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| <b>ENGLISH</b>  |  |  | <b>ART &amp; DESIGN</b>   | <b>COMPUTING</b>   |
| <p><b>READING</b></p> <ul style="list-style-type: none"> <li>- check the book makes sense to them, discuss their understanding and explore the meaning of words in context</li> <li>- ask questions to improve understanding</li> <li>- 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</li> <li>- provide reasoned justifications for their views.</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- provide reasoned justifications for their views</li> </ul> | <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>-continue to distinguish between homophones and other words which are often confused</li> <li>-use dictionaries to check the spelling and meaning of words</li> <li>-use a thesaurus.</li> <li>-write legibly, fluently and with increasing speed</li> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>-assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> | <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>- recognising vocabulary and structures that are appropriate for formal speech</li> <li>- using passive verbs</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- how words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</li> </ul> | <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. (focus on drawing/ painting/ sculpting landscapes)</li> <li>- about great artists, architects and designers in history. (Constable, Monet, Turner)</li> </ul>  | <ul style="list-style-type: none"> <li>- programming Scratch games (based on space)</li> <li>- E-safety, including acceptable/unacceptable behaviour online, reporting concerns, using the internet safely and the effective use of search technologies (including being discerning about the results of internet searches)</li> </ul> |
| <b>MATHEMATICS</b>  |  |  | <b>DESIGN &amp; TECHNOLOGY</b>  | <b>GEOGRAPHY</b>   |
| <p><b>NUMBER /CALCULATION</b></p> <ul style="list-style-type: none"> <li>- solve number and practical problems that involve reading, writing and comparing numbers; rounding; negative numbers</li> <li>- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division</li> <li>- perform mental calculations, including with mixed operations and large numbers</li> <li>- identify common factors, common multiples and prime numbers</li> <li>- solve addition, subtraction, multiplication and division multi-step problems in context, deciding which operations to use and why</li> </ul>   | <p><b>GEOMETRY</b></p> <ul style="list-style-type: none"> <li>- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> <li>- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>- recognise and describe 3D shapes</li> <li>- describe positions on the full co-ordinate grid</li> <li>- draw and translate simple shapes and reflect them in the axes</li> </ul> <p><b>MEASURES</b></p> <ul style="list-style-type: none"> <li>- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> </ul>   | <p><b>FRACTIONS</b></p> <ul style="list-style-type: none"> <li>- compare and order fractions</li> <li>- associate a fraction with division and calculate decimal fraction equivalents</li> <li>- recall and use equivalences between simple fractions, decimals and percentages</li> </ul> <p><b>RATIO</b></p> <ul style="list-style-type: none"> <li>- solve problems involving the relative sizes of two quantities</li> </ul> <p><b>ALGEBRA</b></p> <ul style="list-style-type: none"> <li>- generate and describe linear number sequences</li> </ul>   | <ul style="list-style-type: none"> <li>- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose (Sculpture of landscape)</li> <li>- select from and use a wider range of tools and equipment to perform practical tasks</li> <li>- 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</li> </ul> | <ul style="list-style-type: none"> <li>- climate zones, biomes, rivers, mountains, volcanoes, earthquakes</li> <li>- the water cycle</li> <li>- land use patterns and types of settlement, economic activity and trade links, distribution of natural resources</li> </ul>   |
|   |  |  |   | <b>MUSIC</b>   |
|   |  |  |   | <ul style="list-style-type: none"> <li>- improvise and compose music for a purpose (adding music to animation)</li> </ul>  |

SPRING TERM CURRICULUM YEAR SIX 2019

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|  | <ul style="list-style-type: none"> <li>- 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</li> <li>- convert between miles and kilometres</li> </ul> | <ul style="list-style-type: none"> <li>- find pairs of numbers which satisfy an equation with two unknowns</li> <li><u>STATISTICS</u></li> <li>- calculate and interpret the mean as an average.</li> </ul> | <ul style="list-style-type: none"> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>  | <ul style="list-style-type: none"> <li>- appreciate and understand a wide range of music from great composers</li> </ul> |
| <p style="text-align: center;"><u>SCIENCE</u></p> <p><u>Light:</u></p> <ul style="list-style-type: none"> <li>- how light travels</li> <li>- how we see</li> <li>- how shadows are formed and why they take the shapes of objects</li> </ul> <p><u>Electricity:</u></p> <ul style="list-style-type: none"> <li>- associate the brightness of a lamp or volume of a buzzer with the number and voltage of cells used in a circuit</li> <li>- compare and give reasons for variations in how components function</li> <li>- use recognised symbols when representing a simple circuit diagram</li> </ul> | <p style="text-align: center;"><u>HISTORY</u></p>   | <p style="text-align: center;"><u>MODERN LANGUAGES</u></p>  | <p style="text-align: center;"><u>RELIGIOUS EDUCATION</u></p> <ul style="list-style-type: none"> <li>- inspirational people: why some figures e.g. founders, leaders &amp; teachers, inspire religious believers</li> <li>- Christianity, Islam &amp; Buddhism</li> </ul> |  |
| <p style="text-align: center;"><u>PHYSICAL EDUCATION</u></p> <ul style="list-style-type: none"> <li>- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>- perform dances using a range of movement patterns</li> </ul>  |   |   |   |  |