

# St Margaret's at Cliffe Curriculum Overview for Year 6 Term 3 2023 - 2024

## 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

### Ratio:

- Use ratio language
- Ratio with fractions
- Using the ratio symbol
- Calculating ratio
- Using and calculating scale factors
- Using similar shapes
- Ratio and proportion problems
- Recipes

### Algebra:

- 1 step function machines
- 2 step function machines
- Form expressions
- Substitutions
- Use formulae
- Form equations
- Solve 1 and 2 step equations
- Find pairs of values
- Solve problems with two unknowns

### Decimals:

- Place value within 1
- Place value – integers and decimals
- Round decimals
- Add and subtract decimals
- Multiply by 10, 100 and 1000
- Divide by 10, 100 and 1000
- Multiply decimals by integers
- Divide decimals by integers
- Multiply and divide decimals in context

<b><u>Music – Dynamics, pitch &amp; texture</u></b> <ul style="list-style-type: none"> <li>- Engage in discussion about the sounds of an orchestral piece.</li> <li>- Have a selection of varied vocabulary in response to what they hear.</li> <li>- Change dynamics and pitch, differentiating between the two.</li> <li>- Take the role of conductor or follow a conductor.</li> <li>- Change texture within their group improvisation and talk about its effect.</li> <li>- Create a graphic score to represent sounds.</li> <li>- Follow the conductor to show changes in pitch, dynamics and texture.</li> </ul>	<b><u>RE - Ahimsa, Grace and Ummah</u></b> <ul style="list-style-type: none"> <li>- Describe what Ahimsa, Grace and Ummah mean to religious people.</li> <li>- Make connections between beliefs and behaviour in different religions.</li> <li>- Make connections between beliefs in Ahimsa, Grace and Ummah, teachings and sources of wisdom in the three religions.</li> <li>- Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</li> <li>- Consider similarities and differences between beliefs and behaviour in different faiths.</li> </ul>	<b><u>Art – Drawing &amp; Collage</u></b> <p>Collage</p> <ul style="list-style-type: none"> <li>- Selecting appropriate media and techniques to achieve a specific outcome.</li> <li>- Showing greater emphasis to detail, e.g. facial expression, folds on clothing, proportion etc.</li> </ul>	<b><u>Physical Education (Swimming)</u></b> <ul style="list-style-type: none"> <li>- Swim at least 25 metres.</li> <li>- Use three different strokes, swimming on their front and back.</li> <li>- Control their breathing.</li> <li>- Swim confidently and fluently on the surface and under water.</li> <li>- Work well in groups to solve specific problems and challenges, sharing out the work fairly.</li> <li>- Recognise how swimming affects their body, and pace their efforts to meet different challenges.</li> <li>- Suggest activities and practices to help improve their own performance.</li> <li>- Perform safe self-rescue in different water-based situations.</li> </ul>
<b><u>PHSE – Dreams and Goals</u></b> <ul style="list-style-type: none"> <li>- I know my learning strengths and can set challenging but realistic goals for myself.</li> <li>- 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.</li> <li>- I can identify problems in the world that concern me and talk to other people about them.</li> <li>- I can work with other people to help make the world a better place.</li> <li>- I can describe some ways in which I can work with other people to help make the world a better place.</li> <li>- I know what some people in my class like or admire about me and can accept their praise.</li> </ul>		<b><u>Physical Education (Gym)</u></b> <ul style="list-style-type: none"> <li>- Make up longer, more complex sequences, including changes of direction, level and speed.</li> <li>- Develop their own solutions to a task by choosing and applying a range of compositional principles.</li> <li>- Combine and perform gymnastic actions, shapes and balances.</li> <li>- Show clarity, fluency, accuracy and consistency in their movements.</li> <li>- In small groups, prepare a sequence to be performed to an audience.</li> <li>- Understand the importance of warming up and cooling down.</li> <li>- Say, in simple terms, why activity is good for their health, fitness and wellbeing.</li> <li>- Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving.</li> </ul>	
<b><u>Computing - Spreadsheets</u></b> <ul style="list-style-type: none"> <li>- To know what a spreadsheet looks like.</li> <li>- To navigate and enter data into cells.</li> <li>- To introduce some basic data formulae in Excel for percentages, averages and max and min numbers.</li> <li>- To demonstrate how the use of Excel can save time and effort when performing calculations.</li> <li>- To use a spreadsheet to model a real life situation.</li> <li>- To demonstrate how Excel can make complex data clear by manipulating the way it is presented.</li> <li>- To create a variety of graphs in Excel.</li> </ul>	<b><u>Modern Foreign Languages – This is France!</u></b> <ul style="list-style-type: none"> <li>- Listen and respond to topic vocabulary.</li> <li>- Answer questions orally using the topic vocabulary.</li> <li>- Write an answer to a sentence using the topic vocabulary.</li> <li>- Create sentences independently, using a model sentence.</li> <li>- Write numbers in words which are multiples of ten.</li> <li>- Describe position up to 4 compass points.</li> </ul>		<b><u>Science – Electricity</u></b> <ul style="list-style-type: none"> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>- 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.</li> <li>- Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>