

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

<p>English</p> <p><u>Theatre and drama</u></p> <ul style="list-style-type: none"> • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Respond to their own and others' performances, commenting constructively on dramatic effects, characterisation and overall impact. • Think about the impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension. • Develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters. • Use space and grouping, props and different ways to adapt to an audience. 	<p>Mathematics</p> <p>Consolidation of previously taught skills and concepts through problem solving tasks.</p> <p><u>Real Life Problem Solving</u></p> <ul style="list-style-type: none"> • Solve multi-step problems in contexts, deciding which operations and methods to use and why. • Represent a puzzle or problem using number sentences or diagrams; use these to solve the problem; present and interpret the solution in the context of the problem. • Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers. • Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples. • Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols.
<p><u>Music – Performing</u></p> <ul style="list-style-type: none"> • 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. • Use and understand staff and other musical notations 	<p><u>Computing – Spreadsheets continued</u></p> <ul style="list-style-type: none"> • 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
<p><u>RE – what do religions say to us when life gets hard?</u></p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. • Express ideas about how and why religion could help believers when times are hard. • Research similarities and differences between beliefs about life after death. • Interpret a range of artistic expressions of afterlife. 	<p><u>PSHE – Changing Me</u></p> <ul style="list-style-type: none"> • Be aware of own self-image and how body image fits into that. • Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. • Describe how a baby develops from conception through the nine months of pregnancy and how it is born. • Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. • Be aware of the importance of a positive self-esteem and how to develop it. • Identify excitement and worries about the transition to secondary school.

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 – Animals including humans

- Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

Art – Screen Printing

- To create a design and be able to print it via screen printing on to a fabric.

PE – Swimming

- Swim at least 25 metres.
- Use three different strokes, swimming on their front and back.
- Control their breathing.
- Swim confidently and fluently on the surface and under water.
- Work well in groups to solve specific problems and challenges, sharing out the work fairly.
- Recognise how swimming affects their body, and pace their efforts to meet different challenges.
- Suggest activities and practices to help improve their own performance.
- Perform safe self-rescue in different water-based situations.

DT – Down the catwalk: T-shirt

- To understand that logos and badges help to establish an identity.
- To draw, photograph and label products to show an understanding of how they are made or how they work.
- To develop more than one design or adapt an initial design to produce a final design.
- To use a computer to help in designing or modelling ideas.
- To apply a range of decorative techniques to different fabric materials.
- To express a preference about the likes and dislikes of their finished product.
- To understand how individuals and companies in design technology have helped shape the world.