

# St Margaret's at Cliffe Curriculum Overview for Year 6 Term 1 2023-2024

## English

### Writing

- Use further prefixes and suffixes.
- Spell many words with silent letters.
- Distinguish between more complex homophones.
- Always write legibly and fluently and with increasing speed.
- Select the appropriate form of writing after identifying the audience and purpose of the writing.
- Draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.
- In narratives describe setting characters and atmosphere and integrate dialogue to convey character and advance the action.
- Proof read for spelling and punctuation errors and to improve their writing.

### Reading

- Read frequently for pleasure and information, across a range of texts. Recommend books to others, giving details to explain my view.
- Join in discussions about different kinds of texts; expressing own ideas and listening respectfully to others, adding comments of my own.
- Point out the features of different text types, explain the purpose of each feature.
- Make relevant predictions.
- Read many irregular words which are challenging.
- Work out the meaning of new words using a knowledge of root words, prefixes and suffixes.

### SPAG

- Understand how the passive affects the presentation of information.
- Identify the difference between formal and informal speech structures.
- Identify a semi-colon, colons and dashes within a text and explain how they are used.
- Understand that an ellipsis is an omission of a word.
- Use a comma to mark a pause in a complex sentence.

## Mathematics

### Place Value

- I can recognise numbers to 1 million
- I can recognise numbers to 10 million
- I can read and write numbers to 10 million
- I can find and use powers of 10
- I can compare and order any integers.
- I can round any integer
- I can use negative numbers

### Addition, Subtraction, Multiplication and Division

- I can add and subtract integers
- I can find common factors
- I can find common multiples
- I can find rules of divisibility
- I can find prime numbers up to 100
- I can find and compare square and cube numbers
- I can multiply up to a 4-digit number by a 2-digit number
- I can solve problems with multiplication
- I can calculate using short division.
- I can calculate division using factors
- I can calculate using long division
- I can calculate using long division with remainders
- I can solve problems with division
- I can solve multi-step problems
- I can use the correct order of operations to solve problems
- I can calculate mentally including using estimation.
- I can use reason from known facts to find related facts

<p><b><u>Music – Advanced Rhythms</u></b></p> <ul style="list-style-type: none"> <li>- Repeat rhythms accurately.</li> <li>- Successfully participate in rhythm games.</li> <li>- Feel the pulse while participating in activities, e.g. singing or chanting.</li> <li>- Notate rhythms accurately.</li> <li>- Clap the rhythm at the same time as chanting the words.</li> <li>- Choose rhythmic elements that add up to 8 counts.</li> <li>- Perform compositions demonstrating a good sense of pulse.</li> <li>- Perform their compositions securely with their partners.</li> </ul>	<p><b><u>Science – Living Things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>- To be able to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>- To be able to give reasons for classifying plants and animals based on specific characteristics.</li> <li>- To be able to make a key to classify plants.</li> <li>- To be able to identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b><u>History – Investigate the main events between 1939-1945 and the experience of people on the Home Front</u></b></p> <ul style="list-style-type: none"> <li>- Know key dates, characters and events of time studied, placing the Second World War on a timeline in relation to other studies.</li> <li>- Use relevant dates and terms to establish period detail.</li> <li>- Choose reliable sources of factual evidence to describe ways of life and actions of people.</li> <li>- Give own reasons why changes may have occurred, particularly with the role of women, supported with evidence.</li> <li>- Understand that the past has been represented in different ways and that some evidence is propaganda or misinformation and this affects interpretations of history.</li> <li>- Evaluate the usefulness and accurateness of different sources of evidence and use critically to reach and support conclusions.</li> </ul>
<p><b><u>RE – What matters most to Christians and to Humanists?</u></b></p> <ul style="list-style-type: none"> <li>- Describe some Christian and Humanist values simply.</li> <li>- Express their own ideas about moral concepts such as fairness or honesty.</li> <li>- Suggest reasons why it might be helpful to follow a moral code and reasons why it might be difficult.</li> <li>- Give examples of similarities and differences between Christian and Humanist values.</li> </ul>	<p><b><u>Modern Languages - French</u></b> <b><u>Let's Visit a French Town</u></b></p> <ul style="list-style-type: none"> <li>- Make simple sentences with habiter (to live).</li> <li>- Listen to and join in a song.</li> <li>- Recognise key words and phrases and respond.</li> <li>- Use gestures to support what you are saying.</li> <li>- Use a bilingual dictionary with support.</li> <li>- Identify places in a French town or city.</li> <li>- Listen for familiar vocabulary.</li> <li>- Recognise ordinal numbers; (e.g. first, second, third etc.)</li> <li>- Recognise a spelling pattern.</li> </ul>	<p><b><u>Physical Education – Invasion Games (Football and Basketball)</u></b></p> <ul style="list-style-type: none"> <li>- Play competitive games and apply basic principles suitable for attacking and defending.</li> <li>- Develop technique, control and balance.</li> <li>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p><b><u>Art and Design - Paintings and Sculpture</u></b></p> <p><b><u>Paintings:</u></b></p> <ul style="list-style-type: none"> <li>- Use techniques, colours, tools and effects to represent things seen, remembered or imagined.</li> <li>- Explore the effect of light, colour, texture and tone on natural and man-made objects.</li> </ul> <p><b><u>Sculpture:</u></b></p> <ul style="list-style-type: none"> <li>- Modelling, on a range of scales which communicate their observations from the real or natural world.</li> </ul>	<p><b><u>PSHE – Being me in my world</u></b></p> <ul style="list-style-type: none"> <li>- Identify goals for the year and understand worries about the future and how to express them.</li> <li>- Know there are universal rights for all children but many of these are not met</li> <li>- Understand that our actions affect other people globally and locally</li> <li>- Make choices about our own behaviour and understand how rewards and consequences feel.</li> <li>- Understand how an individual's behaviour can impact on a group</li> <li>- Understand how democracy and having a voice benefits the school community.</li> </ul>	<p><b><u>Computing - E-safety and networks</u></b></p> <ul style="list-style-type: none"> <li>- To learn about what the Internet consists of.</li> <li>- To find out what a LAN and a WAN are.</li> <li>- To find out how the Internet is accessed in school.</li> <li>- To research and find out about the age of the Internet.</li> <li>- To think about what the future might hold.</li> </ul>