

# St Margaret's at Cliffe Curriculum Overview for Year 6 Term 5 2020-2021

## 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

### Geometry

- Recognise, describe and build simple 3D shapes, including making nets.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles.
- Revise previously covered topics.

### Number

- Revise previously covered topics.

### Problem Solving

- Solve number problems and practical problems involving negative numbers and fractions, decimals and or percentages.
- Solve addition and subtraction multi-step problems in contexts.
- Use estimation to check answers to calculations and determine.
- Use written division methods in cases where the answer has up to 2 decimal places solve problems which require answers to be rounded to specified degrees of accuracy.
- Use my knowledge of the order of operations to carry out calculations involving the 4 operations.
- Solve problems involving the calculation and conversion of units of measure.
- Solve problems involving the relative sizes of 2 quantities.
- Solve problems involving unequal sharing and grouping.

### Statistics

- Read, interpret and draw line graphs.
- Read, draw and interpret pie charts, including those with percentages.
- Know the terms: radius, diameter and circumference.
- Calculate the radius and diameter of a circle.
- Calculate the mean of a group of numbers.

### Calculation

- Revise and review previous covered topics.

### Algebra

- Revise previously covered topics.

### **History – The Mayan Civilisation**

- To develop a chronologically secure knowledge and understanding of world history.
- To establish a clear narrative within and across the period of study.
- To learn about the Maya civilisation, to discover facts about the Maya civilisation and understand who they were, when and where they lived.

### **Computing – Spreadsheets**

- To know what a spreadsheet looks like.
- To navigate and enter data into cells.
- To introduce some basic data formulae in Excel for percentages, averages and max and min numbers.
- To demonstrate how the use of Excel can save time and effort when performing calculations.
- To use a spreadsheet to model a real life situation.
- To demonstrate how Excel can make complex data clear by manipulating the way it is presented.
- To create a variety of graphs in Excel.

### **PSHE – Relationships**

- I know that it is important to take care of my mental health and to know how to do so.
- 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
- I can recognise when people are trying to gain power or control
- I can judge whether something online is safe and helpful for me

### **RE – Is it better to express religion in arts and architecture or charity and generosity?**

- Describe and make connections between examples of religious creativity (buildings and art.)
- Show understanding of the value of sacred buildings and art.
- Suggest reasons why some believers see generosity and charity as more important than buildings and art.
- Apply ideas about values and from scriptures to the title question.

### **Art – Sculpture**

(Make links with Maya learning.)

- Using a variety of tools and techniques for sculpting in clay, papier-mâché or other mouldable material.
- Portraiture work, which has a life-like quality gained by choosing and applying to most appropriate techniques.
- Modelling, on a range of scales, which communicate their observations from the real or natural world.

### **Physical Education – Striking and Fielding**

- Strike a bowled ball; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency.
- Work collaboratively in pairs, group activities and small-sided games.
- Use and apply the basic rules consistently and fairly.
- Understand and implement a range of tactics in games.
- Recognise the activities and exercises that need including in a warm up.
- Identify their own strengths and suggest practices to help them improve.

### **Science – Electricity**

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.