St Mary Magdalene C of E Primary School

Overview of National Curriculum Programme of Study Objectives for Year 6

PSHE

Health and wellbeing

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to respond in an emergency.
- Identify different influences on health and wellbeing.

Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships.

Living in the wider world

- Respect for self/others and the importance of responsible behaviours & actions.
- About rights and responsibilities as members of groups and as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and managing it effectively.
- A basic understanding of enterprise.

English

Reading

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.

Comprehension

- Reading books that are structured in different ways and reading for a range of purposes.
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- 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.
- 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.
- 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.
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- 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

Composition

- Identifying the audience for and purpose of the writing.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning and reflect formality.
- In narratives, describing settings, describing characters, describing and creating atmosphere.
- Integrating dialogue to convey character, to 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.
- Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.
- Assessing the effectiveness of their own writing and the effectiveness of 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.
- 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.
- Selecting the appropriate form.
- Using other similar writing using other similar writing as models for their own compositions.
- 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.

Transcription- handwriting

- 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.

Speaking and listening – woven through strands

Transcription- spelling

- Use a thesaurus.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Continue to distinguish between homophones and other words which are often confused.
- Use dictionaries to check the spelling and meaning of words.
- 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.
- Spell some words with 'silent' letters [for example, knight, psalm, solemn].
- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell most words correctly (yr 5 & 6)

Grammar

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- How words are related by meaning as synonyms and antonyms.
- Use of the passive to affect the presentation of information in a sentence.
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags or the use of subjunctive forms.
- Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
- Use of the colon to introduce a list.
- Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.
- How hyphens can be used to avoid ambiguity
- Selecting verb forms for meaning and effect
- Using adverbs effectively to add detail, qualification and precision
- Use a wide range of clause structures, sometimes varying their position within the sentence.
- Using expanded noun phrases effectively to add detail, qualification and precision

Art & Design

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including:
  - Drawing- Autumn
  - Painting- Spring
  - Sculpture- Summer
- Learn about great artists, architects and designers in history.
- Autumn- A range of artists and works which depict movement (Paradigm – contemporary and modern)
- Spring- Salvador Dali (Surrealism)
- Summer- Alexander Caldor (abstract sculptures that move)

Computing

Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

P.E.

Autumn

Tag Rugby

-Choose and implement a range of strategies and tactics to attack and defend
-Combine and perform more complex skills at speed
-Observe, analyse and recognise good individual and team performances
-Suggest, plan and lead a warm up as a small group

Gymnastics

-Lead group warm up showing understanding of the need for strength and flexibility
-Demonstrate accuracy, consistency and clarity of movement
-Work independently and in small groups to make up own sequences
-Arrange own apparatus to enhance work and vary compositional ideas
-Experience flight on and off high apparatus

Spring

Dance

-Work collaboratively to include more complex compositional ideas
-Develop motifs and incorporate into self-composed dances as individuals, pairs and groups
-Talk about different styles of dance with understanding, using appropriate language and terminology

Tennis

-Develop backhand shots
-Introduce the lob
-Begin to use full tennis scoring systems
-Continue developing doubles play and tactics to improve

Summer

Rounders

-Apply rounders rules consistently in conditioned games
-Play small sided games using standard rounders pitch layout
-Use a range of tactics for attacking and defending in the role of bowler, batter and fielder

Athletics

-Become confident and expert in a range of techniques and recognise their success
-Apply strength and flexibility to a broad range of throwing, running and jumping activities
-Work in collaboration and demonstrate improvement when working with self and others
-Accurately and confidently record results across a variety of activities

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St Mary Magdalene C of E Primary School

Overview of National Curriculum Programme of Study Objectives for Year 6

• Indicating degrees of possibility using modal verbs. • Using preposition phrases effectively to add detail, qualification and precision • Linking ideas across paragraphs using a wider range of cohesive devices. • Use of the dash, semi-colon, colon to mark the boundary between independent clauses. • Use of semi-colons within lists • Brackets, dashes, commas to indicate parenthesis • Punctuation of bullet points to list information • Use of commas to clarify meaning and to avoid ambiguity • Use of inverted commas and other punctuation to indicate direct speech.			
Maths **Number: Place Value** • read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across 0 • solve number and practical problems that involve all of the above **Number: Addition, Subtraction, Multiplication and Division** • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-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 • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the 4 operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy **Number: Fractions, Decimals, Percentages** • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]	**Design & Technology** **Design** -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** -Investigate and analyse a range of existing products -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -Understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures -Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] -Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -Apply their understanding of computing to program, monitor and control their products. **Cooking and Nutrition** -Understand and apply the principles of a healthy and varied diet -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Autumn- Structures**	**Geography** **Locational knowledge:** -On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. **-Name** and **locate** key topographical features. Understand how these features have changed over time. **-Locate** places studied in relation to the Equator, Tropics, latitude and longitude and **relate** this to their time zone. Climate, seasons, biomes and vegetation. **-Compare** several contrasting physical environments and how they change. **Place knowledge:** **-Propose** reasons why certain places are located where they are. -Propose reasons why areas are less populated than others. **-Compare** regions in the UK with regions elsewhere in the world. **-Propose** reasons why they are similar or different. **-Compare** how communities are being affected across the world by human and physical geography and how they are preparing for a more sustainable future. **Human and physical geography:** Describe and understand key aspects of: -physical geography including oceans, seas, estuaries, deserts -Distribution of natural resources -Human geography- farming in National Parks, how are National Parks looked after? . **-Explain some ways** biomes and ecosystems (including the oceans) are valuable, why they are under threat and **how** they can be protected. **-Understand** biodiversity certain biomes. **-Identify** an important environmental **issue** **-Investigate** how processes may lead to significant changes e.g. how melting polar ice caps may lead to changes in ocean currents. **-Compare and contrast** the geographical locations of the seven climates **-Explain** how physical processes may affect the world's climate.	**MFL** French- Language Angels • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English •

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- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- 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
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and Proportion

- solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with 2 unknowns
- enumerate possibilities of combinations of 2 variables

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- 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
- 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 (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

Geometry- Properties of Shapes

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- 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
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Geometry- Position and Direction

- describe positions on the full coordinate grid (all 4 quadrants)

Spring- Mechanisms
Summer- Computer Aided Design

-**Compare and contrast** physical features of different rivers, mountain ranges etc.
-**Identify** renewable and non-renewable energy sources.
-**Compare** what different communities are doing to reduce global warming. How are humans trying to be more sustainable?

Geographical skills and fieldwork:
-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
-Confidently use the 8 points of a compass.
-Extend to 6 figure grid references with teaching of latitude and longitude in depth.
-**Expand** map skills to include non-UK countries.
-**Apply** knowledge of a six-figure grid reference to name and locate places on urban and rural maps.
-**Describe** height and slope from a map.
-**Recognise** that contours show height.
-**Read and compare** map scales.
-**Make** sketch maps of areas using symbols, a key and a scale.
-**Present information** gathered in fieldwork using a range of graphs.
-Describe the shape of the land from contour patterns.
-Work confidently with a range of maps from large-scale street maps to 1:50,000 maps.
-**Determine** the most appropriate map and scale to represent patterns, using a range of graphs and other data presentation techniques.
-**Plan and carry** out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques
-Use digital maps to **investigate** features of an area.
-**Present** information gathered in fieldwork using a **range** of graphs.
-**Analyse patterns** and **reasons** behind these.
-**Investigate** how different maps of the same place can give the user differing levels of detail. **Justify and analyse** which are most effective for achieving intended purpose.
-**Explain** why a Geographer may use a variety of map types for the same location.

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St Mary Magdalene C of E Primary School

Overview of National Curriculum Programme of Study Objectives for Year 6

- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics

- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

ience

Working scientifically

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments

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

History

-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- changes in an aspect of social history - leisure and entertainment in the 20th Century
-The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Cause and Consequence

- Why did the Vikings leave their homelands?
- What was the 'terror' that appeared in Britain on June 8th 793AD? Impact of the Viking raid on Lindisfarne.
- Why did the Vikings want to settle in Britain?
- What happened in 1066? What impact did this have on the Vikings?
- Impact changes to law in the 20th century had on society- holiday entitlements, working hours.
- How were leisure activities affected by WW2?
- Britain's recovery after the war and changes to events and leisure activities- rebuilding Britain.
- How have changes to technology in the 20th century changed lives?
- What did the Ancient Egyptians believe about the afterlife?
- What were the consequences of invasion in the Old Kingdom of Ancient Egypt?
- How did the Ancient Egyptian Empire end?

Change in Continuity

- How do Viking settlements compare to those of the Anglo-Saxons?
- How and when did England become a unified country?
- Comparison of how England was divided and ruled during Anglo-Saxon and Viking times.
- Change in music trends from 20th to 21st century.
- Changes in technology from 20th to 21st century.
- How do the achievements of the Ancient Egyptians compare to other civilisations?

Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- 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.

Year 6 will be taught to play the ukulele throughout the year.

RE

How do Christians decide to live? What would Jesus do? 2.8
An Enquiry into visiting places of worship
Why do Hindus want to be good?
For Christians what kind of King was Jesus? 2.7
Justice and poverty: Can religions help to build a fairer world? Christian Aid and Islamic relief
What impact do peoples' beliefs have in their lives?

Make sense of belief:
Identify features of Gospel texts (for example, teachings, parable, narrative).
Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.

Understand the impact:
Make clear connections between Gospel texts, Jesus''good news', and how Christians live in the Christian community and in their individual lives.

Make connections:
Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.
Articulate their own responses to the issues studied, recognising different points of view

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• 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	**Similarities and Differences** • Similarities and differences in why the Vikings travelled. • Similarities and difference in Viking sites. • What was life like for Vikings living in Britain? • Comparing leisure and entertainment through the 20th century. • How did different groups of people contribute to the achievements of Ancient Egyptian society? • Ancient Egyptian beliefs and the afterlife. What were the successes in the New Kingdom of Ancient Egypt? **Historical Significance** • Why was travel so significant during the Viking era? • Why is Alfred the only king or queen in England to have 'the great' after their name? • Key historical figures which led to England becoming a unified country by the year 1016. • The role of the cinema, film and tv industry. • Significance of changes to law during the 20th century- holiday entitlement, working hours. • What were the 'Swinging Sixties'? Why was this a significant decade of the 20th century? • Why do we know so much about the Ancient Egyptians and their achievements? • Who were the Ancient Egyptian Gods? Who was Ramses II?		

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