

Kingfisher Primary School

Curriculum Yearly Overview for Year 6

ENGLISH. Using a range of fiction (classic and modern fiction, myths, traditional stories, stories from different cultures and periods of time) poetry and non-fiction texts and other stimulus, pupils learn to be confident listeners, speakers, readers, and writers.				
Reading - read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference - reading books that are structured in different ways and reading for a range of purposes - increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - preparing 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 - checking that a book makes sense to them, discussing their understanding and exploring the meaning of words in context and asking questions. - drawing inferences and justifying inferences with evidence, predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates,		Writing - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		Grammar Recognising vocabulary and structure that are appropriate for formal speech and writing, - including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently Speaking & Listening Give structured descriptions Participate actively in a conversation. Consider & evaluate different viewpoints.
		MUSIC - Use of voice & instruments with increasing accuracy, control and expression. - Improvise music and compose music for a range of purposes. - Listen with attention and detail. - Use and understand some simple musical notation. - Appreciate a wide range of live and recorded music.		Religious Education - Following the core learning syllabus. - Understanding Christianity: Gospel. - People of God. - Kingdom Of God. - Creation/Fall. - Core beliefs of Islam and Humanism.
		Geography - Locate countries in the world using maps, atlases and globes. - Investigate the similarities and differences of physical & human features between countries. - Study a region of the UK (not local area). - Describe & understand climate, rivers, mountains and settlements. - Locate & name countries and main cities of the UK using atlases and maps. - Regions of the UK. - Topographical features (rivers, mountains, etc). - UK land use and changes over time. - Locate and name world countries and capital cities using maps and atlases. - Look at geographical similarities/differences. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer & Capricorn and its effect this has on climate. - To use and understand the eight points of a compass and geographical tools such as grid reference. - Describe & understand the geographical similarities and differences of a region in South America (Brazil). - Use fieldwork to observe, measure and record human and physical features (maps, plans and graphs).		History - World War Two - To use evidence from a range of sources to ask questions and find answers to questions about the past. - To understand chronology by placing artefacts and events on a time line. - Communicate historical evidence about the past.
PSHCE Our school curriculum and ethos prepares our young people positively for life in modern Britain.		Science Working Scientifically - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments. Biology - 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 - give reasons for classifying plants and animals based on specific characteristics. - identify and name the main parts of the human circulatory system, and describe 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. - 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. Chemistry - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Physics - recognise 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 or 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. - 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.		Computing - Design, write and debug simple programs using sequence and repetition. - Understand computer networks including the internet and the opportunities they offer for communication. - Use search technologies effectively. - To select software to complete a given task and use technology for a range of given purposes. - Use technology safely, respectfully and responsibly and recognise acceptable/unacceptable behaviour. - Identify a range of ways to report concerns about content and contact.
		Modern Foreign Languages - FRENCH - Develop their ability to speak with correct pronunciation, write, read and listen in another language. - Explore patterns and sounds of language through songs and rhymes. - Engage in conversations by asking and answering questions. - Speak in simple sentences. - Understand simple words and phrases when listening and reading. - Appreciate stories, songs, poems and rhymes. - Broaden their vocabulary e.g. greetings, number, colours and animals, and learn to use a French dictionary. - Develop an awareness of other cultures and languages.		Art - Use sketchbooks to collect record and evaluate ideas. - Improve mastery of techniques such as drawing, painting and sculpture with varied materials. - Learn about great artists, architects & designers.
Numbers and calculations - 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 and practical problems that involve all of the above. - 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 the context - perform mental calculations, including with mixed operations and large numbers - identify common factors, common multiples and prime numbers - 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.		MATHEMATICS Geometry and Measures - solve problems involving the calculation and conversion of units of measure, using decimal notation up 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 - recognise when it is possible to use formulae for area and volume of shapes - describe positions on the full coordinate grid (all four quadrants) - draw and translate simple shapes on the coordinate plane, and reflect them in the axes. - 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. - calculate the area of parallelograms and triangles - calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].		Data - interpret and construct pie charts and line graphs and use these to solve problems - calculate and interpret the mean as an average of information in tables, including timetables, pictograms, tables and other graphs. Fractions, decimals & 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 [for example, $\frac{2}{3} \times \frac{3}{4}$ =] - divide proper fractions by whole numbers [for example, $\frac{2}{3} \div 2$ =] - associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] - identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers 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 calculation of percentages [for example, of measures, and 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 - use simple formulae - generate and describe linear number sequences - express missing number problems algebraically - find pairs of numbers that satisfy an equation with two unknowns - enumerate possibilities of combinations of two variables.
		PE - Use running, jumping, catching and throwing with control and accuracy, in isolation and in a team/group. - Play competitive games and to follow the rules to play fairly. - Develop flexibility & control in gym, dance and athletics. - Compare to achieve personal bests. - Swimming proficiency of at least 25m coordinating leg and arm movements by end of KS2 - Understand how to lead an active healthy lifestyle.		Design & Technology - Use research & criteria to develop products which are fit for purpose. - Use annotated sketches and prototypes to explain ideas. - Evaluate existing products and improve own work. - To evaluate their own work against a given set of success criteria. - Select a material/component based on its suitability, properties and aesthetics. - Use mechanical systems in own work. - Understand seasonality; prepare & cook a range of dishes. - Understand how events and individuals have helped shape the world.