

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

<p><b>English</b></p> <p><b><u>Theatre and drama</u></b></p> <ul style="list-style-type: none"> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Respond to their own and others' performances, commenting constructively on dramatic effects, characterisation and overall impact.</li> <li>• Think about the impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension.</li> <li>• Develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters.</li> <li>• Use space and grouping, props and different ways to adapt to an audience.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Consolidation of previously taught skills and concepts through problem solving tasks.</b></p> <p><b><u>Real Life Problem Solving</u></b></p> <ul style="list-style-type: none"> <li>• Solve multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>• Represent a puzzle or problem using number sentences or diagrams; use these to solve the problem; present and interpret the solution in the context of the problem.</li> <li>• Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers.</li> <li>• Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples.</li> <li>• Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols.</li> </ul>
<p><b><u>Music – Performing</u></b></p> <ul style="list-style-type: none"> <li>• Perform with control and expression solo and ensembles using their voices with increasing accuracy, fluency, control and expression.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations</li> </ul>	<p><b><u>Computing - Quizzing</u></b></p> <ul style="list-style-type: none"> <li>• To create a picture-based quiz for young children.</li> <li>• To learn how to use the question types within 2Quiz.</li> <li>• To explore the grammar quizzes.</li> <li>• To make a quiz that requires the player to search a database.</li> <li>• To make a quiz to test your teachers or parents.</li> </ul>
<p><b><u>RE – what do religions say to us when life gets hard?</u></b></p> <ul style="list-style-type: none"> <li>• Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.</li> <li>• Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation.</li> <li>• Express ideas about how and why religion could help believers when times are hard.</li> <li>• Research similarities and differences between beliefs about life after death.</li> <li>• Interpret a range of artistic expressions of afterlife.</li> </ul>	<p><b><u>PSHE – Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• Be aware of own self-image and how body image fits into that.</li> <li>• Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</li> <li>• Describe how a baby develops from conception through the nine months of pregnancy and how it is born.</li> <li>• Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</li> <li>• Be aware of the importance of a positive self-esteem and how to develop it.</li> <li>• Identify excitement and worries about the transition to secondary school.</li> </ul>

### **Physical Education – Striking and Fielding**

- Strike a bowled ball; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency.
- Work collaboratively in pairs, group activities and small-sided games.
- Use and apply the basic rules consistently and fairly.
- Understand and implement a range of tactics in games.
- Recognise the activities and exercises that need including in a warm up.
- Identify their own strengths and suggest practices to help them improve.

### **Science – Animals including humans**

- Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Describe the ways in which nutrients and water are transported within animals, including humans.

### **PE – Outdoor Adventurous Activities**

- Choose and perform skills and strategies effectively; finding solutions to problems
- Plan, implement and refine the strategies used and adapt as necessary
- Work increasingly well in a group or team where roles & responsibilities are understood
- Prepare physically and organisationally for challenges, considering the group's safety
- Identify what they do well, as individuals and as a group and suggest ways to improve

### **Athletics**

- Choose the best pace for a running event, so that they can sustain their running and improve on a personal target
- Compare performances with previous ones to demonstrate improvement
- Show control at take-off in jumping activities
- Show accuracy and good technique when throwing for distance
- Understand how stamina and power help people to perform well in different athletic activities
- Identify good athletic performance and explain why it is good, using agreed criteria

### **DT – Down the catwalk: T-shirt**

- To understand that logos and badges help to establish an identity.
- To draw, photograph and label products to show an understanding of how they are made or how they work.
- To develop more than one design or adapt an initial design to produce a final design.
- To use a computer to help in designing or modelling ideas.
- To apply a range of decorative techniques to different fabric materials.
- To express a preference about the likes and dislikes of their finished product.
- To understand how individuals and companies in design technology have helped shape the world.