St Margaret's at Cliffe Curriculum Overview for Year 6   Term 2   2019-2020

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.

-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.

Spelling, Punctuation and Grammar

-Understand simple, compound and complex sentences and know how to them in writing
 as well as how to identify which sentence type has been used in any given sentence.

-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; secure understanding
 of varied punctuation in writing e.g. : ; () -

-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*

-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

-Further study words from statutory y5/6 word list.

Mathematics

Calculating:

- Use and calculate with prime, square and cube numbers
- Understand the order of operations
- Improve mental calculations
- Be able to reason from known facts e.g. 10 x 3 = 30 so 10 x 30 = 300 and 10 x 300 = 3000

Fractions:

- Simplify fractions
- Fractions on a number line
- Compare and order fractions by the denominator
- Compare and order fractions by the numerator
- Add and subtract fractions (1)
- Add and subtract fractions (2)
- Adding fractions
- Subtracting fractions
- Mixed addition and subtraction problems
- Multiply fractions by whole number
- Multiply fractions by fraction
- Divide a fraction by a whole number (1)
- Divide a fraction by a whole number (2)
- Four rules with fractions
- Fraction of an amount
- Fraction of an amount - finding the whole

Geometry:

- Coordinates in the first quadrant
- Coordinates in four quadrants
- Translations
- Reflections

Consolidation of everything taught in Year 6 so far.

Music
Singing and 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.
-Appreciate and understand recorded
 music from different traditions.

Art
Theme: People in action
-Use sketch books to record observations.
-Improve mastery of drawing techniques.

History
A significant turning point in British History WWII
-Develop a chronological understanding of
 the period.
-Develop the appropriate use of historical
 and abstract terms and historical concepts
 such as continuity and change.
-Address and devise historically valid
 questions about change, cause, similarity
 and difference and significance.
-Understand how our knowledge of the
 past is constructed from a range of
 sources.

Computing
Effective use of search engines & coding
-Locate images and use advanced search techniques
 and explain who to contact if they have search
 content concerns.
-Explain web page delivery and name different
 Browsers.
-Name common web addresses extensions and
 explain what they represent and evaluate web pages
 for reliability.
-Evaluate websites for bias and tag for bookmarking.
-Describe and name a URL.
-Learn the basic principles of constructing a computer
 programme.

RE
What matters most?
-Understand that different religions have
 differing beliefs
-Make connections between beliefs and
 behaviour in different religions.
-Explain similarities in ways in which key
 beliefs make a difference to life in two of
 three religions.
-Outline the challenges of being a
 Christian, Muslim or Hindu in Britain
 today.

PSHE: Anti - Bullying
Aims and Values of our School – To understand respect and tolerance.
-Anti-bullying
-Understand what bullying is.
-Understand the different types of bullying.
-Understanding what to do if a witness to
 bullying.
-Understand ways to stop bullying.
-Understanding how to be a good friend.
-Accepting and coping with differences.
-Cyber bullying.

Design and Technology
Preparing a WWII meal
-Prepare and cook a variety of
 predominately savoury dishes.
-Understand seasonality.
-Understand principles of a healthy and
 varied diet.

Modern Foreign Languages
Let's go shopping
-Engage in conversations; ask and answer
 questions; express opinions and respond to those
 of others; seek clarification and help.
-Read carefully and show understanding of words,
 phrases and simple writing.
-Understand basic grammar.

Physical Education
Netball
-Play competitive games and apply basic principles suitable for attacking and
 Defending.
-Develop technique, control and balance.
-Compare their performances with previous ones and demonstrate improvement
 to achieve their personal best.
-Learn or secure knowledge of player positions in netball and where each player
 may go around the court.
-Self evaluate progress.

Science - Light Cycle
-Assess prior knowledge
-Know how to represent light travelling and explain how things are seen.
-Communicate ideas using scientific vocabulary
-Know that some materials reflect light
-Make predictions about everyday experiences (reflections)
-Repeat measurements
-Provide conclusions consistent with evidence
-Know which materials are best at reflecting light
-Explain why shadows change and represent data on line graph.
-Identify factors which might affect appearance of shadow
-Repeat observations and measurements
-Draw conclusions consistent with evidence and begin to relate these with scientific knowledge and
 understanding
-Evaluate results in terms of accuracy and reliability
-Select from a range of equipment and plan to use effectively
-Communicate findings using scientific vocabulary/conventions