

# St Margaret's at Cliffe Curriculum Overview for Year 6 Term 5 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 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

### Position and Direction:

- Read and plot co-ordinates in the first quadrant
- Read and plot co-ordinates in all four quadrants
- Solve problems with co-ordinates
- Translations
- Reflections

### Statistics:

- Read and interpret line graphs
- Interpret dual bar charts
- Read and interpret pie charts
- Use pie charts with percentages
- Draw pie charts
- Calculate the mean (average)

### Shape:

- Measure and classify angles
- Calculate angles including vertically opposite, angles in a triangle, special quadrilaterals and regular polygons
- Draw shapes accurately and nets of shapes
- Know parts of a circle

<b><u>History – The Mayan Civilisation</u></b> <ul style="list-style-type: none"> <li>- To develop a chronologically secure knowledge and understanding of world history</li> <li>- To establish a clear narrative within and across the period of study</li> <li>- To learn about the Maya civilisation, to discover facts about the Maya civilisation and understand who they were, when and where they lived</li> </ul>	<b><u>Computing – Text Adventures</u></b> <ul style="list-style-type: none"> <li>- To find out what a text adventure is.</li> <li>- To use 2Connect to plan a story adventure.</li> <li>- To make a story-based adventure using 2Create a Story.</li> <li>- To introduce an alternative model for a text adventure which has a less sequential narrative.</li> <li>- To use written plans to code a map based adventure in 2Code.</li> </ul>	<b><u>PSHE – Relationships</u></b> <ul style="list-style-type: none"> <li>- I know that it is important to take care of my mental health and to know how to do so.</li> <li>- I know how to use technology positively and safely to communicate with friends and family understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</li> <li>- I can judge whether something online is safe and helpful for me.</li> <li>- I can recognise when people are trying to gain power or control.</li> <li>- I can use technology positively and safely to communicate with my friends and family.</li> </ul>
<b><u>RE – Is it better to express religion in arts and architecture or charity and generosity?</u></b> <ul style="list-style-type: none"> <li>- Describe and make connections between examples of religious creativity (buildings and art.)</li> <li>- Show understanding of the value of sacred buildings and art.</li> <li>- Suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> <li>- Apply ideas about values and from scriptures to the title question.</li> </ul>	<b><u>Art – Sculpture</u></b> (Make links with Maya learning.) <ul style="list-style-type: none"> <li>- Using a variety of tools and techniques for sculpting in clay.</li> <li>- Portraiture work, which has a life-like quality gained by choosing and applying to most appropriate techniques.</li> <li>- Modelling, on a range of scales, which communicate their observations from the real or natural world.</li> </ul>	<b><u>Music – Theme and Variations (Theme: Pop Art)</u></b> <ul style="list-style-type: none"> <li>- Perform rhythms confidently either on their own or in a group.</li> <li>- Identify the sounds of different instruments and discuss what they sound like.</li> <li>- Make reasonable suggestions for which instruments can be matched to which pieces of art.</li> <li>- Recall the names of several instruments according to their orchestra sections.</li> <li>- Keep the pulse with the body percussion section and sing with control and confidence.</li> <li>- Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.</li> <li>- Draw the rhythms accurately and show a difference between each of their variations.</li> <li>- Showcase creativity in the finished product.</li> </ul>
<b><u>Physical Education – Net and Wall games</u></b> <ul style="list-style-type: none"> <li>- Use forehand, backhand and overhead shots increasingly well in the games they play.</li> <li>- Use the volley in games where it is important.</li> <li>- Use the skills they prefer with competence and consistency.</li> <li>- Start to choose and use some tactics effectively.</li> <li>- Play cooperatively with a partner.</li> <li>- Apply rules consistently and fairly.</li> <li>- Identify appropriate exercises for warming up.</li> <li>- Recognise how these games make their bodies work.</li> <li>- Pick out what they and others do well and suggest ideas for practices.</li> </ul>	<b><u>Science – continue Evolution and Inheritance</u></b> <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>	<b><u>Physical Education – Striking and Fielding</u></b> <ul style="list-style-type: none"> <li>- Strike a bowled ball; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency.</li> <li>- Work collaboratively in pairs, group activities and small-sided games.</li> <li>- Use and apply the basic rules consistently and fairly.</li> <li>- Understand and implement a range of tactics.</li> <li>- Recognise the activities and exercises that need including in a warm up.</li> <li>- Identify their own strengths and suggest practices to help them improve.</li> </ul>