Cippenham School — Year 6 — Curriculum Overview

English

Autumn Term

Holiday brochures
Genre: persuasive
Teaching focus: intended effect and impact, persuasive language, expanded noun phrases, technical vocabulary, passive and active voice

Princess Blankets
Genre: traditional tale
Teaching focus: multi-clause sentences, rich and varied vocabulary, use of dialogue to move story on

Bake Off
Genre: instructions
Teaching focus: active voice, technical vocabulary, engagement of reader, clarity of ideas

Victorian biographies
Genre: biography
Teaching focus: developing paragraph cohesion, formal/informal register, past tense

A Christmas Carol
Genre: character description
Teaching focus: vocabulary choice, archaic language

Spring Term

Dragonology
Genre: non-chronological report
Teaching focus: sentence length variety and impact, composition and structure, multi-clause sentences

Mobile phones: help or hinder?
Genre: discursive
Teaching focus: viewpoint, logical sequence paragraph cohesion, modal verbs, effect on audience, public speaking

Goodnight Mr Tom
Genre: narrative
Teaching focus: historical setting, character development

War poetry
Genre: poetry
Teaching focus: “For the fallen” by Binyon, “In Flanders’ fields” by John Mccrae, “Gift of India” by Sarojini Naidu, “Dulce et decorum est” by Owen
Form and structure, atmosphere and mood, diversity of voices

Summer Term

The Shadow Cage
Genre: suspense
Teaching focus: creating a suspenseful atmosphere through setting, plot and dialogue

KS2 assessment
Teaching focus: refine published work

Mary Poppins
Genre: application of a range of genres
Teaching focus: technical writing, archaic language, writing in dialect, narrative history, historical fiction

Mathematics

Autumn Term

Value of numbers and measurements

Represent, compare explain value of digits in the millions, round to any degree of accuracy
Recall equivalents for fractions and decimals up to two decimals places
Multiply and divide by 10, 100, 1000 to show multiplicative property of place value
Use decimal notation to express converting measurements

Calculation and algebra

Use order of operations (BIDMAS) when carrying out calculations
Understand algebra as expressing a relationship between to variables
Solve problems about line graphs (see as relationship between two variables, plot as a line graph)
Calculate using simple formulae: e.g. area of a rectangle, area of a triangle, volume of a cuboid
Find pairs of numbers that satisfy and equation with two unknowns, area is 120m^2, what could all possible lengths and widths be?

Multiplication and division

Multiply four-digit by two-digit numbers using written algorithm for long multiplication, divide the same using written algorithm for long division, calculate an interpret mean as an average
Solve problems involving sharing resulting in fractions (e.g. each person get 2 1/3 pizzas)

Properties of 2D shapes, area, angles

Calculate area of parallelograms and triangles
Measure angles to the nearest degree
Construct 2D shapes using ruler and protractor given a set of dimensions
Recognise all the possible nets that make a certain 3D shape

Spring Term

Negative numbers

Calculate intervals across zero, e.g. 13 – 25 = -12.
Use real-life examples, e.g. temperature, bank overdraft, profits and losses
Construct line graphs representing negative numbers in real life contexts

Problem solving with calculation (word problems, number puzzles, algebra, number sequences)

Use negative numbers to calculate intervals across zero (subtracting below zero)
Convert units of measure using decimal notation
Solve problems requiring all four operations
Represent remainders according to context (e.g. decimal, fraction, round up to a whole)
Use simple formulae to describe a linear number sequences (moving in whole number, decimal or fractional steps)

Equivalent fractions and decimals

Use common multiples to express fractions in the same denominator
Compare and order fractions >1
Add and subtract fractions with different denominators
Use equivalences between fractions, decimals and percentages to calculate proportion of an amount
Express missing number problems algebraically

Families of numbers, common factors, common multiples, prime numbers

Identify common factors, multiples, use common factors to categorise primes, square numbers and cube numbers
Solve problems involving all four operations
Calculate percentage of an amount
Find all possible solutions that satisfy two unknowns

Summer Term

Geometry-position and direction

Name parts of a circle: radius, diameter, circumference
Describe position on a gird using all four quadrants (visualise as moving on a horizontal number line then on a vertical number line, explain using positive and negative number lines)

Solving algebraic expressions

Describe linear number sequences (relationship between two variables)
Plot as a line graph
Find pairs of numbers that satisfy equation with two unknowns

Problem solving with calculation

Solve multi-step problems mixing operations, include problems requiring conversion of measurements
Calculate mean as an average
Solve fractions and percentages of amounts in pie charts
Add and subtract fractions with different denominators, convert improper fractions to mixed numbers
Use simple formulae, find all possibilities for two variables, construct line graphs to show all possibilities for two variables

Factors, multiples, primes, squares and cubes

Identify common factors, use factors to categorise primes, square and cubes
Solve problems requiring scaling by simple fractions and problems involving simple rates (applying written division algorithm)

Thematic

Autumn Term	Spring Term	Summer Term
Pass it on **Science –inheritance and evolution** Know that living things produce offspring that are similar to them but can vary slightly. Explain how Charles Darwin first developed the theory of evolution by natural selection. Explain comparative anatomy of forelimbs as evidence of common descent. Explain how the environment selects for features that increase survival chances. Explain how these changes are passed on to offspring. Explain how major environmental changes can accelerate pace of evolution-this is known as punctuated equilibrium.	**Heart Beat** **Science – Explain how the circulatory system works. Name the four chambers of the heart, the function of valves and the direction of blood flow.** **Describe the functions of the heart, blood vessels and blood** **Explain how the respiratory system works.** **Name oesophagus, trachea, bronchi, bronchioles, alveoli** Explain how William Harvey demonstrated that blood is re-circulated around the body rather than being continually made new. Design own investigation to study effects on our heart beat from exercise and rest.	**Seeing is believing** **Science – Know that we see objects because they reflect light from light sources into our eye.** Know that light is bent when passing through water (refraction). Use a prism to refract light showing how white light is made of all colours of the visible spectrum. Explain how Isaac Newton put light through two prisms to show that the visible spectrum is a property of light. Art – silhouettes in the style of Giacometti and producing optical illusions to demonstrate how perspective can affect visual perception.
The Big Smoke **History –Significant events in British history: Industrial Revolution and Great Exhibition** Explain Victorian image of technological progress typified by engineering works of the Brunels and shown in Great Exhibition. Explain how railways made transportation of fresher food possible, giving us modern British icons such as fish and chips and strawberries grown in the market gardens of Devon and Cornwall. Explain how Friedrich Engels used narrative and statistics to show plight of English working class. Geography – Apply geographical skills by comparing changes in landscapes by comparing maps and photos across time periods. Design and technology-Explain why scale drawings were important for the Brunels being able to predict if their engineering projects would be successful.	**Keep calm and carry on** **History-Explain the historical significance of major events affecting Britain during WWII:** Dunkirk, Battle of Britain, Blitz, Second battle of El Alamein, D-Day, VE Day Explain role of codebreaking in winning the war, and women's role at Bletchley Park. Explain how war affected life on the home front: re-location of evacuees; effect of rationing (and dependence on convoys-which made women of WATU vital in figuring out how U-boat wolf packs operated); women employed as pilots with ATA on equal terms with men, Princess Elizabeth becomes a mechanic with ATS. Art – Analyse how paintings by war artists Stanley Spencer, Laura Knight, Anna Zinkeisen and Doris Zinkeisen depicted daily life on the home front Analyse how propaganda included and excluded images to convey a persuasive message.	**Year 6 goes pop!** **Art – Creating artwork inspired by Yayoi Kusama, Sir Peter Blake, David Hockney, Andy Warhol, Roy Lichtenstein** History – Studying work of pop artists and how represented a social change, e.g. how Yayoi Kusama's work was seen as feminist work; how Sir Peter Blake's cover for the Beatles' *Sgt. Pepper* became an iconic image. **"Deeds not words"** **History- case study of how women's suffrage movements reflected and challenged Victorian/ Edwardian era social values and social structure** Display statistical information as a way of reconstructing the past. Explain how the social structures were challenged by suffragettes campaign for women's votes and notable women such as Mary Astor, the first female MP Explain tactics suffragettes used to campaign for women's votes and how these compare to social activism today.

	Autumn Term	Spring Term	Summer Term
Visits/	Isle of Wight Residential Visit/Look out		Walk to Windsor Longridge Activity Centre Transition days
Computing	**Technology in our lives** – Internet research and typing skills **Multimedia** –Presentations on the Victorian era	**Programming** –coding, Scratch, design, write and debug **Multimedia** - Zu3d – modelling clay **Handling data –** Pupil survey, generating questions	**Multimedia**- CPS Cloud – creating online web pages **Handling data** – Pupil survey
PE	**Social and Personal focus** **Counter balance** - perform a variety of jumps into controlled balances **Agility** - reactions to chase a ball using variety of foot movements and balances **Games** – gymnastics, multi-skills, tag rugby	**Cognitive and Creative focus** **Agility** - reaction and response, catching a ball whilst moving **Static seated balance** - pick up and transfer equipment whilst holding a seated balance **Games** – dance, badminton and tag rugby	**Health and Physical focus** **Static balance** - maintain a static balance whilst catching a ball at varying heights **Applying physical skills** - react and catch a ball incorporating balance **Games** - athletics, cricket and orienteering
PSHE	**Being me in my world** - Explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation **Dreams and Goals** - Know helpful behaviours so I can work with other people to help make the world a better place. I can identify why I am motivated to do this.	**Healthy Me** - Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including whom to go to for help. I can express how being anxious or scared feels.	**Relationships** - Explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices **Changing Me** - Identify how hormones cause boys' and girls' bodies to change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings.

	Autumn Term	Spring Term	Summer Term
RE	**Islam –beliefs and practices** Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? **Christianity – belief and meaning at Christmas** What does "incarnation" mean? Why do Christians but an emphasis on the role of Mary?	**Christianity – Belief and meaning at Easter** Is Christianity still a strong religion 2000 years after Jesus was on Earth? Why is Easter seen as a central celebration in Christianity? Is Easter the conclusion to the story begun at Christmas?	**Judaism – beliefs and moral values** What is "monotheism"? Why are Islam, Judaism and Christianity all monotheistic religions? What common heritage do they share?
Music	**The Blues** – Children learn the social background and history of the blues and learn to play the 12-bar blues chords. They are introduced to the blues scales and improvise simple blues melodies in pairs. The unit culminates with children putting the chords and improvisations together to form blues pieces. Children are introduced to modern staff notation. **Exploring Keyboards V** – In this unit, children continue to learn about accompaniments and explore drones as well as chords. They learn pieces like *Shape of You* and recap pieces learnt in previous years but with accompaniments.	**Music of The 20th Century I** – Children learn about Classical music written in the 20th Century and study Eric Satie through composer and performing. **Music of The 20th Century II** – Children learn about Classical music written in the 20th Century and study *Fanfare For The Common Man* & *Sextet* through composer and performing.	**Exploring Keyboards VI** – In this unit, children continue to learn about accompaniments and explore drones as well as chords. They learn pieces like the theme from *Starwars* and recap pieces learnt in previous years but with accompaniments.