



Curriculum Overview

Year: 6

English	<ul style="list-style-type: none">- Identify purposes for their writing and adapt style through vocabulary, level of formality and punctuation.- Plan efficiently and effectively for creative writing, drawing upon example texts.- Develop an 'editing eye' through becoming confident in suggesting changes to vocabulary, punctuation, clause structures and identify elements to add further detail or to suggest restructuring.- Use a range of punctuation in writing for meaning and effect.- Develop a personal legible, cohesive and fluent handwriting. Able to identify the differences of between handwriting for note taking and best work.- Use and understand grammatical terminology accurately to talk about their own and others writing.- Become resilient readers through checking what has been read through exploring the context of words in discussion.- Develop a wider reading repertoire and able to provide reasoned justifications for what they have read in group discussion and writing.
Maths	<ul style="list-style-type: none">- Develops resilience to persevere with mathematical investigations and problem solving.- Draws upon mathematical knowledge to interpret word problems.- Becomes adept at understanding multi-step word problems in context.- Confident in using written methods for all operations.- Estimating to check answers to calculations to minimize errors and determine an appropriate degree of accuracy.- Performs mental calculations through understanding relationships between numbers.- Apply knowledge of place value to a range of practical problems.- Confidently reads, writes, orders and compares numbers up to 10,000,000 and determines the value of each digit.- Round any whole number to a required degree of accuracy.- Use negative numbers in context, and calculates intervals across 0.- Multiply, divide, add and subtract fractions.- Compare and order fractions.- Simplify fractions through common factors and express fractions in the same denomination by applying knowledge of common multiples.- Associate equivalences between fractions, percentages and decimals in different contexts.- Calculate percentages of numbers in context.- Apply ratio and proportion to problems in context.

	<ul style="list-style-type: none"> - Use simple formulae, generate and describe linear sequences. - Use, read, write and convert between standard units up to 3 decimal places. - Convert measurements between metric and imperial units e.g. miles to kilometers. - Calculate area and perimeter of a range of polygons and recognizes that shapes with the same area can have different perimeters. - Draw 2D shapes using given dimensions. Recognise and describe 3D shapes. - Find unknown angles of polygons and through application of their properties. Recognise angles that meet at a point on a straight line, or are vertically opposite. - Use all four quadrants for coordinates and can translate, reflect shapes within these. - Interpret and construct pie charts, line graphs and use these to solve problems. - Calculate the mean average and range.
Science	<ul style="list-style-type: none"> - Become increasingly adept at planning scientific investigations including controlling variables, and identifying one variable to change and measure. - Take measurements with increasing accuracy and precision. - Record data and results of increasing complexity using various formats. - Report on findings from investigations, including written explanations, causal explanations and conclusions. - Present reports of findings in written form, displays and presentations - Continue to develop the ability to use test results to make predictions to set up further comparative and fair tests. - Identify a variety of forces acting on objects and explain their effects. - Describe how living things (plants, animals, micro-organisms) are categorized into groups and use keys to classify living things through identification of specific characteristics. - Observe similarities between living things (both extinct and alive) and consider how this could indicate evidence for evolution. - Understand that animals adapt to their environment and that adaptation may lead to evolution. - Apply knowledge of light travelling in a straight line to explain results in experiments. - Use recognized symbols for drawing electrical circuits. - Compare and give reasons for variations in how components function dependent on variables within a circuit. - Understand the effect of using more volts with a circuit.
Computing	<ul style="list-style-type: none"> - Recognize how technology can be used safely, respectfully and responsibly and can recognize unacceptable behaviour.

	<ul style="list-style-type: none"> - Use logical reasoning to explain how simple algorithms work and can apply this to debug programs. - Understand computer networks such as the World Wide Web. - Use a range of software to present data and information. - Develop a greater understanding of Microsoft Office.
Religious Education	<ul style="list-style-type: none"> - Able to outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied (God, Creation and Fall). - Can explain connections between biblical texts and the key concepts studied, using theological terms. - Compare the ways in which Christians interpret biblical texts, showing an awareness of different interpretations. - Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. - Identify ideas arising from their study of texts and concepts and justify their responses. - Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities in the world today and can develop insights of their own.
Art	<ul style="list-style-type: none"> - Use sketchbooks to develop ideas and experiment with drawing techniques. - Develop a greater understanding of a variety of media and the effects of these. - Have an increasingly aware visual literacy. Can begin to deconstruct the meaning of art works. - Recognize that art works are a reflection of the time and society in which they were made. - Continue to build a greater knowledge of artists through history.
Design and Technology	<ul style="list-style-type: none"> - Can use research to develop and inform designs of products that are aimed at a target audience, which are both innovative and functional. - Can communicate their ideas with sketches, diagrams and other models. - Can use a range of stitches to create a prototype design. - Can incorporate, understand and use an electrical element and a pulley in their design and product. - Can understand and use mechanical systems in their products such as gears and pulleys. - Can use a range of materials innovatively to both make a product and for aesthetic purposes. - Able to reflect on their product to evaluate what has worked well and what may need to be developed further. - Develop a more in-depth understanding of nutrition and healthy eating.
Geography	<ul style="list-style-type: none"> - Can use an atlas to locate places. - Can identify key topographical features of a map such as mountains, rivers, coasts etc.)

	<ul style="list-style-type: none"> - Can identify the position and significance of: the Equator, Tropics of Cancer and Capricorn, southern hemisphere, northern hemisphere, time zones and changes. - Identify similarities and differences between the UK and South America. - Understand and describe key aspects of physical and human geography. - Use fieldwork to measure record and study the surrounding area.
History	<ul style="list-style-type: none"> - Developing an understanding of how WW1 affected the local area, with a particular study on Hertford. - Able to reason their historical ideas with relation to both primary and secondary sources. - Develop an understanding of Mayan history. - Identify how this non-European society contrasts with British history.
Languages	<p>Listening</p> <ul style="list-style-type: none"> - Listening attentively and showing understanding by joining in and responding; linking the spelling, sound and meaning of words <p>Speaking</p> <ul style="list-style-type: none"> - Asking and answering questions; expressing opinions and responding to those of others; asking for clarification and help; speaking in sentences; describing people, places, things and actions; acquiring accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <p>Reading</p> <ul style="list-style-type: none"> - Reading and showing understanding of words, phrases and more advanced texts; appreciating stories, songs, poems and rhymes; understanding new words that are introduced into familiar written material; using a dictionary <p>Writing</p> <ul style="list-style-type: none"> - Writing words and phrases from memory; describing people, places, things and actions; adapting phrases to create new sentences; correctly indicating gender of nouns, using definite and indefinite articles; using singular and plural forms of nouns, ensuring agreement of adjectives; learning conjugation of key verbs <p>-</p>
Music	-
Physical Education	<ul style="list-style-type: none"> - To become familiar with qualities needed for a good leader and implement these to set up games for younger children. - Undertake Young Sports Leaders' award. - Become increasingly familiar with invasion games and understand differences between attacking and defending. - Develop strength, flexibility, technique, control and balance in relation to gymnastics and a range of games.
PSHE	<ul style="list-style-type: none"> - Able to identify rights and responsibilities at school, in the home and in the community.

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| | <ul style="list-style-type: none">- Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.- To think about facing new challenges positively by making responsible choices and taking action.- To become increasingly aware of how to handle emotions.- Understand how new rules are implemented into society and gain a greater understanding of the way in which Parliament is conducted.- Can reflect on other peoples' spiritual, moral, social and cultural differences and understand their experiences.- Able to interpret how their actions affect themselves and others, able to become increasingly aware of others thoughts and feelings and can try to see things from different points of view.- To be aware of different types of relationships, including marriage and those between friends and families.- To understand: reproduction; changes that happen in puberty; emotions; and happy relationships.- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help. |
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