can add fractions including improper and mixed number fractions.
- I can subtract fractions including improper and mixed number fractions.
- I can compare mixed addition and subtraction problems involving fractions.
- I can multiply fractions by integers.
- I can multiply fractions by fractions.
- I can divide fractions by integers.
- I can use the four rules (add subtract multiply divide) with fractions
- I can find fractions of amounts
- I can find the whole from fractions of amounts.

Converting Units

- I can choose appropriate metric measures to use.
- I can convert metric measures
- I can calculate with metric measures
- I can convert miles and Km
- I can convert imperial measures and metric measures

<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>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>Science – Light</u></p> <ul style="list-style-type: none"> - Know how to represent light travelling and explain how things are seen. - Communicate ideas using scientific vocabulary - Know that some materials reflect light - Make predictions about everyday experiences (reflections) - Repeat measurements and observations - Provide conclusions consistent with evidence - Know which materials are best at reflecting light - Explain why shadows change and represent data on line graph. - Identify factors which might affect appearance of shadow - Draw conclusions consistent with evidence and begin to relate these with scientific knowledge and understanding - Evaluate results in terms of accuracy and reliability - Select from a range of equipment and plan to use effectively - Communicate findings using scientific vocabulary/conventions 	<p><u>Computing - Coding</u></p> <ul style="list-style-type: none"> - To turn a more complex programming task into an algorithm by identifying the important aspects of the task - Decomposing in a logical way using their knowledge of possible coding structures and applying skills from previous programs - Test and debug their program as they go and use logical methods to identify the cause of bugs - Demonstrate a systematic approach to try to identify a particularly line of code causing a problem.
<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 – Let’s Go Shopping</u></p> <ul style="list-style-type: none"> - Listen and respond to topic vocabulary and answer questions - Take part in role play as a shopper/shopkeeper speaking in French - Greet and respond - Use the preposition ‘entre’ - Write money amounts in French up to 500 euros in multiples of 50. 	<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 and that food processed into ingredients that can be eaten or used in cooking. - 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 – Netball</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 - Learn or secure knowledge of player positions in netball and where each player may go around the court. - Self-evaluate progress.
<p><u>Art and Design - Sculpture</u></p> <p>Sculpture: Modelling, on a range of scales which communicate their observations from the real or natural world.</p>		<p><u>PSHE – Celebrating differences</u></p> <ul style="list-style-type: none"> - Understand there are different perceptions about what normal means - Understand how being different could affect someone’s life - Explain some of the ways in which one person or a group can have power over another - Know some of the reasons why people use bullying behaviours - Give examples of people with disabilities who lead amazing lives - Explain ways in which difference can be a source of conflict and a cause for celebration 	