

Horn Park Primary School
Year Group 6
Curriculum Overview 2016-2017

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| <p>Reading- word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - recognising vocabulary and structures 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 ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> - 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 ▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | <p>Reading- comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing 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 - 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 - learning a wider range of poetry by heart - 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 ▪ understand what they read by: <ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, 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 <ul style="list-style-type: none"> ▪ 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, maintaining a focus on the topic and using notes where necessary ▪ provide reasoned justifications for their views. | <p>Composition Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> - 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 in what pupils have read, listened to or seen performed ▪ draft and write by: <ul style="list-style-type: none"> - 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 - precisising longer passages - 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 [for example, headings, bullet points, underlining] ▪ evaluate and edit by: <ul style="list-style-type: none"> - 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. | |
| <p>Writing-transcription Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. | <p>Reading- word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. | <p>Handwriting and presentation Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ choosing the writing implement that is best suited for a task. | |
| <p>Number-number and place value Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. | <p>Number- addition, subtraction, multiplication and division Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 | <p>Number- fractions (including decimals and percentages) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 [f o r e x a m p l e , 41 × 21 = 81] ▪ divide proper fractions by whole numbers [for example, 31 ÷ | <p>Ration and Proportion Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 |

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| | <p>formal written method of short division where appropriate, interpreting remainders according to the context</p> <ul style="list-style-type: none"> 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. | <p>2 = 61]</p> <ul style="list-style-type: none"> associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 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. | <ul style="list-style-type: none"> solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. |
| <p>Algebra Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 | <p>Geometry- properties of shapes Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. | <p>Geometry- position and direction Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. | <p>Measurement Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 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 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]. |
| <p>Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average. | | | |

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| Subject | Autumn 1 Whole School Focus: Bathers of Asnieres Year 6 Focus: Disasters | Autumn 2 Year 6 Focus: WWII Britain at War | Spring 1 Year 6 Focus: Injustice | Spring 2 Whole School Focus: Greenwich Times Year 6 Focus: Lord Nelson | Summer 1 Year 6 Focus: Olympics | Summer 2 Whole School Focus: Olympics |
| Trips | National Portrait Gallery | Imperial War Museum | Natural History Museum | Freshwater Theatre Company-Electricity workshop | Greenwich Park and Maritime Museum | School Journey and Theatre trip to Charlie and the Chocolate Factory |
| PHSCE | Responsibility, Freedom/Tolerance | Respect, Forgiveness | Perseverance and Co-operation | Kindness and Unity | Trust | Resilience and Honesty |
| Science | <u>Evolutions and Inheritance</u> recognise that living things have | <u>Light</u> | use the idea that light travels in straight lines to explain why | <u>Electricity</u> compare and give | <u>Animals including humans</u> | <u>Animals including humans</u> |

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| | <p>changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> 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. | <p>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>shadows have the same shape as the objects that cast them.</p> <p><u>Begin Electricity</u></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>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> | <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood <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> | <p>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> |
| Computing | understand computer networks including the internet; how they can provide multiple services, such as the world wide web; | select, use and combine a variety of software (including internet services) on a range of digital devices | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable | select, use and combine a variety of software (including internet services) on a | use search technologies effectively, appreciate how |

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| | <p>and the opportunities they offer for communication and collaboration</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>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>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>able behaviour; identify a range of ways to report concerns about content and contact</p> | <p>e behaviour; identify a range of ways to report concerns about content and contact</p> | <p>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>results are selected and ranked, and be discerning in evaluating digital content</p> |
| Design and technology | <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | <p>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</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> | <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>evaluate their ideas and products against their own design criteria and consider the</p> | | | |
| History | <p>a depth study linked to one of the British areas of study listed above</p> | <p>a depth study linked to one of the British areas of study listed above</p> <p>a study over time tracing how several aspects of</p> | <p>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.</p> | | | |

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| | <p>a study over time tracing how several aspects of national history are reflected in</p> <p>the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond</p> | <p>national history are reflected in</p> <p>the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond</p> | AD 900-1300. | | | |
| Geography | <p>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</p> | <p>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</p> | <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p> | <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> | |
| Religious Education | <p>Christianity Leading a Christian life</p> <ul style="list-style-type: none"> how do Christians follow Jesus and His teachings in their daily lives? what Christian values guide the actions of the people and organisations studied? what are the challenges of living a Christian life today? | <p>Sikhism The Gurdwara and the Guru Granth Sahib- final and everlasting Guru</p> <ul style="list-style-type: none"> how is the Gurdwara a centre for worship and a place that demonstrates Sikh values? why is the Guru Granth Sahib 'The Everlasting Guru'? | <p>Sikhism Belonging to the Sikh community</p> <ul style="list-style-type: none"> why was Guru Gobind Singh important? what is the significance of the Amrit Ceremony? | <p>Buddhism Following the Buddha's Teaching</p> <ul style="list-style-type: none"> how do Buddhists try to follow the teachings of the Buddha? how do the teachings and example of the Buddha help Buddhists to grow towards enlightenment? | <p>Buddhism The Buddhist Community Worldwide</p> <ul style="list-style-type: none"> which places have special meaning to Buddhists? what might Buddhists gain from visiting these places? how do Buddhists try to live a good life? | <p>End of life's journey consider what they would like to happen for themselves and the world in the future; Appreciate the importance of hope to human beings. Consider human responses to loss and bereavement; learn about the ways in which human experiences associated with death, loss, hope,</p> |

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| | | | | | | and meaning in life are understood in Islam, Buddhism, Judaism, Hinduism and Sikhism; be aware that people cope with bereavement in different ways; understand how important it is to celebrate a life and how remembering them can help their friends to become less sad. |
| Art and design | to create sketch books to record their observations and use them to review and revisit ideas | | to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | about great artists, architects and designers in history. | |
| Language s French Understand spoken words and phrases and respond to Simple questions Topic linked vocabulary focus | listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures | broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* | read carefully and show understanding of words, phrases and simple writing | describe people, places, things and actions orally* and in writing | |
| Music Whole year: Sing songs | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and | | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing | |

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| <ul style="list-style-type: none"> • Play tuned & untuned instruments musically • Listen & understand live and recorded music • Make and combine sounds musically | <p>listen with attention to detail and recall sounds with increasing aural memory</p> | <p>expression</p> | <p>accuracy, fluency, control and expression</p> |
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| <p>Physical Education</p> | <p>Team Games:</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>Team Building:</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> | <p>Gymnastics:</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>Cricket:</p> <p>Children demonstrate how to catch, field and strike the ball effectively.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>Athletics:</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Demonstrate embedded fundamental skills and analyse own and others performances.</p> | <p>Outdoor and adventurous Activities:</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> |
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