

# St Margaret's at Cliffe Curriculum Overview for Year 6 Term 4 2023-2024

## English

- Read age appropriate books including novels
- Retrieve information from non-fiction
- Read aloud with confidence and fluency with intonation that shows understanding
- Work out the meaning of words from context
- Summarise main ideas, identifying key details and using quotations for illustration
- Evaluate how authors use language, including figurative language considering the impact on the reader
- Make comparisons within and across books
- Explain and discuss my understanding of what I read drawing inferences and justifying these with evidence
- Predict what might happen from details stated and implied

### Writing Transcription

- Spell most words correctly, (year 3 & 4)
- Spell some words correctly (year 5 & 6)
- Produce legible joined writing
- Write for a range of purposes and audiences
- Use paragraphs to organise ideas
- Describe setting and characters
- Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- Create atmosphere, and integrate dialogue to convey character and advance the action
- Select vocabulary and grammatical structures that reflect the level of formality required
- Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- Select verb forms for meaning and effect
- Use different verb forms consistently and accurately for meaning and effect
- Use passive and modal verbs appropriately
- Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Use co-ordinating and subordinating conjunctions
- Use the full range of punctuation, including colons and semi-colons to mark boundaries

### Spelling, punctuation and grammar

- I can use a range of strategies to support accurate spelling in my writing.
- I can readily identify and use the passive voice.
- I can confidently use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun.
- I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).
- I can use formal and informal speech accurately in independent writing.
- I can confidently use brackets, dashes or commas to indicate parenthesis.
- I can independently use semi-colons, colons and dashes accurately (boundaries and lists).
- I can use commas to clarify meaning or avoid ambiguity.
- I can use bullet points effectively and consistently.
- I can identify the progressive and perfect tense.

## Mathematics

### Perimeter, area and volume

- Area of triangles
- Area of a parallelogram
- Volume – counting cubes
- Volume of a cuboid

### Algebra

- Finding a rule involving one or two steps
- Forming expressions
- Substitution
- Formulae
- Forming equations
- Solving one step equations
- Solving two step equations
- Finding pairs of values
- Solve problems with two unknowns

### Ratio

- Add or multiply?
- Using ratio language
- Ratio and fractions
- The ratio symbol
- Scale drawings
- Using and calculating scale factors
- Ratio and proportion problems including recipes

### Statistics

- Line graphs
- Dual bar charts
- Read and interpret pie charts
- Pie charts with percentages
- Draw pie charts
- The mean (average)

<p><b>Geography- How will our world look different in the future?</b></p> <ul style="list-style-type: none"> <li>- Think about and consider what does the future look like?</li> <li>- Describe how locations around the world are changing and describe some of the reasons for the changes.</li> <li>- Show a concern for the environment and commitment to sustainable development.</li> </ul>	<p><b>Computing – Blogging</b></p> <ul style="list-style-type: none"> <li>- To identify the purpose of writing a blog and features of a successful blog.</li> <li>- To plan the theme and content for a blog.</li> <li>- To understand how to write a blog and a blog post.</li> <li>- To consider the effect upon the audience of changing the visual properties of the blog.</li> <li>- To understand how to contribute to an existing blog.</li> <li>- To understand how and why blog posts are approved by the teacher.</li> <li>- To understand the importance of commenting on blogs.</li> </ul> <p><b>Understanding Binary</b></p> <ul style="list-style-type: none"> <li>- To examine how whole numbers are used as the basis for representing all types of data in digital systems.</li> <li>- To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems).</li> <li>- To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</li> </ul>	<p><b>PSHE – Healthy Me</b></p> <ul style="list-style-type: none"> <li>- To take responsibility for own health and make choices that benefit health and well-being.</li> <li>- To know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</li> <li>- To understand that some people can be exploited and made to do things that are against the law.</li> <li>- To know why some people join gangs and the risks this involves.</li> <li>- To understand what it means to be emotionally well and explore people's attitudes towards mental health.</li> <li>- To recognise stress and the triggers that cause it and understand how stress can cause drug and alcohol misuse.</li> </ul>
<p><b>RE - Ahimsa, Grace and Ummah</b></p> <ul style="list-style-type: none"> <li>- Make connections between beliefs and behaviour in different religions.</li> <li>- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the 3 religions.</li> <li>- Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</li> <li>- Consider similarities and differences between beliefs and behaviour in different faiths.</li> </ul>	<p><b>Physical Education – Dance</b></p> <ul style="list-style-type: none"> <li>- Work creatively and imaginatively independently, with a partner and in a group to compose motifs and structure simple dances.</li> <li>- Perform to an accompaniment expressively and sensitively.</li> <li>- Perform dances fluently and with control.</li> <li>- Warm up and cool down independently.</li> <li>- Understand how dance helps us to keep healthy.</li> <li>- Use appropriate criteria to evaluate and refine their own and others' work.</li> <li>- Talk about dance with understanding, using appropriate language and terminology.</li> </ul>	<p><b>Music – Film Music</b></p> <ul style="list-style-type: none"> <li>- Identify how different styles of music contribute to the feel of a film.</li> <li>- Participate in discussions, sharing their views and justifying their answers.</li> <li>- Use the terms 'major' and 'minor'.</li> <li>- Identify different instruments to describe how music evokes different emotions.</li> <li>- Identify pitch, tempo and dynamics, and use these to explain and justify their answers.</li> <li>- Give reasonable and thought-out suggestions for what different graphic scores represent.</li> <li>- Use their body, voice and instruments to create sounds to represent a given theme.</li> <li>- Create a musical score to represent a composition.</li> <li>- Interpret their graphic score and performing their composition appropriately with their group.</li> <li>- Create sounds that relate to the scene of a film.</li> </ul>
<p><b>Modern Foreign Languages - French – All in a Day</b></p> <ul style="list-style-type: none"> <li>- To say and write a sentence to tell the time (o'clock, quarter past, half past and quarter to).</li> <li>- Understand and use the terms used for am and p.m. - du midi, de l'apres-midi and du soir.</li> <li>- Tell the time in 24-hour time.</li> <li>- Read and interpret timetables in 24-hour times.</li> </ul>	<p><b>Physical Education – Tag Rugby</b></p> <ul style="list-style-type: none"> <li>- Play competitive games and apply basic principles suitable for attacking and defending.</li> <li>- Develop technique, control and balance.</li> <li>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>- Understand use and control of space.</li> <li>- Develop team work</li> </ul>	<p><b>Science – Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>