

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

English

Theatre and drama

- 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.
- Respond to their own and others' performances, commenting constructively on dramatic effects, characterisation and overall impact.
- Think about the impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension.
- Develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters.
- Use space and grouping, props and different ways to adapt to an audience.

Mathematics

Consolidation of previously taught skills and concepts through problem solving tasks.

Real Life Problem Solving

- Solve multi-step problems in contexts, deciding which operations and methods to use and why.
- 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.
- Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers.
- Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples.
- Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols.

Music – Performing

- Perform with control and expression solo and ensembles using their voices with increasing accuracy, fluency, control and expression.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations

Computing - Quizzing

- To create a picture-based quiz for young children.
- To learn how to use the question types within 2Quiz.
- To explore the grammar quizzes.
- To make a quiz that requires the player to search a database.
- To make a quiz to test your teachers or parents.

RE – what do religions say to us when life gets hard?

- Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.
- Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation.
- Express ideas about how and why religion could help believers when times are hard.
- Research similarities and differences between beliefs about life after death.
- Interpret a range of artistic expressions of afterlife.

PSHE – Changing Me

- Be aware of own self-image and how body image fits into that.
- Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
- Describe how a baby develops from conception through the nine months of pregnancy and how it is born.
- Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.
- Be aware of the importance of a positive self-esteem and how to develop it.
- Identify excitement and worries about the transition to secondary school.

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.