

Year 6 Curriculum – The Mead Academy Trust

Statutory Curriculum:

Art and Design

Use of sketchbook for:-

- Developing independent use of a sketchbook, to collect and record visual information, using the work of artists as a starting point to develop own original art work after completing supported preliminary studies
- Working from a variety of sources including observation and digital images, using the work of artists, both past and present in a sustained way to develop own ideas
- Continuing to build on drawing techniques to develop own style, including sighting techniques and negative space.
- Continuing to develop use of visual elements in art, exploring independently line, tone, colour, perspective, texture, form and pattern

Use different art processes to express creativity including: -

- Creating a variety of 2D pictures using a range of media, after independently completing own preliminary studies (x 3 a year)
- Use the 3D work from a variety of genres and cultures to develop own response through experimentation to create a piece of sculpture
- Research and explore a variety of techniques to develop an idea for printing. Create after exploration, a printing block to express own ideas for a piece of artwork

Use prior knowledge of digital media to create own piece of photography working individually or collaboratively

Computing

- Digital Literacy – understand how to communicate safely online, online responsibilities, understanding privacy rules, what is cyberbullying and how does the WWW affect stereotyping opinions.
- Physical Systems - design, write and debug programs that control physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs, whilst working with programmable robots.
- Programming - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Work with variables in text based programming language. Set variables to begin a program and control them throughout the program has their value changes. Write programs that users can interact with, allowing the users to change variable values.
- Digital content – Use the WWW to collaboratively research a topic and record this information using a shared document / resource. Use a combination of software programs to produce a digital project linked to topic learning.
- Communication – Extend knowledge of communication and how this is linked to the internet. Design and produce a website that uses the Internet to spread it's message.

Dance

- Perform dances using a range of movement patterns (NC)
- Develop, consolidate and apply the basic actions of travelling, balancing, stillness, jumping and landing and rotation
- Be able to recognise the principles of simple composition and choreography (the elements of dance) in order to use them to plan sequences and a range of movement patterns
- Be able to respond to a range of stimuli and accompaniment
- Be able to compose and choreograph work that is artistic and aesthetic in nature
- Be able to determine success criteria relating to the development of their performance using key words related to their activity
- Evaluate their own and others' performance and ask relevant questions in order to improve and make progress
- Perform and develop an appreciation of movement from different traditions, times and places
- Be able to communicate ideas and emotions using gestures or other non-verbal signals to convey and enhance meaning
- Be able to represent and respond to information in different forms including pictures, sounds and symbols showing some awareness of the audience and purpose

Design and Technology

- Using research to develop functional, innovative designs aimed at particular groups or individuals
- Generate, develop, model and communicate their ideas through discussion, annotated cross-section sketches and exploded diagrams, prototypes and also incorporating computing skills using CAD (computer Aided Design)
- Select from a wide range of tools and equipment to perform tasks such as cutting, shaping, joining and finishing with accuracy
- Select from a range of materials and components, including construction materials, textiles and ingredients according to their functional and aesthetic qualities
- Research, investigate and analyse existing products, communicating their opinions
- Test and evaluate their ideas and products against the design criteria and consider the opinions of others on how they could improve their work
- Understand how key events and individuals in design and technology have helped shape the world
- Apply their knowledge of ways to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products that include gears, pulleys, cams, levers and linkages
- Understand and incorporate electrical systems (series circuits) into their product that includes multiple components such as bulbs, buzzers, switches and motors
- Apply their understanding of computing to program, monitor and control their own products.
- Prepare and cook predominately savoury dishes using a range of cooking techniques
- Understand seasonality and know where and how a variety of ingredients are grown, caught, reared and processed

English (Years 5 and 6)

Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Word reading

- 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

Reading Comprehension

- Maintain positive attitudes to reading and understanding of what they read by:
 - 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:
 - 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
 - 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

Writing Transcription

- 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

Handwriting

- Write legibly, fluently and with increasing speed by:
- 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

Writing composition

- Plan their writing by:
 - 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:
 - 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
 - Précising 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:
 - 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

Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - 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:
 - 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.

Geography

- Name and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of physical and human geography of a region of the UK and a region in another country
- Describe and understand key aspects of physical geography, including: Climate zones, biomes and vegetation belts and the water cycle
- Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- To use the eight points of a compass (including the use of Ordnance Survey maps) and six figure grid references to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

History

British History:

- Study of aspect or theme in British history that extends children's chronological knowledge beyond 1066 -for example, The changing power of Monarchs using case studies such as John and Victoria; or changes in an aspect of social history such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; or the legacy of Greek or Roman culture (art, architecture or literature); or a significant turning point in British History (the first Railways/canals)

World History:

- Ancient Greece - a study of Greek life and achievements and their influence on the Western World (linked to Legacy of Greek culture on the present day)

Historical Enquiry:

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Regularly address and sometimes devise, historically valid questions about change, cause, similarity, difference and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how knowledge of the past is constructed from a range of sources

Maths

Counting and the Number System:

- Refine knowledge of place value, working with numbers between 1 000 000 and 10 000 000
- Read and write numbers to 10 000 000 using number discs, numerals and words
- Round and compare numbers to 10 000 000
- Place numbers to 10 000 000 in order from smallest to greatest

Number facts and calculation:

- Create and solve expressions involving brackets, exponents, multiplication, division, addition and subtraction
- Multiply 3- and 4-digit numbers by 2-digit numbers using number bonds and column multiplication as the key methods
- Estimate the product of multiplication sentences

- Divide 3- and 4-digit numbers by 2-digit numbers using a variety of methods, including number bonds and long division
- Solve complex word problems involving multiple operations, including multiplication and division, using bar models
- Find common multiples and common factors
- Explore prime numbers
- Create and solve word problems
- Express a rule using a letter or a symbol
- Express the relationship between consecutive numbers in terms of a symbol or a letter
- Express unknown numbers in terms of a letter or a symbol, including using a number before a letter for multiplication
- Write algebraic expressions using each of the four operations
- Evaluate algebraic expressions including the use of inverse operations
- Write and use formulae
- Use equations to find unknown values
- Recognise patterns that arise when adding and subtracting negative numbers on a number line
- Develop number stories for equations involving a negative number
- Compare quantities using ratio
- Explore the mean: calculate mean in different situations and use the mean to find other information

Fractions, decimals and percentage:

- Simplify fractions
- Recognise equivalence in fractions
- Compare fractions and place them in order from smallest to largest
- Add and subtract fractions with different denominators
- Develop fractions questions and word problems based on information provided
- Add and subtract mixed numbers, including fractions with different denominators by subtracting from the whole and adding the remainder back on
- Multiply fractions
- Divide a fraction by a whole number
- Write fractions as decimals using division and pictorial methods
- Read and write decimals
- Divide and multiply decimals by 1-digit numbers with no regrouping or renaming
- Multiply and divide decimals by 2-digit numbers, regrouping and renaming
- Find the percentage of a whole number
- Find the percentage of a quantity, measured in amounts such as litres and millilitres
- Look at difference and percentage change
- Use percentage as a way to compare numbers and amounts
- Convert units of measure using fractions and decimals

Measures:

- Convert units of length and distance
- Explore units of mass, volume and time
- Calculate the area of a parallelogram using knowledge of rectangles
- Find multiple methods for calculating the area of a triangle
- Find the area for a parallelogram using the triangle method
- Determine the formula for the volume of cubes and cuboids
- Estimate volumes and calculating total volumes with a formula
- Solve multi-step word problems related to volume, using division and multiplication
- Explore vertically opposite angles
- Look at angles in triangles and quadrilaterals
- Solve worded problems about angles in a circle
- Draw the nets of 3-D shapes
- Use coordinates to explore position
- Draw polygons on a coordinate grid
- Describe translations
- Describe reflections
- Describe movement
- Use algebra to describe position and movement
- Show information on different types of graph
- Revise bar graphs, pictograms and tables
- Draw, read and interpret pie charts
- Draw, read and interpret line graphs

Modern Foreign Languages

Key skills to be taught:

- Understand the main points and simple opinions in a spoken story, song or passage, Understand longer and more complex phrases or sentences
- Read and understand the main points and some detail from a short written passage. Identify different text types and read short, authentic texts for enjoyment or information. Match sound to sentences and paragraphs, Write sentences on a range of topics using a model
- Perform to an audience. Use spoken language confidently to initiate and sustain conversations and to tell stories
- Learn about festivals (New Year, Mardi Gras and April fool's day) and how these are celebrated. Learn about simple food traditions in France.

Everyday vocabulary:

- Joyeux anniversaire
- Ecoutez et répétez
- Regardez ; comptez
- Répondez levez la main

- Combien ? Montrez-moi. Donnez-moi. Apportez-moi. Passe(z)-moi

Term 1 and 2:

- Continue learning and practising numbers up to 100
- Learn how to describe the weather in French and describe suitable activities for different kinds of weather
- Learn the words for different methods of transport and to be able to make sentences using "I go"
- Grammar: use of the verb "je vais" and other action verbs
- Grammar: Make sentences using the subordinating conjunction "quand"
- Grammar: Use the correct preposition "en" or "à" for means of transport
- Read a short paragraph in French. Write weather phrases in French.

Term 3 and 4:

- Learn and revise basic French food, including a variety of food for all meals and snacks
- Learn words for different meals
- Express food likes and dislikes and ask others about their preferences
- Give examples of healthy and unhealthy food in French
- Role play a scenario in a café – ordering a meal, asking for the bill, etc.
- Practise numbers to 100
- Grammar: use of the verb "je voudrais", "je préfère" (including asking questions)
- Grammar: use conjunctions "et" and "ou" (noting use of articles definite/indefinite/masculine/feminine/plural)

Term 6:

- Story making: Grand Monstre Vert (The Big Green Monster)
- Les chevaux, la tête, le visage, les yeux, le nez, la bouche, les oreilles
- Colours
- Qu'est que c'est...
- C'est le/la.... Ce n'est pas le/la...

Music

Singing skills

- An ability to perform songs with greater expression, fluency, control and accuracy
- Having an awareness of the context of the song. An ability to sing in more than 2 parts with confidence. Enjoying singing music from many different styles and from a variety of cultures.

Performing skills and knowledge of musical instruments

- Opportunities to play music from different cultures and styles
- Children exposed to a wide range of performance activities including an end of year production exemplifying good singing technique and confidence as performers
- Working as a team to celebrate each other's musical strengths

Improvising and composing skills

- Developing confidence in composing melodies using repetition, call and response and sequence
- Following a specific brief using technology to compose and combine sounds using Garage Band
- More composing choices to be directed by children

Listening to music and appraising performances

- Understanding how music has evolved over time and how music is written for specific occasions, times and places. Listening with attention to detail and recall sounds with increasing aural memory.
- Developing an understanding of what makes a successful performance or composition; children able to articulate success and suggest improvements in compositions.

Understanding musical notation

- Notation linked to performance and composition
- On-going skills using graphic and traditional notation to record compositions

Physical Education

- Run, jump, throw and catch in isolation and in combination
- Demonstrate flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- Jump, catch, throw, run and use equipment: Select appropriately, perform consistently and accurately in response to the sporting situation, contexts/opponents
- Communicate, collaborate compete with each other
- Understand of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- Explain why regular exercise is good for my long term health and fitness and plan my own healthy active lifestyles programme
- Engage in a range of physical enrichment activities and some to a high standard
- Recognise and suggest patters of play that will increase chances of success
- Review, analyse and evaluate my and others strengths and weaknesses

Swimming:

- Swim competently, confidently and proficiently over a distance of at least 50 metres
- Use a range of strokes effectively such as front crawl, backstroke and breaststroke
- Perform safe self-rescue in different water-based situations

PSHEE

- Names common recreational drugs and their effects on the body
- Describe how and why the body changes during puberty in preparation for reproduction
- Know some basic facts about pregnancy and conception
- Discuss different types of adult relationships with confidence
- Understands that there are different strategies they can use to stay safe when faced with risky situations
- Helps organise an enterprise activity
- Considers how money affects the way that people live

- Can support both parties in managing situations
- Consistently models and positively influences others in applying the school rule
- Initiates and facilitates change within the school
- Elects and votes for a school councillor. Begins to understand democracy and its impact on the wider community

Religious Education

Wiltshire Syllabus for RE (three focus units per year)

- Islamic Relief and Christian Aid: Can we change the world? (research project)
- What can we learn from visiting a sacred space (1x virtual and 1x real)?
- In a community with differences, how should we live?

Science

Scientific Enquiry:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Identify scientific evidence that has been used to support or refute ideas or arguments
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations
- Use test results to make predictions to set up further comparative and fair tests

Living things and their habitats:

- 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 characteristics

Animals (including humans):

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans

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

Light:

- Recognise that light appears to travel 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

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

Non-statutory curriculum entitlement for The Mead Academy Trust:

Drama and Performance

- Show insight into texts and issues through deliberate choices of intonation, tone, volume and action.
- Begin to sustain and adapt different roles and scenarios.
- Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires
- Devise a performance considering how to adapt the performance for a specific audience
- Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

Education for Sustainable Development

- Investigate and evaluate energy sources and energy saving devices/building for the future.
- Design an energy saving product.
- Investigating and understanding issues around food and health in the 21st century (eating disorders, factors contributing to obesity, children's health).
- Food: growing, cooking and eating summer vegetables (peas, beans, courgettes, peppers)
- Global waste issues. Where does our waste go?
- Why is there an island of plastic in the Pacific?
- Mapping the biodiversity in our school grounds and creating information and news boards for the playgrounds to celebrate and inform.
- Investigating global sustainable brands and ethical business practices.
- How green are your jeans/trainers?
- Use NIKE as an example of a company that has cleaned up its business and manufacturing practices.
- Maintain link with school in North/South America (link with Geography)

Outdoor Learning

- Use the outdoor environment to support specific units of learning across the curriculum at least three times a year
- Science- Classification of living things
- Geography- Using maps and 8 point compasses
- Plant a selection of summer vegetables (peas, beans, courgettes, peppers) in the school grounds and poly-tunnels and be responsible for looking after them
- To take part in outdoor and adventurous activities challenging both individuals and within a team (with peers in Term 1 and with Year 3 in Term 4)
- Use the school grounds for orienteering using written clues, picture clues and compasses
- Make a survival kit for use when camping which includes items for first aid and fire making using natural materials in the school grounds

The Whole Child

- Children can have confidence in their own choices
- Children can identify the positives in difficult situations (e.g. transitions)
- Children can ensure that the whole group is involved and motivate them
- Children can accept a challenging role within a group (out of their comfort zone)
- Children can manage their own emotions appropriately
- Children can assess when it is appropriate to intervene with difficult situations
- Recognises others unable to celebrate diversity and support
- Children can show respect at all times to everyone
- Children are responsible for ensuring that the wider school community is looked after
- Children are self-motivated, committed to learning and show a clear desire to improve
- Children can negotiate and reach a compromise independently
- When faced with a challenge, children can persevere with a task and improve with practice

Enrichment

- Leavers Performance (Shakespeare)
- Christmas Performance
- Working with an artist
- Visit to a place of worship (a church or a mosque)
- Author visit
- Little Bloomers public speaking event
- Bath TAPs into Science
- Good Citizen safety event
- Trip to Clifton Suspension bridge
- Apprentice week
- Bilingual breakfast
- Sustain email link with French school/Skype calls
- Sports day
- Inter school competition
- Life Bus visit
- Forest Schools
- Residential visit/Activity week
- Ambassadors
- Trowbridge Youth Parliament