

St Margaret's at Cliffe Curriculum Overview for Year 6 Term 3 2019 - 2020

English

- Identify the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models for their own.
- Note & developing initial ideas, drawing on reading & research where Necessary.
- Consider how authors have developed characters & settings in what pupils have read, listened to or seen performed.
- Select appropriate grammar & vocabulary, understanding how such choices can change & enhance meaning.
- Build cohesion within a paragraph.
- Link ideas across paragraphs using adverbials of time, or number, or by tense choice.
- Describe settings, characters & atmosphere & integrate dialogue to convey character & advance the action.
- Précis longer passages.
- Use further organisational and presentational devices to structure text and to guide the reader.
- Draw inferences and justifying these with evidence.
- Predict what might happen from details stated and implied.
- Understand why characters feel and act the way they do.
- Understand how the author uses hidden messages to imply what might happen.
- Evaluate how authors use language, including figurative language, considering the impact on the reader.
- Discuss the purpose, audience and organisation of different fiction/non-fiction texts.

Spelling, Punctuation and Grammar

- Identify word classes i.e. determiners, prepositions, adverbs etc.
- Identify sentence type i.e. command, question, statement.
- Understand how to use cohesive devices.
- Understand different verb forms and tenses.
- Use hyphen and possessive apostrophe.
- Define and spell adjectives made from verbs e.g. *noticeable (notice), reliable (rely)*.
- Define and spell further homophones.
- Understand how to change levels of formality in writing.

Mathematics

- Find co-ordinates in the first quadrant.
- Co-ordinates in four quadrants.
- Translations.
- Reflections.

- Use and understand numbers up to three decimal places.
- Multiply and divide by 10, 100, 1000.
- Multiply and divide decimals by integers.
- Division to solve problems.
- Decimals as fractions.
- Convert fractions to decimals.

- Convert fractions to percentages.
- Find equivalent fractions, decimals and percentages.
- Find a percentage of an amount.
- Find percentages with missing values.
- Find percentage increases and decreases.
- Order fractions, decimals and percentages.

- Find a rule within algebra including one and two step.
- Use an algebraic rule.
- Substitution in algebra.
- Formulae within algebra.
- Word problems.
- Solve one and two step equations with algebra.
- Find pairs of values.
- Enumerate possibilities.

<p>History</p> <ul style="list-style-type: none"> -Develop a chronological understanding of WW2. -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. 	<p>RE</p> <p>Ahimsa, Grace and Ummah</p> <ul style="list-style-type: none"> -What do these concepts mean? -Why are they important? -Who are they important to? 	<p>Art</p> <ul style="list-style-type: none"> -Improve mastery of drawing and painting. -Create 3D models linked to the Paddington Bear project developing mastery of design skills through sculpture with a range of materials and considering the architecture of London landmarks.
<p>Design and Technology – Anderson Shelters</p> <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. -Select and use a wider range of tools and equipment to perform practical tasks. -Accurately select from and use a wider range of materials and components including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	<p>PHSE</p> <p>Circle Time/Big Life Journal</p> <ul style="list-style-type: none"> -Promoting positive growth mindset. -Discussing issues in class as/when they arise. 	<p>Physical Education (Hockey)</p> <ul style="list-style-type: none"> -Play competitive games and apply basic principles suitable for attacking and defending. -Develop technique, control and balance. -Compare performances with previous ones and demonstrate improvement to achieve their personal best.
<p>Computing</p> <ul style="list-style-type: none"> -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<p>Modern Foreign Languages</p> <ul style="list-style-type: none"> -Listen attentively to spoken language and show understanding by joining in and responding. -Engage in conversations; ask and answer questions; -express opinions and respond to those of others. -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Read carefully and show understanding of words, phrases and simple writing. -Broaden their vocabulary – term 3 shopping vocabulary. -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Describe people, places, things and actions orally and in writing. -Understand basic grammar. 	<p>Science – Evolution and Inheritance</p> <ul style="list-style-type: none"> -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.