Curriculum Overview- Year 6

Questions to link learning to British Values

LITERACY					
AUTUMN		SPRING * Complete Revision for SATs* Harry Potter/Percy Jackson		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
***Tuesday/Hurricane** **RECOUNTS** **Focus: journalism** **Task: write speech, playscripts, speech bubbles, direct and reported speech. Use modal verbs; learn about cohesion. Write newspaper reports.**	**Macbeth/The Tempest** CLASSIC PLAYS Focus: Introducing Shakespeare Task: study relative clauses & prefixes/suffixes in context of Shakespeare's new words. Write and perform play scripts	***True or False/Stone Age Boy** INFORMATION TEXTS Focus: certainty and bias Task: look at remarkable facts, common beliefs and reference texts. Study modal verbs/adverbs and relative clauses	*PERSUASIVE WRITING Focus: persuasive language Task: explore persuasive letters, adverts, protest songs and speeches. Deliver persuasive speeches.	**The Steves** ARGUMENT & DEBATE Focus: persuasion Task: learn effective argument and persuasion, written and spoken. Plus grammar: cohesion, paragraphs, commas.	**Poetry-** POEMS ON A THEME Focus: cross curricular Task: using cultural poems to develop mastery of descriptive language, teach relative clauses and parenthesis and write own poems.

Mehria Primary School

MATHEMATICS

AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Place Value Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Solve number and practical problems that involve the above. Round any whole number to a required degree of accuracy. Use negative numbers in context and calculate intervals across zero. **Addition, Subtraction, Multiplication and Division** Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Identify common factors, common multiples and prime numbers. Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication. Perform mental calculations, including with mixed operations and large numbers. Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Divide numbers up to four digits by a 2-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. Use their knowledge of the order of operations to carry out calculations involving the four operations.	**Fractions (Part 1)** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Solve problems involving addition, subtraction, multiplication and division. **Fractions (part 2)** Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Associate a fraction with division and calculate decimal fraction equivalents. **Converting Units** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places. 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 3 decimal places. Convert between miles and kilometres.	**Ratio** 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 unequal sharing and grouping using knowledge of fractions and multiples. Solve problems involving similar shapes where the scale factor is known or can be found. **Algebra** Use simple formulae. Generate and describe linear number sequences. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. Express missing number problems algebraically. **Decimals** Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Multiply 1-digit numbers with up to 2 decimal places by whole numbers.	**Fractions, Decimals and Percentages** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Area, Perimeter and Volume** 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. **Statistics** Interpret and construct pie charts and line graphs and use these to solve problems. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.	**Shape** Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. 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. Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. **Position and direction** 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.	**Themed projects, consolidation and problem solving** The projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2. This ensures any possible gaps in understanding are addressed before children move on to secondary school. The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life

SCIENCE					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Living things and their habitat Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific **Electricity** 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. **Renewable energy** Learn about renewable energy and how it can be used to generate electricity. Compare the use of renewable energy to the burning of fossil fuels and the impact they have on the environment.		**Light** Recognise that light travels in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Light Pollution** Learn about three types of light pollution: glare, light trespass and sky glow. Identify that glare results from artificial lights, such as car headlights, making it difficult to see. Light trespass occurs when light enters areas where it is not wanted, such as the windows of bedrooms where people are trying to sleep. Sky glow is a form of light pollution that brightens the night sky. **The circulatory system** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. **Diet, drugs and lifestyle** Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.		**Variation** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. **Adaptations** Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Fossils** 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. **Themed Projects** The Year 7 Ready projects have been designed to be completed in the summer term of Year 6, following the end-of-year assessments and the completion of the schemes of learning. The projects provide an opportunity to revisit many of the skills and curriculum content covered throughout primary science. They cover some of the key disciplinary knowledge that secondary school science teachers would expect children to be familiar with.	

PSHE/RHE		
AUTUMN	**SPRING**	**SUMMER**
VIPs (Very Important Persons) **(Relationships)** Pupils learn: •who their VIPs are within their families and friendship •healthy and unhealthy relationships **Safety First** **(Health and Wellbeing)** Pupils learn: •how to take responsibility for their own safety, •peer pressure •about how to identify an emergency, what to do in this situation and how to get help when needed •about hazards, dangers and risks, both inside the home and outdoors, and identify strategies for safe use of roads, railways, water and fireworks.	**One World** **(Living in the Wider World)** Pupils learn: •explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming •biodiversity and its importance and explore what they would like to do to make the world better **Digital Wellbeing** **(Relationships)** Pupils learn: •about the Internet positively and how to look after wellbeing while being online. •potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help	**Money Matters** **(Living in the Wider World)** Pupils learn: •what a financial risk is, why people may take risks with money and some consequences of this •budgeting •what impact money can have on people's emotional wellbeing **Growing up** **(Health and Wellbeing)** Pupils learn: •types of relationships people have •positive body images •stereotypes **Year 6 Transitioning to secondary school** **Pupils learn:** **• about transitioning to high school** **• new beginnings (linked to high school)** **• forming new relationships/friendships • about well-being - how they can ensure they are safe and thriving** **• who to speak to if they have a problem**

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HISTORY		
AUTUMN	**SPRING**	**SUMMER**
Ancient Greece Exploring who the ancient Greeks were, Alexander the Great's Empire, researching daily life in ancient Greece and comparing life in Athens and Sparta. The children also explore democracy in ancient Athens, taking part in a debate.	**Early Islamic Civilisation** Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Undertake an in-depth study of a non-European society that provides contrasts with British history – the Early Islamic Civilisation.	**WW2 in Europe & the Battle of Britain** Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (the Battle of Britain) Understand some of the major events leading up to the Battle of Britain, including the countries involved and the roles they played. **What were British Values like during WW2? How did WW2 threaten or infringe on British Values? How did Hitler's values differ from British Values?**

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GEOGRAPHY

AUTUMN	SPRING	SUMMER
Our Changing World Discover some of the many ways in which the world is changing. From coastal erosion to political changes, there are many factors at work. Learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, explore how landscapes change.	**Raging Rivers** Find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, explore the life stories of rivers. Learn the names and locations of the major rivers of the UK and the world.	**Trading and Economics** Discover how goods and services are traded around the world. Explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, investigate the benefits of trading internationally and locally. The children will also learn about fair trade and why it is important in a global market.

THEMED WEEKS/VISITS

Black History Month **School Council Election**	**Anti-Bullying Week** **Enrichment Day: Science & Technology**	**Hazard Alley Safety Centre Visit** **Metro Bank Money Zone**	**World Book Day**	**Ramadan/Eid**	**End of Year awards Ceremony** **Sports Day** **End of Year Trip**

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PE					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Tag Rugby • To understand and start to demonstrate the important of creating space and movement • Demonstrate as an induvial or team how to regain possession • To combine basic tag rugby skills such as catching and quickly passing in one movement • To be able to select and implement appropriate skills in a game situation • To begin to play effectively when attacking and defending • To increase the power of passes so the ball can be moved quickly over greater distance	**Football** • To be able to demonstrate different methods of dribbling, while being able to be in control and changing direction at speed • To understand and start to demonstrate the importance of creating space and movement • To be able to demonstrate a range of defending skills and understand how to mark an opponent and intercept a pass • Demonstrate, as an individual or team, how to regain possession.	**Cricket** • To develop skills in batting and fielding • To choose the correct fielding techniques and organise fielders dependent on batting type • To be able to run between wickets and understand the basic scoring system • To develop a safe and effective over arm throw • To be able to bat with control	**Athletics** • To be able to use correct running techniques and running speeds in a variety of short and long distance events • To develop and apply techniques for relay racing, in passing the baton legally • To be able to demonstrate effective time keeping and score taking • To develop footwork technique in a variety of events that including jumping and throwing • To be able to carry out throws with power and accuracy	**Tennis** • To identify and apply techniques for hitting a tennis ball • To develop the techniques for ground strokes and volleys • To be able to demonstrate a successful backhand • To be able to use the scoring system effectively and apply specific rules in a game • To understand footwork required to move around court to return short and long returns • To demonstrate an overhead serve Preparation for sports day will also be incorporated into this half term.	**Netball** • To understand basic methods of passing • To develop basic coordination through passing and receiving • To develop basic shooting techniques with accuracy • To understand the basic rules of netball • To be able to apply learning in a games environment Preparation for sports day will also be incorporated into this half term

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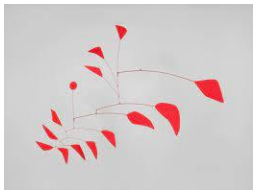
ART		
Autumn	Spring	Summer
Wildlife Birds Use pencil, white pencil, print; make clay tiles and model to create quality art work that shows progression in skills.  Explore the work of the sculptor, Brancusi, and the paper designer, Richard Sweeney.	**Plants and Flowers** Using Hapa Zome printing, sculpture and paper modelling to create quality art work. Explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau. 	**South and Central American**  Learn how to make clay monkeys, make picture puzzles using symbols, make dream catchers. Draw an important person, create a collage and make traditional drums to create quality artwork that shows progression in skills. Explore the work of South American artists Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes and Carlos Paez Vilaro.

COMPUTING					
AUTUMN		**SPRING**		**SUMMER**	
Online Safety Take a more in depth look at a variety of online safety issues, most of which they will have been familiarized with in previous years. An introduction of the internet, as a type of media, and how it can shape our ideas about boys and girls through stereotypes. Children will be given ways to deal with online content that they find worrying or even believe to be dangerous.	**Spreadsheets** Children are given an understanding of spreadsheets and how they can be used.	**Film-Making** To explore various aspects of film-making, using appropriate software in order to complete tasks such as writing a script, researching information, filming and editing.	**Kodu Programming** An introduction to programming with Kodu, a simple visual programming language made specifically for creating games	**Scratch Animated Stories** Building on previous knowledge (Scratch: Developing Games), continuing to develop skills in writing algorithms as well as editing and debugging existing codes.	**Using and Applying Skills** Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

TAJWEED

Memorisation: Aim for the end of the year is for all students to memorise Surah Rahmān. Students will also revise all previous surah's.

Qā'idah/Qur'ān: Aim for the end of the year is for all students to be able to recite the Qur'ān (each ayah) fluently. They should be able to confidently apply all Qā'idah rules in the Safar Qā'idah and apply/explain Tajweed rules at a basic level. These rules include: Ghunnah, Qalqala, Rā Mutaharrikah, Rā Sākinah, Lām of Allāh, Full-mouth letters, Alif, Meem and Noon Sākinah rules. If possible, we will also cover Madd in greater detail.

AUTUMN	SPRING	SUMMER
Memorisation: Surah Rahmān V1-26, revision of previous surah's. Recap Qā'idah: All Qā'idah rules. New Tajweed learning: Ghunnah, Qalqala, Full-mouth letters, Lām of Allāh, Rule of Alif, Rā Mutaharrikah and Rā Sākinah. Revision of all rules covered in final week of term.	Memorisation: Surah Rahmān V27-52, revision of previous portion of Surah Rahmān from last term. Recap Qā'idah: All rules covered in previous term (All Qā'idah rules, Ghunnah, Qalqala, Full-mouth letters, Lām of Allāh, Rule of Alif, Rā Mutaharrikah and Rā Sākinah). New Tajweed learning: Ikhfā Shafawi, Idghām Shafawi, Qalb, Idh-hār, Revision of all rules covered in final week of term.	Memorisation: Surah Rahmān V53-78, revision of whole Surah Rahmān and previous surah's if possible. Recap Qā'idah: All rules covered in previous term (All Qā'idah rules, Ghunnah, Qalqala, Full-mouth letters, Lām of Allāh, Rule of Alif, Rā Mutaharrikah and Rā Sākinah, Ikhfā Shafawi, Idghām Shafawi, Qalb, Idh-hār). New Tajweed learning: Ikhfā rule, Madd Muttasil, Madd Munfasil, Madd Lāzim, Revision of all rules covered in final week of term.