

Spring Term Curriculum 2022

Year 6 Essential Knowledge

English

Reading

Question:

- know the answer when questioned about the text to show their understanding of what has been read

Visualise:

- know key vocabulary (words, phrases, language features) that the author has used and the intended impact on the reader

Clarify:

- know that there is a difference between fact and the author's opinion
- know that an author's use of vocabulary guides the reader's viewpoint
- know that the way an author uses structural and presentational features has an impact on the reader

Predict and Infer:

- know that what has been read so far can be used to make predictions
- know the way an author chooses to vary action, dialogue and description affects the reader's perception of a character

Summarise:

- know that the main idea in a text can be summarised
- know that the main idea in a text can be compared to another text
- know that themes and conventions can be compared between texts

Reading and comprehension skills can be applied across a range of genres

Class text: Wonder - R.J. Palacio

Class poet: Robert Louis Stevenson

Writing

Grammar Spelling and Punctuation

Know that:

- the perfect form of a verb expresses an action that started and finished in the past before another action started
- in a sentence written in the active voice, the subject of the sentence performs the action
- in a sentence written in the passive voice, the subject has the action 'done' to it - the object of the sentence comes first

- colons, semi-colons and dashes can be used to join **independent clauses** and make them part of one sentence
- a hyphen can be used to join words or parts of words
- there are different structures for informal speech and formal speech
- the subjunctive is a form of verb to express demands, suggestions, hopes and wishes
- there is a wide range of adverbials
- an ellipsis can be used to show cohesion and for effect

Know:

- how to write an effective non-chronological report with a range of organisational and presentational devices to structure text and to guide the reader, including:
 - headings
 - sub-headings
 - bullet points
 - underlining
 - tables
 - columns

Know:

- how to write effective narratives inspired by a significant author using:
 - a beginning, middle and end,
 - settings, characters, plot, atmosphere
 - integrated dialogue to convey character and advance the action

Grammatical and language features should be applied across a range of writing genres

Maths

Know all Year 5 connected knowledge

Arithmetic

Multiplication and Division

Know:

- multiplication strategies for larger numbers and long multiplication
- division: dividing by two-digit divisors
- using compensation to calculate
- scale factors, ratio and proportional reasoning
- order of operations
- knowledge of above to reason and solve problems

Fractions, Decimals and Percentages

Know:

- fractions can be simplified using common factors
- the expression of fractions in the same denomination using common multiples
- fractions are associated with division
- the order of fractions including mixed number fractions finding the lowest common denominator
- the strategies to add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions
- the strategies to multiply simple pairs of proper fractions and write answer in simplest form
- the strategies to divide proper fractions by whole numbers
- the order of a given set of fractions, decimals and percentages
- the strategies to multiply decimal numbers by decimal numbers
- knowledge of above to solve problems involving decimal numbers which require answers to be rounded to specified degrees of accuracy
- equivalences between simple fractions, decimals and percentages, including in different contexts
- the order of a given set of fractions, decimals and percentages
- knowledge of above to reason and solve problems involving fraction, decimal and percentage equivalents

Converting units of measure (1)

Know how to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three 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 three decimal places

convert between miles and kilometres

Science

Physical Processes: Light

Know that:

- light travels in straight lines
- objects are seen because they give out or reflect light into the eye
- we see things because light travels from a light source to our eyes or from a light source to an object and then to our eyes

- shadows have the same shape as the objects that cast them

Evolution and Inheritance

Know that:

- living things have changed over time
- fossils provide information about living things that inhabited the Earth millions of years ago
- living things (including humans, other mammals, amphibians and birds) produce offspring of the same kind but not identical to parents and this may lead to adaptation
- animals and plants are adapted to suit their environment in different ways
- adaptation may lead to evolution

PSHE

Health and Wellbeing

Know:

- ways to live with COVID-19

Living in the Wider World: Belonging to a Community

Know:

- how people make and change rules/laws
- everyone has human rights
 - they are not always adhered to
- human rights should be protected
 - we all have a responsibility to protect human rights

Living in the Wider World: Media Literacy and Digital Resilience

Know:

- there are challenges and risks associated with social media
 - how and why images online might be manipulated, altered, or faked
 - how to recognise when images might have been altered
 - how to recognise what is appropriate to share online
- rules and laws relating to sharing things on line
 - social media sites have age restrictions and regulations for use
 - the reasons why some media and online content is not appropriate for children
- online content can be designed to manipulate people's emotions and encourage them to read or share things

- there are ways to report inappropriate online content or contact

Living in the Wider World: Money

Know:

- the role that money plays in people's lives
- the government takes money from what we earn
- how money can be gained or lost
- how having or not having money can impact on a person's emotions, health and wellbeing
 - common risks associated with money, including debt, fraud and gambling
 - how to get help if they are concerned about money

Art and Design

Painting

Know:

- watercolour washes create a specific mood or atmosphere
- real-life images can be represented in a collage
 - simplify what is observed
- the work of a range of artists, craft makers and designers throughout history: **JMW Turner**

Sculpture

Know:

- embossed decoration can be built up on the surface of clay
- how to use slip and score on a tile
- history can be used as a starting point
- the work of a range of artists, craft makers and designers throughout history: **The Maya**

Computing

Coding

Know:

- simplified code makes their programming more efficient
 - variables
- what a simulation is
 - how to program a simulation
- what decomposition and abstraction are
- friction and function

- strings
 - set/change variable values
 - text variables
 - concatenation

Spreadsheets

Know:

- what a spreadsheet looks like
- that data can be entered into a spreadsheet
 - formatting data
- that spreadsheets can be converting into graphs
- that formulae can used in spreadsheets

Online Safety should be applied across all curriculum areas

Design and Technology

Textiles

Know:

- dyes can be obtained from nature
- different tie-dye techniques and how to create them
 - bulls eye pattern
 - diagonal stripe design
 - polka dot pattern

French

Where I live/Where you live

Know:

- j'habite dans...
- j'habite à...
- j'habite en...
- la maison/l'appartement
- beau/belle
- joli(e)
- vieux/vieille
- nouveau/nouvelle
- bon/bonne
- qu'est-ce qu'il y a dans ta ville?
- dans ma ville, il y a...

- en ville: la boulangerie,
- la pharmacie, la boucherie, la pâtisserie
l'épicerie, la poissonnerie, le supermarché, la bibliothèque
- aller
- je vais à la/au
- où vas tu?

Daily diet - general greetings, class instructions, la date, les saisons, le temps

Geography

Place: Human and Physical features: Peru

Know:

- the location of Peru
- the key physical features of Peru
- the key human features of Peru
- the significance of the Urubamba valley to the Peruvians

Music

Pop (Happy)

Know:

- the meaning of dynamics, timbre, structure, pulse, rhythm, texture, tempo and pitch
- songs in solo and ensemble
 - sing with increasing accuracy, fluency, control and expression
- how to play musical instruments with increasing accuracy, fluency, control and expression
 - improvise music for a range of purposes
 - compose music for a range of purposes
 - use stave notation

PE

Dance: Capoeira

Know:

- how to copy and repeat more complex dance sequences
- how to use motifs: unison, canon and mirroring
- what it means to use timing and transitions to link motifs smoothly together
- how to create more complex individual, partner and group dance sequences

- how to use Capoeira dance moves:
 - ginga
 - esquiv lateral
 - esquiv baxia
 - meia lua de frente
 - rolê

Racquet sports: badminton

Know:

- techniques for:
 - using forehand and backhand
 - serving overhead
 - directing a shuttlecock using hand/eye coordination

RE

Expressing: Is it better to express your religion in arts and architecture or in charity and generosity?

Know that:

- churches and Mosques are considered to be important religious buildings
- Muslims and Christians use art in different ways
- Christian and Muslim charities try to change the world
- some people may be critical of religious art/architecture

Easter: Power and Hope: what is the message of Easter to the World?

Know:

- the Easter story from different perspectives (e.g. disciples, Pontius Pilate, Barabbas)
- the symbolism of power and hope in the Easter story for Christians today