

# Alderwood Primary School

## Year 6 Cycle B

### Curriculum Overview 2017 – 2018

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| <p style="text-align: center;"><b>Reading</b></p> <p>Read a broad range of genres<br/>         Recommend books to others<br/>         Make comparisons within/across books<br/>         Support inferences with evidence<br/>         Summarising key points from texts<br/>         Identify how language, structure, etc. contribute to meaning<br/>         Discuss use of language, inc. figurative<br/>         Discuss &amp; explain reading, providing reasoned justifications for views</p> | <p style="text-align: center;"><b>Writing</b></p> <p>Use knowledge of morphology &amp; etymology in spelling<br/>         Develop legible personal handwriting style<br/>         Plan writing to suit audience &amp; purpose; use models of writing<br/>         Develop character &amp; setting in narrative<br/>         Select grammar &amp; vocabulary for effect<br/>         Use a wide range of cohesive devices<br/>         Ensure grammatical consistency</p>                              | <p style="text-align: center;"><b>Grammar</b></p> <p>Use appropriate register/ style<br/>         Use the passive voice for purpose<br/>         Use features to convey &amp; clarify meaning<br/>         Use full punctuation<br/>         Use language of subject/object</p> <p style="text-align: center;"><b>Speaking &amp; Listening</b></p> <p>Use questions to build knowledge<br/>         Articulate arguments &amp; opinions<br/>         Use spoken language to speculate,<br/><br/>         hypothesise &amp; explore<br/>         Use appropriate register &amp; language</p> |
| <p style="text-align: center;"><b>Number/Calculation</b></p> <p>Secure place value &amp; rounding to 10,000,000, including negatives All written methods, including long division<br/>         Use order of operations (not indices)<br/>         Identify factors, multiples &amp; primes<br/>         Solve multi-step number problems</p> <p style="text-align: center;"><b>Algebra</b></p> <p>Introduce simple use of unknowns</p>  | <p style="text-align: center;"><b>Geometry &amp; Measures</b></p> <p>Confidently use a range of measures &amp; conversions<br/>         Calculate area of triangles / parallelograms<br/>         Use area &amp; volume formulas<br/>         Classify shapes by properties<br/>         Know and use angle rules<br/>         Translate &amp; reflect shapes, using all four quadrants</p> <p style="text-align: center;"><b>Data</b></p> <p>Use pie charts<br/>         Calculate mean averages</p> | <p style="text-align: center;"><b>Fractions, decimals &amp; percentages</b></p> <p>Compare &amp; simplify fractions<br/>         Use equivalents to add fractions<br/>         Multiply simple fractions<br/>         Divide fractions by whole numbers<br/>         Solve problems using decimals &amp; percentages<br/>         Use written division up to 2dp<br/>         Introduce ratio &amp; proportion</p>  |

| Subject | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
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| Science | <p style="text-align: center;"><b>Light</b></p> <p><b>*Do forces as per cycle A in academic years 2017/18 as light has already been covered</b></p> <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</p> | <p style="text-align: center;"><b>Earth and Space</b></p> <p>The Solar System, Seasons, Ptolemy, Alhazan, Copernicus</p> <p>Understand location and interaction of Sun, Earth &amp; Moon</p> | <p style="text-align: center;"><b>All Living Things</b></p> <p>Life cycles, respiration</p> <p>Life cycles of plants &amp; animals (inc. mammal, insect, bird, amphibian)</p> <p>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> | <p style="text-align: center;"><b>Properties of materials/separating materials</b></p> <p>Classify materials according to a variety of properties<br/> <input type="checkbox"/> Understand mixtures &amp; solutions<br/>           Know about reversible changes; identify irreversible</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood</p> | <p style="text-align: center;"><b>Properties of Materials – uses of materials, reversible changes</b></p> <p>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday</p> | <p style="text-align: center;"><b>Animals Including Humans</b></p> <p>Human Body, Functions of the organs, William Harvey</p> <p>Describe changes as humans develop &amp; mature</p> <p>Describe the changes as humans develop from birth to old age</p> |

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|  | <p>our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>  |  |  | and plastic | <p>materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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</p>   |  |
| Computing  | <p><b>Using technology effectively: I can animate and imovie</b></p> <p>- <b>Select, use and combine</b> a variety of software (including internet services) on a range of digital devices to design and <b>create a range of programs, systems and content</b> that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b>E-Safety</b><br/><b>How computers work:</b> recognise common uses of information technology beyond school</p>  |  | <p><b>Programming, coding and control: Arcade Creator</b></p> <p>- <b>Design, write and debug programs</b> that accomplish specific goals, including controlling or simulating physical systems; <b>solve problems</b> by decomposing them into smaller parts.</p> <p>- <b>Use sequence, selection, and repetition</b> in programs; work with variables and various forms of <b>input and output</b>.</p> <p>- Use logical reasoning to explain how some simple <b>algorithms</b> work and to <b>detect and correct errors</b> in algorithms and programs.</p> <p><b>E-Safety</b><br/><b>How computers work:</b> recognise common uses of information technology beyond school</p> |             | <p><b>Using technology effectively: Using ipads and book creator. Sketch up on laptops.</b></p> <p>- <b>Select, use and combine</b> a variety of software (including internet services) on a range of digital devices to design and <b>create a range of programs, systems and content</b> that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b>E-Safety</b><br/><b>How computers work:</b> recognise common uses of information technology beyond school</p> |  |
| <p>Design and technology</p> <p>This will be linked to the computing curriculum.</p> | <p><b>Structures</b></p> <p>Complex structural frames</p> <ul style="list-style-type: none"> <li>Investigate products when planning to collect ideas.</li> <li>Produce clear designs with drawings and annotations.</li> <li>Create alternative ideas.</li> <li>Consider the purpose of the product and how successful it would be once created.</li> <li>Select and strengthen materials to create a more complex structure.</li> <li>Join materials more securely i.e. using cable ties.</li> <li>Reflect on their work using design criteria stating how well the design fits the needs of the user.</li> <li>How could elements of the product be improved.</li> </ul> | <p><b>Mechanisms</b></p> <p>pulleys, gears and cams.</p> <ul style="list-style-type: none"> <li>Investigate products when planning to collect ideas.</li> <li>Produce clear designs with drawings and annotations.</li> <li>Create alternative ideas.</li> <li>Consider the purpose of the product and how successful it would be once created.</li> <li>Investigate how different shape came produce different movement.</li> <li>Use a cam to make an up and down mechanism.</li> <li>Mark the hole position, use hand drill to drill hole and glue guns. All with close supervision.</li> <li>Reflect on their work using design criteria stating how well the design fits the needs of the user.</li> <li>How could elements of the product be improved</li> </ul> | <p><b>Food</b></p> <p>celebrating culture and seasonality</p> <ul style="list-style-type: none"> <li>Explore how the seasons many affect the food that is available.</li> <li>Taste a range of seasonal food and discuss texture, taste, appearance and smell.</li> <li>Use a range of techniques with control such as peeling, chopping, slicing, grating, mixing.</li> <li>Join and combine food ingredients appropriately, using a heat source if suitable.</li> <li>Know that recipes can be adapted.</li> <li>Reflect on what they have created and how it could be adapted/improved.</li> </ul>  |             |  |  |
| History  | <p><b>Ancient Greece</b></p> <p>A study of Greek life and achievements and their influence on the Western World.</p>   |  | <p><b>Vikings</b></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edwards the Confessor</p> <p><i>Beowulf</i></p>   |             | <p><b>The Victorians</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>   |  |

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| <p>Geography</p>   |  | <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Link to school journey</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>   |  | <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>       |  | <p><b>Human geography</b><br/>distribution of natural resources including minerals and water</p>   |
| <p>Art and design</p>  | <p><b>Explore work of artists in different cultures</b><br/>Making clay pots linked to work on Ancient Greece</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas<br/>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p>  |  | <p><b>Drawing</b><br/>Investigating techniques with different media and exploring perspective to produce work in the style of illustrator Charles Keeping (link to <i>Highwayman</i>, and <i>Beowulf</i> and Vikings in History and Literacy).</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas<br/>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p>                               |   | <p><b>Printing:</b><br/>Collect ideas to plan print design<br/>Block prints, based on African designs and Patterns</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas<br/>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p>   |  |
| <p>Languages<br/>Spanish</p> <p>To be able to understand the main points from a short spoken passage<br/>To be able to ask and answer simple questions and give basic information<br/>To be able to talk about own interests<br/>To be able to understand the main points from a short written text<br/>To be able to write a few short sentences with support, using expressions already learnt</p> | <p><b>On the way to school – directions, positional vocabulary</b><br/>Listen &amp; engage<br/>Engage in conversations, expressing opinions<br/>Speak in simple language &amp; be understood<br/>Develop appropriate pronunciation<br/>Present ideas &amp; information orally<br/>Show understanding in simple reading<br/>Adapt known language to create new ideas<br/>Describe people, places &amp; things<br/>Understand basic grammar, e.g. gender</p> | <p><b>Food – visiting the café</b><br/>Listen &amp; engage<br/>Engage in conversations, expressing opinions<br/>Speak in simple language &amp; be understood<br/>Develop appropriate pronunciation<br/>Present ideas &amp; information orally<br/>Show understanding in simple reading<br/>Adapt known language to create new ideas<br/>Describe people, places &amp; things<br/>Understand basic grammar, e.g. gender</p> | <p><b>Earth and space –</b><br/>Dates, days, months, seasons<br/>Planets<br/>Listen &amp; engage<br/>Engage in conversations, expressing opinions<br/>Speak in simple language &amp; be understood<br/>Develop appropriate pronunciation<br/>Present ideas &amp; information orally<br/>Show understanding in simple reading<br/>Adapt known language to create new ideas<br/>Describe people, places &amp; things<br/>Understand basic grammar, e.g. gender</p> | <p><b>Homes</b><br/>Listen &amp; engage<br/>Engage in conversations, expressing opinions<br/>Speak in simple language &amp; be understood<br/>Develop appropriate pronunciation<br/>Present ideas &amp; information orally<br/>Show understanding in simple reading<br/>Adapt known language to create new ideas<br/>Describe people, places &amp; things<br/>Understand basic grammar, e.g. gender</p> | <p><b>Animals<br/>The Body</b><br/>Listen &amp; engage<br/>Engage in conversations, expressing opinions<br/>Speak in simple language &amp; be understood<br/>Develop appropriate pronunciation<br/>Present ideas &amp; information orally<br/>Show understanding in simple reading<br/>Adapt known language to create new ideas<br/>Describe people, places &amp; things<br/>Understand basic grammar, e.g. gender</p> | <p><b>Clothes<br/>Then and now, history link</b><br/>Listen &amp; engage<br/>Engage in conversations, expressing opinions<br/>Speak in simple language &amp; be understood<br/>Develop appropriate pronunciation<br/>Present ideas &amp; information orally<br/>Show understanding in simple reading<br/>Adapt known language to create new ideas<br/>Describe people, places &amp; things<br/>Understand basic grammar, e.g. gender</p> |

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| <p>PSCHE</p>               | <p><b>Health and Well-Being</b><br/>about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p>to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience to recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> | <p><b>Relationships</b></p> <p>to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p> <p>To recognise and challenge stereotypes</p> <p>That differences and similarities between people arise from a number of factors</p> <p><b>Living in the wider world</b><br/>To think about the lives of other people living in other places and people with different values</p> | <p><b>Living in the wider world</b></p> <p>To think about the lives of other people living in other places and people with different values</p>   | <p><b>Health and well-being:</b><br/>what positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p><b>Living in the wider world</b><br/>to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> | <p><b>Health and Well-Being</b><br/>about human reproduction</p> <p><b>Living in the wider world</b><br/>to explore and critique how the media present information about enterprise and the skills that make someone 'enterprising'</p>   | <p><b>Health and Well-Being</b><br/>about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p>that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>  |
| <p>Religious Education</p> | <p><b>Islam: Part 2: Unit 4 – Hajj – the journey of a lifetime</b></p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• what is a pilgrimage?</li> <li>• why do Muslims go on Hajj?</li> <li>• which stories are associated with the places on Hajj?</li> <li>• how does the Hajj make Muslims feel they are all part of one family?</li> </ul>   | <p><b>Christianity: Leading a Christian life</b></p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• how do Christians follow Jesus and His teachings in their daily lives?</li> <li>• what Christian values guide the actions of the people and organisations studied?</li> <li>• what are the challenges of living a Christian life today?</li> </ul>  | <p><b>Sikhism: Part 2: Unit 4 – Belonging to the Sikh community.</b></p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• why was Guru Gobind Singh important?</li> <li>• what is the significance of the Amrit Ceremony?</li> </ul> | <p><b>Themed unit: Weddings</b><br/>In the Christian tradition and then focus on one other faith from Hinduism, Judaism or Sikhism in detail.<br/>Ways of celebrating The story<br/>The community<br/>The symbols<br/>The inner meaning</p>   | <p><b>Buddhism: Unit 4: The Buddhist Community Worldwide</b></p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• which places have special meaning to Buddhists?</li> <li>• what might Buddhists gain from visiting these places?</li> <li>• how do Buddhists try to live a good life?</li> </ul> | <p><b>Themed unit: The end of life's journey</b></p> <p>During this unit pupils investigate beliefs about life and life after death. The unit encourages them to reflect on and express their hopes for their future. Pupils will have the opportunity to share feelings of loss caused by separation, and consider how faith and belief can provide some answers to life's most challenging and ultimate questions, and also challenges attitudes, values and commitments in life. They will consider how important it is to celebrate the lives of those they have lost and how remembering can help the healing process. They will examine their attitudes, values and commitments in the light of this learning. <b><u>(Please note: This is a sensitive unit. Please be aware this unit could be upsetting for children who have suffered bereavement.)</u></b></p> |
| <p>PE</p>                  |  |   | <p><b>Swimming:</b><br/>proficiency at 25m</p>  | <p><b>Swimming:</b><br/>proficiency at 25m</p>  | <p><b>Swimming:</b><br/>proficiency at 25m</p>  |  |
| <p>Music</p>               | <p>Performing together using percussion, pitched percussion and voices then creating arrangements of music using voice, ukulele and other instruments.</p>   |   | <p>Exploring structure in music using voice, ukulele and other instruments.</p>   |   | <p>Creating and performing music for specific effect through exploring different combinations of musical elements.</p>  |  |