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| **St Margaret’s C of E Primary School** |

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| **Curriculum content for Year 6** | | | | | | | | | | | | | | |
| **English** | | | | | **Maths** | | | | | **Science** | | | | |
| **Priority Objectives** | | | **Schemes/Resources** | | **Priority Objectives** | | | | | | | | **Schemes/Resources** | |
| **Reading:** Apply knowledge of root words, prefixes and suffixes. Read aloud and understand the meaning of new words. Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes, increasing familiarity with a wide range of books,  **Handwriting**: Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task  **Spelling:** Convert verbs into nouns by adding a suffix.  Distinguish between homophones and other words which are often confused. Spell the commonly mis-spelt words from the Y5/6 word list. Understand that the spelling of some words needs to be learnt specifically. Use any dictionary or thesaurus. Use a range of spelling strategies  **Composition:** Identify the audience for and purpose  of the writing. Choose the appropriate form and register for the audience and purpose of the writing. Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and  degree of formality to make meaning clear and create  effect. Use a range of sentence starters to create  specific effects. Use developed noun phrases to add detail to sentences. Use the passive voice to present information with a different emphasis. Use commas to mark phrases and clauses. Sustain and develop ideas logically in narrative and non-narrative writing. Use character, dialogue and action to advance events  in narrative writing. Summarise a text.  **Grammar and Punctuation: U**se the passive voice.  Vary sentence structure depending whether formal  or informal. Use a variety of organisational and presentational devices correct to the text type.  Write in paragraphs which can clearly  signal a change in subject, time, place or event.  **Suggested age appropriate texts:**  A Christmas Carol Carrie’s War  Beowlf Billionaire Boy  Diary of a Young Girl: Anne Frank Fire Weed  Goodnight Mr Tom Holes  Kensuke’s Kingdom Lord of the Flies  Macbeth Oliver Twist  Pig Heart Boy Romeo and Juliet  The Boy in the Striped Pyjamas The Hobbit  The Iron Man The Silver Sword  The Pilgrim’s Progress The Lost Happy Endings  The Railway Children The Spiderwick Chronicles  The Tempest Tom’s Midnght Garden  There’s a Boy in the Girls’ Bathroom Treasure Island  War Horse When Hitler Stole Pink Rabbit  Wonder Street Child  Back Home Refugee Boy  Merchant of Venice | | | CLPE Power of reading  Read Write Perform  **Online Resources:** spag.com  Pobble | | **Number and place value, approximation and estimating/ rounding**  **Calculations** **– including solving number and practical problems**  Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context and calculate intervals across zero.  Solve number problems and practical problems that involve all elements of place value.  **Addition, subtraction, multiplication and division**  Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long  multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers and use their knowledge of the order of operations to carry out calculations involving the four operations. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.  **Fractions including decimals and percentages**  Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.  Compare and order fractions, including fractions >1. Add and subtract fractions with different denominators and  mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer  in its simplest form (e.g. 1/4 × 1/2 = 1/8). Divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6).  Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g.  3/8). Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places. Multiply one digit numbers with up to two decimal places by  whole numbers. Use written division methods in cases where the answer has up to two decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.  **Ratio and proportion**  Solve problems involving the relative sizes of two quantities, where missing values can be found by using integer  multiplication and division facts. Solve problems involving the calculations of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison. Solve problems involving similar shapes, where the scale  factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples  **Algebra**  Express missing number problems algebraically. Use simple formulae expressed in words. Generate and describe linear number sequences. Find pairs of numbers that satisfy number sentences involving two unknowns. Enumerate all possibilities of combinations of two variables.  **Measures**  Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal  places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. Convert between miles and kilometres. Recognise that shapes with the same areas can have  different perimeters and vice versa. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm3) and cubic metres (m3) and extending to other units, such as mm3 and km3.  **Geometry: Properties of shape; position and direction**  Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including  making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a  straight line, or are vertically opposite, and find missing angles. Describe positions on the full coordinates grid (all four quadrants). Draw and translate simple shapes on the co-ordinates plane, and reflect them in the axes.  **Statistics**  Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average. | | | | | | | | White Rose Maths  Gareth Metcalfe – I See Reasoning  Maths on Target  **Online resources:** Times Table Rock Stars  Mathletics | |
| **Curriculum Enhancement** | | | | | **Intended visits:** | | | | **Clubs – Optional:** | | | | | |
| * Y4/ Y6 Christmas Production * Sports Day * Online Safety Workshop * Harvest, Remembrance, Christmas, Easter Services * Global Celebration Day * Safer Internet Day * Fairtrade Fortnight * World Book Day * Decca (drug counselling) * Healthy Relationships talk | | | | | * Termly: Class visits to St. Margaret’s Church * Spring Term: Frank Chapman Residential * Summer Term: Lichfield Cathedral – Inspire | | | | * Magical Maths * Fizz Pop Science * Aspire Sports (various clubs across year) | | | | | |
| **Science** | | | | | | | | | | | | | | |
| **Topics (Scheme: Snap Science)**  **Everything Changes:** 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   **Light Up Your World:** Understand that light appears to travel in straight lines   * Use the idea that light travels in straight lines to explain that objects are seen because they give out/ reflect light into the eye * Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes * Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.   **Body Pump:** 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 bodies function * Describe the ways in which nutrients and water are transported within animals, including humans.   **Danger! Low Voltage:** 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.   **Nature Library:** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants & animals   * Give reasons for classifying plants & animals based on specific characteristics.   **Body Health:** Children learn about how to keep their bodies healthy and how their bodies might be damaged. The focus is on lifestyle choices that humans make, including diet, exercise and drug use, and how these are informed by scientific evidence.  **Upper KS2 Working Scientifically Objectives**   * Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * Take measurements, using a range of scientific equipment, with increasing accuracy and precision * Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs * Use test results to make predictions to set up further comparative and fair tests * Use simple models to describe scientific ideas * Report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations * Identify scientific evidence that has been used to support or refute ideas or arguments | | | | | | | | | | | | | | |
| **Art and Design** | **Citizenship/ RSE** | **Computing** | | **Design Technology** | | **Languages** | **Geography** | **History** | | | **Music** | **Physical Education** | | **Religious Education** |
| **People in Action**  Use a variety of techniques to depict movement.  **Perspective Drawin**g: **Lowry**  Explore different methods and materials as ideas develop, use some of the artists studied to create pieces.  **Landscapes:**  Use the qualities of watercolour and acrylic paints to create visually interesting pieces | **Scheme: Jigsaw**   * Being me in my world * Celebrating difference * Dreams and goals * Healthy me * Relationships * Changing me | **Scheme: ilearn2**  **Programming using Coding:**  Scratch  Python  HTML  **Binary Code**  **Web Design**  **Graphic Design**  **Virtual Reality**  **Image Editing**  **Machine Learning & Artificial Intelligence**  **Computers: Past, Present & Future.** | | **Scheme: Planbee**  **Great British Dishes**  Plan and create a meals  **Fairground Rides**  Select from and use a range of tools and equipment to perform a practical task | | **Scheme: Twinkl Primary French**  **Let’s Visit a French Town**  **Let’s Go Shopping**  **This is France**  **All in a Day**  **Secondary Transition Activities**  ***Cultural Topics:***  *Values/Beliefs*  *(Liberte, Egalite, Fraternite).*  *School life in France*  *French food* | **Scheme: Connected Geography**  Why are mountains so important?  How do volcanoes affect the lives of people on Hiemaey?  Why is Fairtrade fair? | **Scheme: Connected History**  Why was winning the Battle of Britain so important?  Why did Britain once rule the largest Empire the world has ever seen?  How has migration affected my local area? | | | **Scheme: Charanga**  Harvest Song  Christmas Play songs  Don’t Stop Believing  STOP!  You’ve Got a Friend  Classroom Karaoke. | **Scheme: GetSet4PE**  Invasion Games- Tag Rugby  Dance  Gymnastics  Striking & Fielding- Rounders  Nets- Badminton  Athletics  Fitness (one unit per half term)  Yoga  Swimming | | **Schemes: Sandwell Sacre + understanding Christianity**  Do Charities make a difference?  Global Christianity & Missionaries: Where is Christianity in the world?  Salvation: What difference does the resurrection make for Christians?  What is the meaning of The Eucharist?  Kingdom of God: What kind of king is Jesus?  How do people express their spiritual ideas through the arts? |
| **Online Safety** | | |
| **Scheme: Project Evolve**   * Self-image and identity * Online Relationships * Online Reputation * Online Bullying * Managing Online Information * Health, well-being and lifestyle * Privacy and security | | |