

St Margaret's at Cliffe Curriculum Overview for Year 6 Term 4 2021-2022

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

Algebra

- Finding a rule involving one or two steps
- Forming expressions
- Substitution
- Formulae
- Forming equations
- Solving one step equations
- Solving two step equations
- Finding pairs of values

Measurement – Converting Units

- Metric measures including converting and calculating
- Imperial measures including converting miles to km

Perimeter, area and volume

- Finding area of shapes with the same area
- Finding area and perimeter
- Area of triangles
- Area of a parallelogram
- Volume – counting cubes
- Volume of a cuboid

Ratio

- Using ratio language
- Ratio and fractions
- The ratio symbol
- Calculating ratio
- Using and calculating scale factors
- Ratio and proportion problems

Geography- How will our world look different in the future?

- Think about and consider what does the future look like?
- Describe how locations around the world are changing and describe some of the reasons for the changes.
- Show a concern for the environment and commitment to sustainable development.

Computing – Online Safety

- Identify benefits and risks of mobile devices broadcasting the location of the user/device.
- Identify secure sites by looking for privacy seals of approval.
- Identify the benefits and risks of giving personal information and device access to different software.
- To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.
- To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.
- To begin to understand how information online can persist and give away details of those who share or modify it.
- To understand the importance of balancing game and screen time with other parts of their lives
- To identify the positive and negative influences of technology on health and the environment.

PSHE – Healthy Me

- To take responsibility for own health and make choices that benefit health and well-being.
- To know about different types of drugs and their uses and their effects on the body particularly the liver and heart.
- To understand that some people can be exploited and made to do things that are against the law.
- To know why some people join gangs and the risks this involves.
- To understand what it means to be emotionally well and explore people’s attitudes towards mental health.
- To recognise stress and the triggers that cause it and understand how stress can cause drug and alcohol misuse.

RE - Ahimsa, Grace and Ummah

- Make connections between beliefs and behaviour in different religions.
- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the 3 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.

Physical Education – Tag Rugby

- 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.
- Understand use and control of space.
- Develop team work

Music – Singing – You’ve got a friend

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people’s thoughts about the music.
- Use musical words when talking about the songs.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and feelings provoked, using musical language to describe
- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture and follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being ‘in tune’

Modern Foreign Languages - French – All in a Day

- To say and write a sentence to tell the time (o’clock, quarter past, half past and quarter to).
- Understand and use the terms used for am and p.m. - du midi, de l’apres-midi and du soir.
- Tell the time in 24-hour time.
- Read and interpret timetables in 24-hour times.

Physical Education – Athletics

- Choose the best pace for a running event, so that they can sustain their running and improve on a personal target
- Compare performances with previous ones to demonstrate improvement
- Show control at take-off in jumping activities
- Show accuracy and good technique when throwing for distance
- Understand how stamina and power help people to perform well in different athletic activities
- Identify good athletic performance and explain why it is good, using agreed criteria

Science – Evolution and Inheritance

- 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.