

Deansfield Primary School

Year Group 6

Curriculum Overview 2017-2018

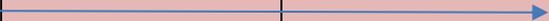
<p style="text-align: center;">Reading</p> <p>Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarising key points from texts Identify how language, structure, etc. contribute to meaning Discuss use of language, inc. figurative Discuss & explain reading, providing reasoned justifications for views</p>	<p style="text-align: center;">Writing</p> <p>Use knowledge of morphology & etymology in spelling Develop legible personal handwriting style Plan writing to suit audience & purpose; use models of writing Develop character & setting in narrative Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency</p>	<p style="text-align: center;">Grammar</p> <p>Use appropriate register/ style Use the passive voice for purpose Use features to convey & clarify meaning Use full punctuation Use language of subject/object</p> <p style="text-align: center;">Speaking & Listening</p> <p>Use questions to build knowledge Articulate arguments & opinions Use spoken language to speculate, hypothesise & explore Use appropriate register & language</p>
<p style="text-align: center;">Number/Calculation</p> <p>Secure place value & rounding to 10,000,000, including negatives All written methods, including long division Use order of operations (not indices) Identify factors, multiples & primes Solve multi-step number problems</p> <p style="text-align: center;">Algebra</p> <p>Introduce simple use of unknowns</p>	<p style="text-align: center;">Geometry & Measures</p> <p>Confidently use a range of measures & conversions Calculate area of triangles / parallelograms Use area & volume formulas Classify shapes by properties Know and use angle rules Translate & reflect shapes, using all four quadrants</p> <p style="text-align: center;">Data</p> <p>Use pie charts Calculate mean averages</p>	<p style="text-align: center;">Fractions, decimals & percentages</p> <p>Compare & simplify fractions Use equivalents to add fractions Multiply simple fractions Divide fractions by whole numbers Solve problems using decimals & percentages Use written division up to 2dp Introduce ratio & proportion</p>

	Autumn 1 Whole School Focus: Cultural Art	Autumn 2 Whole School Focus: International Project	Spring 1 Whole School Focus: Take One	Spring 2	Summer 1	Summer 2
Subject	PHSCE Core Values: Respect and Creativity Co-operation	PHSCE Core Values: Responsibility Kindness	PHSCE Core Values: Trust Fairness	PHSCE Core Values: Fairness Positivity	PHSCE Core Values: Individuality Honesty	PHSCE Core Values: Confidence Enjoyment
PHSCE	Health and Well-Being: to deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment)	Positive Relationships in School: exploration of bullying behaviour Relationships: to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to	Living in the wider world To think about the lives of other people living in other places and people with different values Health and Well-being keeping healthy/healthy eating Personal hygiene and its role in keeping us healthy	Health and well-being: what positively and negatively affects their physical, mental and emotional health (including the media) To recognise how images in the media do not always reflect reality and can affect how people feel	Health and Well-Being: Understand what is meant by the term "habit" and how commonly available substances and drugs can affect health Positive relationships at school: Individuality and the right to personal choice. Acceptance and homophobic	Living in the Wider World: Learning about enterprise and the skills that make someone enterprising SRE: Personal boundaries and the right to say no Boundaries and bullying in relationships and at home – who

	<p>Living in the wider world: whole school focus – local community fundraising project</p>	<p>recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p> <p>To recognise and challenge stereotypes</p> <p>Living in the wider world: whole school focus – International Week and fundraising</p>		<p>about themselves</p> <p>Living in the wider world to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p>	bullying	<p>to approach for help/advice</p> <p>Transitions between schools</p> <p>Health and Well-Being about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p>
Science	<p>Light rays, refraction. Recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Electricity- speed, complete circuits.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram</p>	<p>Animals including humans.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p>	SATs Revision	<p>All living things reproduction.</p> <p>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</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>	<p>Evolution and inheritance.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>

<p>Computing</p>	<p>Using technology effectively: Using ipads for appshed and book creator Link to science</p> <p>- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>E-Safety How computers work: recognise common uses of information technology beyond school</p>		<p>Using technology effectively: I can animate and Imovie Link to World War Two</p> <p>- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>E-Safety How computers work: recognise common uses of information technology beyond school</p>	<p>Programming, coding and control: Lego Mindstorm & Scratch Link to DT controllable vehicles</p> <p>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>E-Safety How computers work: recognise common uses of information technology beyond school</p>			
<p>Design and technology</p> <p>This will be linked to the computing curriculum.</p>		<p>Controllable vehicles</p> <p>Use research & criteria to develop products which are fit for purpose and aimed at specific groups</p> <p>Use annotated sketches, cross-section diagrams & computer-aided design</p> <p>Analyse & evaluate existing products and improve own work</p> <p>Use mechanical & electrical systems in own products, including programming</p>	<p>Cook savoury dishes for a healthy & varied diet</p> <p>Making world war II ration food.</p>				
<p>History</p>		<p>WW2</p> <p>Significant turning point in British History beyond 1066</p> <p>Beliefs, behaviour and characteristics of people from different period of history</p> <p>Equal opps: the changing role of women during WW2</p>	<p>WW2</p> <p>Significant turning point in British History beyond 1066</p> <p>Link sources and compare interpretations of events</p>	<p>Ancient Greece</p> <p>Ask questions to pose and pursue an investigation</p>	<p>→</p>		
<p>Geography</p>	<p>Settlements and land use</p> <p>Wales school journey, the development of a community</p> <p>Field study</p> <p>Fieldwork- observe, measure, record and present the human and physical features in the local area using a range of methods, including sketching maps, plans, graphs etc...</p>			<p>Greenwich Peninsula focus:</p> <p>Link with science, habitats</p> <p>Look at the development, who and what it has a positive/negative effect on. River, animals, habitats, vegetation, people, money (investment), climates etc...</p> <p>Describe settlements/land use, trade links and the distribution of natural resources.</p> <p>Describe and understand key aspects of climate, biomes, vegetation belts, rivers and the water cycle.</p>			

<p>Religious Education</p>	<p>Life and death</p> <p>Explain how selected features of religious life and practice make a difference to lives of individuals and communities.</p> <p>Explain how some forms of religious expression are used differently by individuals and communities.</p>	<p>Peace</p> <p>Equal opps: Mahatma Gandhi or Nelson Mandela</p> <p>Make informed responses to people's values and commitments in the light of their learning.</p> <p>Make informed responses to questions of meaning and purpose in the light of their learning.</p>	<p>Jewish life</p> <p>Explain how some forms of religious expression are used differently by individuals and communities.</p> <p>Explain how selected features of religious life and practice make a difference to lives of individuals and communities.</p>	<p>Christian festivals</p> <p>Explain how some forms of religious expression are used differently by individuals and communities.</p> <p>Explain how selected features of religious life and practice make a difference to lives of individuals and communities.</p>	<p>Leading a Christian life</p> <p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p> <p>Make informed responses to people's values and commitments in the light of their learning.</p> <p>Make informed responses to questions of meaning and purpose in the light of their learning.</p>	<p>Hajj- the journey of a lifetime.</p> <p>Explain how some forms of religious expression are used differently by individuals and communities.</p> <p>Explain how selected features of religious life and practice make a difference to lives of individuals and communities.</p>
<p>Art and design</p>	<p>Drawing and painting</p> <p>Take One Artist</p>	<p>Paper Sculptures</p> <p>Experiment with a range of media</p> <p>Poppies</p>	<p>Create sculptures based on composition of Henry Moore</p> <p>sculptures as well as Henry Moore sketches of people in understand shelters during the world war 2.</p> <p>-Explore range of clay techniques.</p>		<p>Artist study- Andy Warhol</p> <p>Pop Art</p>	<p>End of year production prop making.</p> <p>Experiment with Batik</p>
<p>Languages French</p>	<p>Then and Now Numbers 40-50</p> <p>Listen & engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language & be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas & information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places & things</p> <p>Understand basic grammar, e.g. gender</p>	<p>Directions & celebrations</p> <p>Listen & engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language & be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas & information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places & things</p> <p>Understand basic grammar, e.g. gender</p>	<p>Our school French schools</p> <p>School time tables</p> <p>Listen & engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language & be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas & information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places & things</p> <p>Understand basic grammar, e.g. gender</p>	<p>Time, My home, stories</p> <p>Listen & engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language & be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas & information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places & things</p> <p>Understand basic grammar, e.g. gender</p>	<p>Our locality, Places in town</p> <p>Listen & engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language & be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas & information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places & things</p> <p>Understand basic grammar, e.g. gender</p>	<p>Sport, Picnic, café, regional food</p> <p>Listen & engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language & be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas & information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places & things</p> <p>Understand basic grammar, e.g. gender</p>
<p>Music</p>	<p>Perform with control & expression solo & in ensembles</p> <p>Improvise & compose using dimensions of music</p> <p>Listen to detail and recall aurally</p> <p>Use & understand basics of staff notation</p> <p>Develop an understanding of the history of music, including great musicians & composers</p>		<p>Composition: Theme of Light and Dark (link to Science)</p>		<p>Composing: Rivers (Arpeggios, 6/8 time)</p> <p>Listening: Music inspired by rivers (Smetana: Ma Vlast)</p>	<p>Preparing for end of year performance</p>

	<p>Listening: Jazz from 1900s to 1940s (link to WW1 and WW2)</p>					
<p>Physical Education</p>	<p>Games Use running, jumping, catching and throwing in isolation and in combination Play competitive games, applying basic principles</p> <p>Gym Develop flexibility & control in gym, dance & athletics Compare performances to achieve personal bests</p>	<p>School Journey Take part in Outdoor & Adventurous activities</p> <p>Dance Develop flexibility & control in dance Compare performances to achieve personal Bests</p> <p>Games Use running, jumping, catching and throwing in isolation and in combination Play competitive games, applying basic principles</p>	<p>Games</p> <p>Use running, jumping, catching and throwing in isolation and in combination Play competitive games, applying basic principles</p>	<p>Gym Develop flexibility & control in gym Compare performances to achieve personal Bests Games</p> <p>Games Use running, jumping, catching and throwing in isolation and in combination Play competitive games, applying basic principles</p>	<p>Cricket Use running, jumping, catching and throwing in isolation and in combination Play competitive games, applying basic principles</p> <p>Athletics Develop flexibility & control in athletics Compare performances to achieve personal bests</p>	<p>Tennis Use running, jumping, catching and throwing in isolation and in combination Play competitive games, applying basic principles</p> <p>Dance Develop flexibility & control in dance Compare performances to achieve personal bests</p>