

St Margaret's at Cliffe Curriculum Overview for Year 6 Term 3 2021 - 2022

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

- 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.
- Find angles within a triangle.
- Find angles within a quadrilateral.
- Know angles on a straight line.

Music – The History of Music

Develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed

RE - Ahimsa, Grace and Ummah

- Describe what Ahimsa, Grace and Ummah mean to religious people.
- Make connections between beliefs and behaviour in different religions.
- Make connections between beliefs in Ahimsa, Grace and Ummah, teachings and sources of wisdom in the three religions.
- Outline the challenges of being a Hindu, Christian or Muslim in Britain today.
- Consider similarities and differences between beliefs and behaviour in different faiths.

Art – Drawing

Collage

- Selecting appropriate media and techniques to achieve a specific outcome.
- Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc.

PHSE – Dreams and Goals

- I know my learning strengths and can set challenging but realistic goals for myself.
- I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.
- I can identify problems in the world that concern me and talk to other people about them.
- I can work with other people to help make the world a better place.
- I can describe some ways in which I can work with other people to help make the world a better place.
- I know what some people in my class like or admire about me and can accept their praise.

Physical Education (Gym)

- Make up longer, more complex sequences, including changes of direction, level and speed.
- Develop their own solutions to a task by choosing and applying a range of compositional principles.
- Combine and perform gymnastic actions, shapes and balances.
- Show clarity, fluency, accuracy and consistency in their movements.
- In small groups, prepare a sequence to be performed to an audience.
- Understand the importance of warming up and cooling down.
- Say, in simple terms, why activity is good for their health, fitness and wellbeing.
- Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving.

Computing

Children will:

- Protect their password and other personal information.
- Be a good online citizen and friend.
- Judge what sort of privacy settings might be relevant to reducing different risks.
- Seek help from an adult when they see something that is unexpected or worrying.
- Discuss scenarios involving online risk.
- Use key vocabulary to demonstrate knowledge and understanding in this strand.

Modern Foreign Languages – This is France!

- Listen and respond to topic vocabulary.
- Answer questions orally using the topic vocabulary.
- Write an answer to a sentence using the topic vocabulary.
- Create sentences independently, using a model sentence.
- Write numbers in words which are multiples of ten.
- Describe position up to 4 compass points.

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.