

**Wouldham All Saints Church of England Primary School**

# **Year 6**

**Curriculum**



## **Statement of Curriculum Intent**

**January 2022**

"Learning is Natural

A love of learning is Normal

Real learning is Passionate Learning"

*Passionate learning values....*

"Questions above answers

Individuality above conformity

Creativity above memorising facts

Excellence above all else"

At Wouldham All Saints Church of England Primary School we strive to live out all of the above – everyday! We aim to set our learners free, open minds and foster independence and fully recognise that a 'set' curriculum can constrain and restrict and so we work hard to avoid this.

Our purposeful and ambitious curriculum, combined with high quality teaching and flexibility, ensures that children are led to be well rounded, empathetic young people who have a genuine passion for learning and enabled to live life in all its fullness.

Children need to Fly HIGH which summarises our school mission to ...

- ✿ Be HAPPY to be God's special children
- ✿ Strive to be IMPROVING all of the time
- ✿ Work hard at being GOOD at communicating
- ✿ With HIGH expectations of ourselves and each other

We 'make our best our standard' – pushing for excellence in all things.

At Wouldham All Saints Church of England Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant to everyday life as possible. Great learning is highly memorable.

We provide a safe, calm, creative, inclusive and stimulating learning environment. Every child is recognised and valued as an individual – with interests, abilities and backgrounds that are unique. Teachers identify, support and capitalise on these qualities through their planning and selection of learning activities, involving each child as they journey together.

Being a Church of England school drives our Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control which permeates all that we do – both in learning about ourselves and the wider world in which we live.

We are fortunate at Wouldham All Saints Church of England to have a modern, spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to foster respect for our world, and how we should care for it for the benefit of future generations, as well as our own.

Inviting classroom environments stimulate and support individuals as passionate learners – enabling independence, enquiry and creativity.

The curriculum is hung upon a contextual hook (aka our theme) which has been mapped in detail to ensure effective coverage, practice, application and transfer of skills – See it, Nail it, Use it and Move it! These themes change at least termly. The thematic approach allows the school to develop strong, memorable and meaningful learning across curriculum subjects.

All learning is routinely acknowledged and celebrated.

We embrace child initiated learning as well as learning beyond the classroom and school site. Activities to enrich and support learning go well beyond the classroom and include visits, community engagement, Forest School, library visits, cultural activities as well as visitors and specialists coming into the school.

We carefully structure activities that teach 'all of the children' and 'all of the child'.

We expect every child to:

- Enjoy learning
- Challenge themselves and engage with their learning
- Feel successful in their learning
- Show curiosity, creativity and independence in their learning
- Have time for learning skills, master them and then use and apply them effectively
- Have ownership of learning, enabling real passion
- Be able to evaluate and assess their own learning
- Recognise positive relationships and promote co-operation with others
- Explore Britain's cultural heritage and its significance for us today

All great journeys begin with a single step – we recognise that all of our children have individual starting points and that they need progressive steps that have been carefully planned out upon a clearly marked pathway to success. This pathway is driven by agreed 'way-points' of skills that are clearly defined targets to aim for.

We expect all children to work hard and demonstrate progress across all curriculum areas so that they are fully prepared for their 'next steps' in learning and ultimately the modern workplace. Where children face particular learning challenges we adapt our approach to meet their needs - supporting their individual achievement and progress without negatively impacting opportunities or their passion for learning.

### **Seen it Nailed it Used it Moved it**

Children are introduced to new skills, ideas and experiences which are guided by our curriculum framework. (Seen it!)

Opportunity is provided to practice these skills and experiences effectively, demonstrating confidence and ability in this learning. (Nailed it!)

Children are then pushed to using these skills in context, explaining how their learning has influenced their thinking and decision making. (Used it!)

A fully proficient learner will then be able to demonstrate the transfer of these skills and experiences across wider learning and activity with appropriate independence. (Moved it!)

Year 6 English		
Reading	Writing	Speaking & Listening
<p><u>Decoding/Word Reading:</u> Children apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand of new words that they meet. Children read a wide range of exception words, including the Y5-6 list and similar words which occur in the texts they read.</p> <p><u>Literal Understanding and Retrieval:</u> During text-discussion, children can maintain focus on the subject, using notes when necessary; independently locate information and provide reasoned justifications for their views; routinely find accurate quotations from a whole text; retrieve and summarise details to support opinions and predictions; using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood/setting/characters and to support own viewpoint.</p> <p><u>Inferential Reading Skills:</u> With confidence, fluency and independence children draw hidden inferences, justifying with textual evidence, including quotations which illustrate Make reasoned predictions from implied details Identify and discuss themes across a wide range of texts</p>	<p><u>Handwriting:</u> Practise as required Choose the implement and writing style best suited for the task Write legibly and fluently with increasing speed</p> <p><u>Sentence Building:</u> Controls a varied range of sentences, including parenthesis Writes dialogue accurately and independently Maintains a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present Uses a range of punctuation to demarcate parenthesis Independently uses commas to separate clauses and avoid ambiguity Uses semi-colons and colons to separate clauses Independently uses all punc. associated with dialogue Uses single inverted commas to cite a quotation</p> <p><u>Text Building:</u> Independently organise information from beginning to end, using meaningful paragraphs Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion e.g. repetition of word or phrase; grammatical connections e.g. use of adverbials</p>	<p><u>Key skills</u> Present and perform Improvise Discuss and debate Hypothesise Evaluate Select register Communicate effectively</p> <p>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</p>

<p>Summarise main ideas across whole text, note developments e.g. of a character or relationship          Make comparisons within and across texts, using evaluative skills          Work out the nuanced meanings of words and phrases in context</p> <p><u>Response to Text:</u>          With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and challenge others' views courteously          Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader          Identify and talk about figurate language and its impact          Distinguish between fact and opinion          Explain and discuss their understanding of what they have read, expressing their point of view          Provide reasoned justification for views</p> <p><u>Fluency and Phrasing:</u>          Children show that they can read age-appropriate texts fluently and with confidence          Learn and recite a wider range of poetry, sometimes by heart          Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience</p>	<p>such as on the other hand, in contrast, as a consequence; and ellipsis.          Write a summary of longer passages          Use organisational devices to structure a range of non-narrative texts e.g. columns or tables to structure text          Ensure consistent and correct use of tense through the piece          Confidently use the features of a wide range of genres across narrative and non-narrative forms          Write a wider range of poetry in different forms e.g. rhyming / narrative poem / mood poem / poems which include change of structure / riddle etc.</p> <p><u>Authorial Effect:</u>          Communicate coherently and effectively with increased confidence, independence and audience awareness:          independently identify purpose and potential audience/s, and the intended effect of their writing upon them          draw on reading and research to select context and vocabulary          plan writing, noting and developing ideas, either independently or through peer discussion          draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience          read work aloud to check its intended effect</p>	
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<p>Notice and respond to punctuation and phrasing when reading aloud</p> <p>Gain, maintain and monitor the interest of the listener</p> <p>Automatically read a wide range of common exception words, including the Y5/6 list and similar words which occur in texts</p>	<p>use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader</p> <p>explore the effect of their poetry on the reader</p> <p>use further organisational devices to guide the reader e.g. in non-narrative writing</p> <p>proof-read for clarity of meaning and effect</p>	
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Year 6 Maths

The White Rose scheme of work for teaching mathematics is used by our school.

The in depth description for each area and the stage of the year it should be taught can be found on the school's Maths Long Term Overview and is supported on the White Rose maths website - [Maths resources for teachers | White Rose Maths](#)

Number	Geometry	Measure & Statistics
Place Value Addition and subtraction Multiplication and division Fractions Decimals Percentages Algebra Ratio	Properties of Shape Position and Direction	Statistics Perimeter, Area and Volume Converting Units



Year 6 Science		
Branches of Science	Working Scientifically	History/ People
<p><b>Classification</b> 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.</p> <p><b>Evolution</b> 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.</p> <p><b>Light</b> 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.</p>	<p>Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Carl Linnaeus (Botanist &amp; Zoologist who developed a taxonomy for classifying organisms)</p> <p>Mary Anning (Geologist and Palaeontologist)</p> <p>Euclid (Mathematician who predicted that light travels in straight lines and we only see things that light falls on)</p> <p>Nikola Tesla (Electrical &amp; Mechanical Engineer who developed the AC electrical system and made important advances in technologies such as x-rays, neon lights and robotics)</p> <p>William Harvey (Doctor who discovered the nature of blood circulation and the function of the heart as a pump)</p>

**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.

**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.

Yr6 ART & DESIGN		
Materials	Techniques	Artists/ Established works*
<p><b>Drawing</b> Independently selects and effectively uses relevant drawing materials and processes, using them successfully and sharing reasons for their choices.</p> <p><b>Painting</b> Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.</p> <p>Independently alternate brush size and tools used to achieve desired effect towards developing own painting style.</p> <p><b>Printing</b> Begin to independently choose a range of inks and materials and overlay colours and textures.</p> <p><b>Textiles/ collage</b> To develop understanding of how using wax (batik) and ink/ dye can achieve different textures and patterns. Taking care in how it used, making links towards creating textures and patterns linked to focused art work.</p> <p>Develop greater understanding of how changing and modify threads and fabrics as needed can result in different outcomes and desired effects.</p>	<p><b>Drawing</b> Can develop quick studies from observation recording action and movement. Returning to each study to improve accuracy and detail.</p> <p>Develop their use of the effect of light on objects and people from different directions. Showing good understanding of light and dark on form.</p> <p>Increased accuracy in the use of scale, proportion and perspective.</p> <p>Drawings of people and in particular faces, more accurate.</p> <p><b>Painting</b> Introduce the idea of tertiary colours (primary + secondary) and harmonious colours.</p> <p>Look at different tints (colours with white added) and shades of a pure hue (a colour).</p> <p>Purposely control the types of marks made and experiment with different effects and textures</p> <p>Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why.</p>	<p>Recognised, compare and contrast different art of key artists and link towards developing their own work.</p> <p>Compare the style of different styles and approaches.</p> <p>Evaluate and analyse creative works using the language of art, craft and design and using knowledge and understanding of artists and techniques. In comparison to their own and works of others.</p> <p>Suggested artist: -</p>

<p>Sculpture Work in a safe and organised way, caring for equipment. Confidently understanding of when and how to use tools and different materials on their own to achieve desired outcome aims.</p> <p>Building an understudying of the skill required when applying Modroc to a framework or over other constructed foundations and what will be needed to construct the frame/ foundation.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Continue to develop understanding of different ways of finishing work: glaze, paint, polish.</p>	<p>Take a real scene and interpret in an abstract style.</p> <p>Printing Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Alter and modify work and describe how they might be developed further.</p> <p>Develop own style using tonal contrast and mixed media (range of different styles i.e., drawing, collage and print work) within print work to create a final mixed media piece.</p> <p>Textiles/ collage To confidently use variety of techniques, e.g. printing, dyeing, weaving and stitching independently to create different textural effects, patterns and features.</p> <p>To demonstrate further experience of using different stitches creatively to produce different patterns and textures and stitched drawings.</p> <p>Use a range of different materials to demonstrate experiences in 3D weaving, exploring how different techniques of weaving can adapt the final result of textures and patterns.</p>	
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	<p>Demonstrate experience and being reflective in combining techniques to produce an end piece, e.g. stitching into printed fabric. Design, plan and decorate a fabric piece.</p> <p>Sculpture Plan in detail how the sculpture will be made. Taking into consideration the different stages of the project and the skills needed. Taking into consideration when and how work can be secured to continue with at a later date.</p> <p>Demonstrate experience in freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: furniture, buildings.</p> <p>Have a greater understanding of how to solve potential problems and discuss solutions if they occur. Then applying this to adapt work when necessary.</p>	
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Year 6 Computing		
Programming / control	Applying Word/Typing; Data Handling; Animation; Video Photography / digital art; Sound	Safe and responsible use
<p>I can use a range of sequence, selection and repetition commands combined with variables as required to implement my design</p> <p>I can create procedures to hide complexity in programs</p> <p>I can identify and write generic code for use across multiple projects</p> <p>I can critically evaluate my work and suggest improvements</p> <p>I can identify and use basic HTML tags</p>	<p>I can confidently choose the best application to demonstrate my learning.</p> <p>I can format text to suit a purpose.</p> <p>I can publish my documents online regularly and discuss the audience and purpose of my content.</p> <p>I can write spreadsheet formula to solve more challenging maths problems.</p> <p>I can create and publish my own online quiz with a range of media (images and video)</p> <p>I can mix animations and videos recordings of myself to create video interviews.</p> <p>I can plan, script and create a 3D animation to explain a concept or tell a story.</p> <p>I can choose and create different types of animations to best explain my learning.</p> <p>I can use the green screen masking tool with more than one character.</p> <p>I can use picture in picture tools in iMovie.</p> <p>I can add animated subtitles to my film to further enhance my creation.</p> <p>I can create videos using a range of media - green screen, animations, film and image.</p> <p>I can edit a picture to remove items, add backgrounds, merge 2 photos</p> <p>I can evaluate and discuss images explaining effects and filters that have been used to enhance the media. Use a 3D drawing app to create a realistic representation of world objects</p>	<p>I can challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.</p> <p>I can explain why I should keep asking until I get the help I need.</p>

	<p>Add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast)</p> <p>Compose a soundtrack that can be added to a film project.</p>	
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Year 6 Design & Technology		
Design	Evaluate	Techniques
<p><u>Context, uses and purpose:</u>  Recap – Identify how environmentally friendly the materials are. Identify the cost to make the product.</p> <p>Use research to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Develop a simple design specification to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Know how much products cost to make.</p> <p>Know how sustainable and innovative they are.</p> <p>Know the impact products have beyond their intended purpose.</p> <p><u>Ideas:</u>  Recap - Carry out discussions, create annotated sketches, cross-sectional and exploded diagrams and/or prototypes.</p> <p>Communicate their ideas through detailed labelled drawings.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p>	<p><u>Own ideas and products</u>  Evaluate their products by identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings with labels.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p> <p><u>Existing products</u> Recap - Evaluate how much products cost to make. Evaluate how innovative products are. Evaluate what methods of construction have been used. Evaluate whether products can be recycled or reused.</p> <p>Evaluate how sustainable the materials in products are.</p> <p>Evaluate what impact products have beyond their intended purpose.</p> <p>Evaluate the key designs of individuals in design and technology has helped shape the world.</p>	<p>Recap - Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately. Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>Accurately measure, mark out, cut and shape materials and components.</p> <p>Accurately assemble, join and combine materials and components.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Assemble components to make working models.</p> <p>Aim to make and to achieve a quality product.</p> <p>With confidence pin, sew and stitch materials together to create a product.</p> <p>Demonstrate when make modifications as they go along.</p> <p>Construct products using permanent joining techniques.</p> <p>Use techniques that involve a number of steps.</p>



Draw up a specification for their design- link with Mathematics and Science.

Suggest alternative methods of making if the first attempts fail.

Identify the strengths and areas for development in their ideas and products.

Demonstrate resourcefulness when tackling practical problems.

Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.

Cooking and Nutrition

Recap - Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.

Understand and apply principles of a healthy and varied diet.

Demonstrate a range of baking and cooking techniques.

Understand that recipes can be adapted to change appearance, taste, texture and aroma.

Understand that seasons may affect the food available.

Understand how food is processed into ingredients that can be eaten or used in cooking.

Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.

		<p>Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>Understand the importance of correct storage and handling of ingredients.</p> <p>Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures.</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p><u>Skills:</u></p> <p>Spoon - be able to gauge the quantities spooned to ensure an equal amount of ingredient in each container.</p> <p>Measure - using digital and analogue scales accurately and independently.</p> <p>Grate - using a nutmeg grinder.</p> <p>Cut - higher resistant foods from whole using the bridge hold, e.g. halve and apple, raw potato.</p>
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Year 6 Geography		
Place and location knowledge	Human and Physical	Map work skills
<p>Be able to 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>Be confident in naming and locating 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> <p>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).</p>	<p>Identify and make links between polar, tropical and temperate climatic zones using maps, atlases &amp; globes, to show understanding. Use appropriate geographical language to explain links and connections between climatic zones vegetation belts, biomes and describe how these physical conditions affect people and the environment in a range of places around the world.</p> <p>In human geography be able to confidently suggest reasons for different types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Have an awareness that some energy sources have positive and negative effects on people and the environment and that different people hold different views about these impacts.</p>	<p>Use 8 compass points confidently and accurately; Use 6 figure grid refs to locate positions on a map; Use latitude and longitude on atlas maps.</p> <p>Use a scale to measure distances. Draw/use maps and plans at a range of scales. Use OS maps confidently understanding key symbols.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p> <p>Begin to develop appreciation of different map projections and scales.</p>

Year 6 History

Chronological Understanding	Historical Knowledge	Historical Enquiry and Interpretation
<p>Use timelines to place events, periods and cultural movements from around the world.</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Victorians WWI, WWII, and Today.</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Can name date of any significant event studied from past and place it correctly on a timeline.</p>	<p>Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Recognise that not everyone shares the same views and feelings over the same event.</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Effectively link past events with effects in modern life.</p>	<p>Identify and use different sources of information and artefacts.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>Select the most appropriate source of evidence for particular tasks.</p> <p>Is able to form own opinions about historical events from a range of sources and explain.</p> <p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>

Year 6 French		
Speaking and Listening	Reading and Writing	Intercultural Understanding
<p>Show greater understanding of more complex sentences read to them.</p> <p>Understand a short passage made up of familiar vocabulary and basic phrases.</p> <p>Engage in short conversations.</p> <p>Express an opinion about something.</p> <p>Speak in longer sentences.</p> <p>Ask and answer simple questions on a range of topics.</p>	<p>Read longer texts aloud.</p> <p>Understand a short text based on a familiar topic.</p> <p>Answer questions based on what they have read.</p> <p>Use dictionaries to find the gender of different nouns.</p> <p>Write a short passage from memory.</p> <p>Create their own sentences by adapting taught phrases.</p>	<p>Appreciate stories, songs, poems and rhymes in French.</p> <p>Understand where French is spoken around the world.</p> <p>Recognise the names of familiar places in French.</p>

Year 6 Music		
Listening & Exploring	Performing	Composing
<p><i>NC : Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</i></p> <p>Evaluate how a venue, occasion and purpose affects the way a piece of music is created. Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion.</p> <p>Compare and contrast the impact that different composers from different times will have had on the people of the time. Analyse features within different pieces of music.</p> <p>Evaluate differences in live and recorded performances.</p>	<p><i>NC : Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations</i></p> <p>Sing a harmony part.  Perform using notations.  Try taking the lead in a performance.  Try taking on a solo part.  Provide rhythmic support.  Perform parts from memory.</p>	<p><i>NC : Improvise and compose music for a range of purposes using the inter-related dimensions of music - (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.)</i></p> <p>Recognise that different forms of notation serve different purposes.  Combine groups of beats.  Use a variety of different musical devices in their composition.(e.g. melody, rhythms and chords).  Evaluate, refine and improve their work.</p>

Year 6 Physical Education		
Games	Movement & Athletics	Swimming, Outdoor & Adventure
<p>Know which pass is best to use and when in a game.</p> <p>Keep control of the ball when under pressure from a defender.</p> <p>Run at speed, change direction and evade defenders whilst maintaining balance.</p> <p>Show flexibility by playing both in attack and defence.</p> <p>Seize an opportunity to score, sometimes quite quickly.</p> <p>Turn and run to the ball getting into a forehand or backhand position en route.</p> <p>Use 'move-hit-recover' approach within a game showing facing forward on recovery.</p> <p>Show flexibility with a range of grips/hits when sending and receiving a ball over a net.</p> <p>Use the correct swing technique and control with smooth swings</p> <p>Serve the ball/shuttlecock accurately making team mates have to move to send it back.</p> <p>Apply consistently the rules of striking and fielding games.</p>	<p>Create a 6-8 part floor sequence as individuals, pair &amp; small group to perform to different audiences, bearing in mind who the audience is.</p> <p>Transfer sequence above onto suitably arranged apparatus including different heights.</p> <p>Demonstrate 3 paired balances in sequence using various skills/actions.</p> <p>Spot peers and assess effectiveness of travel and movements.</p> <p>Be aware of and use musical structure, rhythm and mood and can dance accordingly.</p> <p>Create and perform fluent dances that show sensitivity to an idea/stimuli.</p> <p>Show characteristics of different/styles and eras within a created dance.</p> <p>Adapt and refine dances that vary direction, space and rhythm.</p> <p>Use appropriate criteria and terminology to evaluate performances.</p> <p>Organise and host competitive athletic events incorporating running, jumping and throwing. Including measurement of performance. Develop</p>	<p>Navigate using maps and 8 points of the compass.</p> <p>Use 6 figure grid references.</p> <p>Prepare for and complete a trek of at least 10km.</p> <p>Learn simple outdoor first aid and emergency actions including calling for help.</p> <p>Take part in competitive orienteering in unfamiliar locations.</p> <p>Off road cycle skills &amp; Bikeability training.</p> <p>Basic paddling skills on non-moving, sheltered water.</p> <p>Work collaboratively within a large group to complete challenges &amp; activities.</p> <p>Swim England Water Safety, Self Rescue and Aquatic Skills award.</p>

<p>Play small sided games and play a range of roles including bowler, batter and fielder to show flexibility.</p> <p>Demonstrate communication and a range of skills that can be applied in a competitive context.</p>	<p>personal confidence across competitive 'track and field' events.</p>	
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Year 6 PSHE

We use 'Jigsaw' as a whole-school approach as it embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Headings indicate the themed content with further details available through our subscription to the web resource.

<b>Being Me In My World &amp; Celebrating Difference</b>	<b>Dreams and Goals &amp; Healthy Me</b>	<b>Relationship &amp; Changing Me</b>
<p>Identifying goals for the year                      Global citizenship                      Children's universal rights                      Feeling welcome and valued                      Choices, consequences and rewards                      Group dynamics                      Democracy, having a voice                      Anti-social behaviour                      Role-modelling</p> <p>Perceptions of normality                      Understanding disability                      Power struggles                      Understanding bullying                      Inclusion/exclusion                      Differences as conflict, difference as celebration                      Empathy</p>	<p>Personal learning goals, in and out of school                      Success criteria                      Emotions in success                      Making a difference in the world                      Motivation                      Recognising achievements                      Compliments</p> <p>Taking personal responsibility                      How substances affect the body                      Exploitation, including 'county lines' and gang culture                      Emotional and mental health                      Managing stress</p>	<p>Mental health                      Identifying mental health worries and sources of support                      Love and loss                      Managing feelings                      Power and control                      Assertiveness                      Technology safety                      Take responsibility with technology Use</p> <p>Self-image                      Body image                      Puberty and feelings                      Conception to birth                      Reflections about change                      Physical attraction                      Respect and consent                      Boyfriends/girlfriends                      Sexting                      Transition</p>

Year 6 Religious Education

Old Testament	New Testament	Other Faiths
<p><u>Creation</u> – Children will learn that: There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p> <p><u>Kingdom of God</u> – Children will learn that: Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The parables suggest that there will be a future Kingdom, where God’s reign will be complete. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>	<p><u>Gospel</u> – Children will learn that: Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus’ teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus’ values favour serving the weak and vulnerable, not making people comfortable Christians believe that Jesus’ good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God). Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p> <p><u>Salvation</u> – Children will learn that: Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. The Gospels give accounts of Jesus’ death and resurrection. Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p>	<p><u>Islam</u> – Children will learn to: Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim Identify and explain connections between the main functions of the Mosque and Muslim beliefs</p> <p><u>Universal</u> – Children will learn to: Understand different reasons why some buildings are sacred Consider, discuss and weigh up different views about why mosques are important. Consider, discuss and weigh up different views about why Christian sacred buildings are important. Consider, discuss and weigh up different views about why religious art is important. Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important. Notice, list and explain similarities and differences between different sacred buildings. Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. Describe and make connections between examples of religious creativity in Muslim buildings. Describe why mosques matter to the Muslim community.</p>

	<p>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). to die for others and for their faith.</p>	<p>Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture.</p> <p>Apply ideas about generosity from scriptures, Muslim and Christian, to the title question.</p> <p>Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.</p>
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