



## Year 6: Hola Mexico Curriculum Coverage

### Art and Design KS2 (2014)

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| 2 | Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. |
| 3 | Find out about great artists, architects and designers in history.  |

### Art and Design KS2 (2000)

#### Exploring and developing ideas

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| 1a | Pupils should be taught to record from experience and imagination, to select and record from first hand observation and to explore ideas for different purposes |
| 1b | Pupils should be taught to question and make thoughtful observations about starting points and select ideas to use in their work                                |

#### Investigating and making art, craft and design

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| 2a | Pupils should be taught to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work |
| 2b | Pupils should be taught to apply their experiences of materials and processes, including drawing, developing their control of tools and techniques                 |

#### Knowledge and Understanding

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| 4b | Pupils should be taught about materials and processes used in art, craft and design and how these can be matched to ideas and intentions |
| 4c | Pupils should be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures      |

### Computing KS2 (2014)

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| 5 | Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.   |
| 6 | 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. |

### ICT KS2 (2000)

#### Finding things out

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| 1 | Pupils should be taught to gather information from a variety of sources, enter and store information in a variety of forms, retrieve information that has been stored. |
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#### Exchanging and sharing information

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| 3 | Pupils should be taught to present their work effectively |
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#### Breadth of study

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| 5a,b | Pupils should be taught the knowledge, skills and understanding through working with a range of information to consider its characteristics and purposes; working with others to explore a variety of information sources and ICT tools |
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### Design and Technology KS2 (2014)

#### Cooking and Nutrition

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| 1 | Understand and apply the principles of a healthy and varied diet.                               |
| 2 | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. |

#### Design

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| 1                                       | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.                           |
| Evaluate                                |  |
| 1                                       | Investigate and analyse a range of existing products.  |
| 2                                       | Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  |
| Make                                    |  |
| 1                                       | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  |
| 2                                       | Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.               |
| <b>Design and Technology KS2 (2000)</b> |  |
| 1b                                      | Pupils should be taught to develop ideas and explain them clearly putting together a list of what they want their design to achieve.   |
| 2a                                      | Pupils should be taught to select appropriate tools and techniques for making their product  |
| 2c                                      | Pupils should be taught to explore the sensory qualities of materials and how to use materials and processes   |
| 2e                                      | Pupils should be taught to use finishing techniques to strengthen and improve the appearance of their product  |
| 2f                                      | Pupils should be taught to follow safe procedures for food safety and hygiene  |
| 3a                                      | Pupils should be taught to reflect on the progress of their work as they design and make, identifying ways they could improve their products   |
| 4a,b                                    | Pupils should be taught how working characteristics of materials affect the way they are used and how materials can be combined and mixed to create more useful properties                                 |
| <b>English Upper KS2 (2014)</b>         |  |
| Reading Comprehension                   |  |
| 1b                                      | Read books that are structured in different ways and read for a range of purposes.   |
| 1c                                      | Increase their 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 and traditions. |
| 1f                                      | Make comparisons within and across books   |
| 2b                                      | Ask questions to improve their understanding.  |
| 2d                                      | Predict what might happen from details stated and implied.   |
| 3                                       | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  |
| 7                                       | Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.                      |
| Spoken Language                         |  |
| 1                                       | Listen and respond appropriately to adults and their peers   |
| 3                                       | Use relevant strategies to build their vocabulary.   |
| 6                                       | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  |
| 7                                       | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  |
| 9                                       | Participate in discussions, presentations, performances, role play, improvisations and debates.  |
| 12                                      | Select and use appropriate registers for effective communication   |
| Writing: Composition                    |  |
| 1a                                      | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  |
| 1b                                      | Note and develop initial ideas, drawing on reading and research where necessary.   |
| 1c                                      | In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.  |
| 2a                                      | Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  |

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| 2b   | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action  |
| 3a   | Assess the effectiveness of their own and others' writing.   |
| 3d   | Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.   |
| 5  | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.   |
| Writing: Handwriting   |  |
| 1  | Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and decide whether or not to join specific letters.  |
| <b>English KS2 (2000)</b>  |  |
| En1 Speaking   |  |
| 1  | To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to use vocabulary and syntax that enables them to communicate more complex meanings; show clear shape and organisation; gain and maintain the interest and response of different audiences.  |
| En1 Listening  |  |
| 2  | To listen, understand and respond appropriately to others by asking relevant questions to clarify, extend and follow-up ideas; recall and re-present important features of an argument or talk; identify features of language used for specific features; respond to others appropriately, taking into account what they say.  |
| En1 Group discussion and interaction   |  |
| 3  | To talk effectively as members of a group pupils should be taught to make contributions relevant to the topic and take turns in discussion; vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions; qualify or justify what they think after listening to others; deal politely with opposing points of view and enable discussion to move on |
| En1 Standard English   |  |
| 5  | Pupils should be taught the grammatical constructions that are characteristic of spoken standard English and to apply this knowledge appropriately in a range of contexts  |
| En1 Language Variation   |  |
| 6  | Pupils should be taught how language varies according to context and purpose; between standard and dialect forms; between spoken and written forms   |
| En1 Breadth of study   |  |
| 8, 9, 10   | During the key stage pupils should be taught the knowledge, skills and understanding through reading aloud, presenting to different audiences, extended speaking for different purposes; listening to live talks, readings, presentations, recordings, peers; investigating, selecting, sorting, panning, predicting, exploring, explaining, reporting, evaluating   |
| En2 Reading - through a range of literature and non-fiction and non-literary texts |  |
| 4  | To develop understanding and appreciation of literary texts, pupils should be taught to recognise the choice, use and effect of figurative language, vocabulary and patterns of language; identify different ways of constructing sentences and their effects; consider poetic forms and their effects.  |
| 5  | To develop understanding and appreciations of non-fiction and non-literary texts, pupils should be taught to identify the use and effect of specialist vocabulary; evaluate formats, layouts and presentational devices  |
| 6  | To read texts with greater accuracy and understanding pupils should be taught to identify and comment on features of English at word, sentence and text level using appropriate terminology.   |
| En3 Writing  |  |
| 1  | Pupils should be taught to choose form and content to suit a particular purpose; use language and style that are appropriate to the reader; use features of layout, presentation and organisation effectively  |
| 2  | To develop their writing on paper and on screen, pupils should be taught to plan, draft, revise, proofread, present, discuss and evaluate their own and others' writing  |

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| 3 | Pupils should be taught to use punctuation marks correctly in their writing   |
| 4 | Pupils should be taught to revise and build on their knowledge of words and spelling patterns; apply their knowledge of spelling conventions  |
| 5 | Pupils should be taught to write legibly in both joined and printed styles with increasing fluency and speed; use different forms of handwriting for different purposes.                  |
| 6 | Pupils should be taught some differences between standard and non-standard English usage, including subject verb agreements and use of prepositions                                       |
| 7 | Pupils should be taught the grammar of complex sentences, including clauses, phrases and connectives; the purposes and organisational features of paragraphs, and how ideas can be linked |

### Geography KS2 (2014)

#### Locational Knowledge

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| 1 | Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. |
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#### Place knowledge

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| 1 | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. |
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#### Geographical Skills and Field work

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| 1 | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
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### Geography KS2 (2000)

#### Geographical enquiry and skills

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| 2 | In developing geographical skills, pupils should be taught to use appropriate geographical vocabulary; to use atlases and globes; to use secondary sources; to use ICT to help in geographical investigations |
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#### Knowledge and understanding of places

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| 3 | Pupils should be taught to identify and describe what places are like; the location of places and environments they study and other significant places and environments; to describe where places are; to explain why places are like they are; to identify how and why places change and how they may change in the future; to recognise how places fit within a wider geographical context |
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#### Breadth of study

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| 7 | Pupils should study a range of places and environments in different parts of the world |
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### History KS2 (2014)

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| 9 | Learn about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |
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### History KS2 (2000)

#### Historical enquiry

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| 4 | Pupils should be taught to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT based sources |
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#### A World History Study

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| 13 | A study of the key features including the everyday lives of men, women and children, a past society selected from Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin or the Aztecs. |
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### Music KS2 (2014)

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| 1 | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. |
| 2 | Improvise and compose music for a range of purposes using the interrelated  |

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|  | dimensions of music.  |
| 3  | Listen with attention to detail and recall sounds with increasing aural memory.   |
| 4  | Use and understand staff and other musical notations.   |
| 5  | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  |
| <b>Music KS2 (2000)</b>  |   |
| Controlling sounds through singing and playing – performing skills |   |
| 1  | Pupils should be taught how to sing songs; play tuned and untuned instruments with control and rhythmic accuracy  |
| Creating and developing musical ideas – composing skills           |   |
| 2  | Pupils should be taught how to improvise ... exploring, choosing and combining musical ideas within musical structures  |
| Listening, and applying knowledge and understanding                |   |
| 4  | Pupils should be taught how to listen with attention to detail and to internalise and recall sounds with increasing aural memory  |
| Breadth of study   |   |
| 5  | Pupils should be taught the knowledge, skills and understanding through a range of live and recorded music from different times and cultures.   |
| <b>PE KS2 (2014)</b>   |   |
| 4  | Perform dances using a range of movement patterns   |
| <b>PE KS2 (2000)</b>   |   |
| Knowledge skills and understanding                                 |   |
| 1-3  | Pupils should be taught to acquire and develop their skills to gain consistency; evaluate and improve their performance through identifying what is effective and suggest improvements.               |
| Breadth of study   |   |
| 5, 6   | Pupils should be taught the knowledge, skills and understanding through creating and performing dances using a range of movement patterns, including those from different times, places and cultures. |
| <b>Science Yr6 (2014)</b>  |   |
| Light  |   |
| 4  | Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.   |
| <b>Science KS2 (2000)</b>  |   |
| Physical Processes   |   |
| 3  | Pupils should be taught that light travels from a source and cannot pass through some materials, and how this leads to the formation of shadows.  |