

# St Margaret's at Cliffe Curriculum Overview for Year 6 Term 2 2018 - 2019

## 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 my work

### 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

- Identify synonyms and antonyms; identify the possessive pronoun e.g. *her, our, my*; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases to consider their effect
- Secure understanding of four sentence types; 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; model variety of punctuation to indicate parenthesis; dictate sentences
- 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*
- Practise punctuating parenthesis, using pairs of commas, dashes or brackets; identify ellipsis in texts; edit deliberate punctuation errors; dictate sentences
- 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

## Mathematics

### Shape, position and measure

- Express the relationship between radius and diameter as  $d=2r$  or  $2 \times r$
- Describe position using co-ordinates in all 4 quadrants on a 2D grid in the first quadrant after a reflection in either the horizontal or vertical axes.
- Draw positions of points in the first and second quadrants of a 2D co-ordinate grid
- Identify, describe and represent the position of a shape following a reflection
- Use, read, write and convert between standard units, converting measurements of length and mass, from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.
- Convert between miles and kilometres.
- Compare and classify geometric shapes, including any quadrilaterals, regular polygons and triangles, based on their properties and sizes
- Know that the diameter is twice the radius.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Use conventional markings for lines and angles in geometrical drawings and sketches.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Calculate the area of triangles using the formula  $\frac{1}{2}$  base  $\times$  perpendicular height.
- understand how the area of parallelograms can be calculated
- Calculate areas by substituting values into formula (triangle:  $\frac{1}{2} b \times h$ ; rectangle  $l \times b$ ; parallelogram  $l \times h$ )

### Data

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts line graphs and pie charts

### Calculation

- Explore order of operations (e.g. BODMAS) using brackets.
- Use rounding to check answers to calculations and determine, in the context of a problem and levels of accuracy
- Use brackets in simple calculations
- Divide 4-digit numbers by 2-digit numbers using the formal method with remainders
- Multiply 4-digit numbers  $\times$  2 digit numbers using long multiplication.

<p><b>Music</b> <u>Singing and performing</u></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>-Appreciate and understand recorded music from different traditions</li> </ul>	<p><b>Art</b> <u>Theme: People in action</u></p> <ul style="list-style-type: none"> <li>-Use sketch books to record observations</li> <li>-Improve mastery of drawing techniques</li> </ul>	<p><b>History</b> <u>A significant turning point in British History WWII</u></p> <ul style="list-style-type: none"> <li>-Develop a chronological understanding of the period</li> <li>-Develop the appropriate use of historical and abstract terms and historical concepts such as continuity and change</li> <li>-Address and devise historically valid questions about change, cause, similarity and difference and significance</li> <li>-Understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<p><b>Computing</b> <u>Effective use of search engines &amp; coding</u></p> <ul style="list-style-type: none"> <li>-Locate images and use advanced search techniques and explain who to contact if they have search content concerns.</li> <li>-Explain web page delivery and name different browsers</li> <li>-Name common web addresses extensions and explain what they represent and evaluate web pages for reliability.</li> <li>-Evaluate websites for bias and tag for bookmarking.</li> <li>-Describe and name a URL</li> <li>-Learn the basic principles of constructing a computer programme</li> </ul>
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>-Understand what Ahimsa, Grace or Ummah mean to religious people.</li> <li>-Make connections between beliefs and behaviour in different religions.</li> <li>-Explain similarities in ways in which key beliefs make a difference to life in two of three religions.</li> <li>-Outline the challenges of being a Christian, Muslim or Hindu in Britain today</li> </ul>	<p><b>PSHE</b> <u>Aims and Values of our School – To understand respect and tolerance.</u></p> <ul style="list-style-type: none"> <li>-Anti-bullying</li> <li>-Understand what bullying is.</li> <li>-Understand the different types of bullying.</li> <li>-Understanding what to do if a witness to bullying.</li> <li>-Understand ways to stop bullying.</li> <li>-Understanding how to be a good friend.</li> <li>-Accepting and coping with differences.</li> <li>-Cyber bullying.</li> </ul>	<p><b>Design and Technology</b> <u>Preparing a WWII meal</u></p> <ul style="list-style-type: none"> <li>-Prepare and cook a variety of predominately savoury dishes</li> <li>-Understand seasonality</li> <li>-Understand principles of a healthy and varied diet</li> </ul>	<p><b>Modern Foreign Languages</b></p> <ul style="list-style-type: none"> <li>-Listen attentively to spoken language and show understanding by joining in and responding</li> <li>-Develop appropriate pronunciation</li> <li>-Engage in conversations</li> <li>-Speak in sentences</li> <li>-Read carefully and show understanding of words phrases and simple writing.</li> <li>-Appreciate stories, songs, poems and rhyme in the language</li> </ul>
<p><b>Physical Education</b> <u>Football/Gym</u></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>-Perform balances in contact with a partner and counterbalance partner's weight in a balance.</li> <li>-Practice using different moves to position in and out of different balances and use in different activities</li> <li>-Design a circuit including jumping, balancing and partner activity in a group and perform flight sequence with still partner.</li> <li>-Perform cartwheel, forward roll and forward roll flip (horse)</li> <li>-Perform a sequence involving: flight, roll and piece of equipment.</li> <li>-Self evaluate progress.</li> </ul>		<p><b>Science - Light Cycle</b></p> <ul style="list-style-type: none"> <li>-Assess prior knowledge</li> <li>-Know how to represent light travelling and explain how things are seen.</li> <li>-Communicate ideas using scientific vocabulary</li> <li>-Know that some materials reflect light</li> <li>-Make predictions about everyday experiences (reflections)</li> <li>-Repeat measurements</li> <li>-Provide conclusions consistent with evidence</li> <li>-Know which materials are best at reflecting light</li> <li>-Explain why shadows change and represent data on line graph.</li> <li>-Identify factors which might affect appearance of shadow</li> <li>-Repeat observations and measurements</li> <li>-Draw conclusions consistent with evidence and begin to relate these with scientific knowledge and understanding</li> <li>-Evaluate results in terms of accuracy and reliability</li> <li>-Select from a range of equipment and plan to use effectively</li> <li>-Communicate findings using scientific vocabulary/conventions</li> </ul>	