
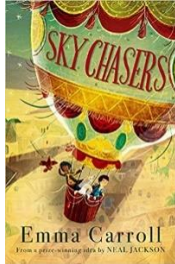


YEAR 6 CURRICULUM 2021

Summer Term 1 8 Weeks	Summer Term 2 7 Weeks
ENGLISH	
LITERACY WRITING FOCUS TEXT	
<p data-bbox="107 643 481 671">Manfish: A Story of Jacques Cousteau</p>  <p data-bbox="107 847 257 876">Mastery Keys:</p> <ul data-bbox="152 887 566 1233" style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation • Use a colon to introduce a list and use semi-colons within lists • Use hyphens to avoid ambiguity 	<p data-bbox="1104 616 1395 644">Sky Chasers by Emma Carroll</p>  <p data-bbox="1104 919 1254 948">Mastery Keys:</p> <ul data-bbox="1149 959 1637 1265" style="list-style-type: none"> • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Identify the audience and purpose for writing • Choose the appropriate register • Use semi-colons, colons or dashes to mark boundaries between independent clauses

Feature keys:

- Select the appropriate style to engage the audience
- Use direct and reported speech to express a range of viewpoints
- Use verb tenses consistently and correctly
- Use real life facts, including dates and place names
- Use thematic language specific to the subject
- Use formal language appropriately

Feature keys:

- Use language carefully to influence the reader's opinion of a character, place or situation
- Use powerful and varied verbs for action
- Use paragraphs to vary pace and emphasis
- Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood
- Combine action, dialogue and description

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LITERACY READING FOCUS TEXT		LITERACY READING FOCUS TEXT		
 <p>Alastair Humphreys's Great Adventurers</p>	<p>Mastery Keys:</p> <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning • Distinguish between fact and opinion • Identify how language, structure and presentation contribute to meaning • Summarise the main ideas from more than one paragraph 	 <p>Sky Chasers by Emma Carroll</p>	<p>Mastery Keys:</p> <ul style="list-style-type: none"> • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Evaluate authors' language choice, including figurative language • Identify and discuss themes and conventions 	
MATHS				
Measurement: Perimeter, area and volume 2 weeks	Number: Decimals 3 weeks	Ratio 2 weeks	Geometry 3 weeks	Consolidation
<ul style="list-style-type: none"> • Area and perimeter of rectilinear shapes • Area of a triangle • Area of a parallelogram • Volume of a cuboid 	<ul style="list-style-type: none"> • Decimals up to 3 decimal places • Multiplying and dividing by 10, 100 and 1000 • Multiply decimals by integers • Divide decimals by integers • Converting fractions, decimals and percentages 	<ul style="list-style-type: none"> • Using ratio language and symbols • Ratio and fractions • Using scale factors • Ratio and proportion problems 	<ul style="list-style-type: none"> • Draw lines and angles accurately • Measure with a protractor • Angles around a point; vertically opposite angles; angles in a triangle • Properties of shape 	<ul style="list-style-type: none"> • Measurement: Converting units • Statistics • Translation and reflection • Arithmetic skills

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SCIENCE

Evolution and Inheritance

- 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.

Electricity

- Pupils should be taught to:
- 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.

Working scientifically.

- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs
using test results to make predictions to set up further comparative and fair tests
- using simple models to describe scientific ideas
reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentation
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

GEOGRAPHY

Geographical skills and fieldwork:

- Use maps, atlases, globes and digital mapping to locate countries and geographical features
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps)
- Sketch maps

South America

- Biomes and vegetation belts
- Key human and physical characteristics

Contrast a region of the U.K with a region in France

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- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

DESIGN TECHNOLOGY

Electrical Systems: More complex switches and circuits - Deep sea diver

COMPUTING

Online Communication and E-safety:

- Digital Friendship
- Cyber Bullying
- Reading the News-

Online research

Digital literacy and communication

MUSIC

You've got a Friend

Reflect, rewind and replay

RELIGIOUS EDUCATION

Christianity

Making Sense of Life's Experiences: Serving others - The work of the Salvation Army

Influence, Community, Culture and Power: Italian Mother Superior Madre Maria Agnes Tribbioli - sheltered 2 Jewish children from Nazi raid despite danger to herself.

Hinduism

The Big Picture: Ghandi as an example leading life governed by the belief that all human beings are equal before God.

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PSHE

Being my best self:

Five Ways to Wellbeing project

This will be your life!

- Identify aspirational goals;
- Describe the actions needed to set and achieve these.

Our recommendations

- Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.

What's the risk? (1)

- Identify risk factors in a given situation;
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.

What's the risk? (2)

- Understand risks related to growing up and explain the need to be aware of these;
- Assess a risk to help keep themselves safe.

Basic first aid

Growing and changing:

In this section of the PSHE curriculum we will be teaching the children about puberty. The curriculum requires our pupils to know some of the correct words for the external sexual organs and other body parts including:

pubic hair, vulva, vaginal opening, urinary opening, labia, penis, scrotum, testicles, foreskin, anus, wet dreams and erection.

The children will also be taught about the key facts of the menstrual cycle and will be introduced to the following vocabulary:

puberty, menstrual cycle, eggs, periods, menstruation, sanitary protection, sanitary pads, tampons, menstruation cup, genitalia and semen.

Helpful or unhelpful? Managing change

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.

change, support, conversation, discuss

I look great!

- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.

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- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

body image, self-esteem, manipulation

Media manipulation

- Define what is meant by the term stereotype and how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.

media manipulation, stereotype, gender stereotype

Pressure online

- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

peer pressure, right to privacy, sharing online, online safety

Is this normal?

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it
- Suggest strategies that would help someone who felt challenged by the changes in puberty

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- Understand that periods are a normal part of puberty for girls and identify some ways girls can cope with this
- Know the key facts of the menstrual cycle

puberty, physical changes, emotional changes, rights.

Dear Ash

- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.

in confidence, break a confidence, confidential

Making babies (Parent's can withdraw child from non-statutory sex education lesson)

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

Key vocabulary: eggs, ovaries, sperm, testicles, puberty, vagina, penis, embryo, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent

We will also be ensuring that we complete some PSHE work aiding children with the transition to secondary school.

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PE

Rounders, cricket and athletics

MFL

Food and drink

Art

Keith Siddle- creating contrasting colour paintings with repeating patterns of fish.