All Saints C of E (VA) Primary School, Datchworth

Curriculum Skills Overview

Year: 6

English	• Fiction Genres - read, respond to & recreate short stories, using features of different genres, such as ghost stories and detective fiction • Narrative Workshop – develop key narrative techniques, such as creating settings, characterisation, atmosphere, timeslip and flashback • Take One Book – increase the range of texts read (e.g. Skellig, Private Peaceful, War Game, Short, The Speckled Band, Tom's Midnight Garden, Holes, Flour Babies, Wonder) to foster a love of reading and books; develop higher order skills such as clarifying, inferring, noticing different perspectives, comparing and making connections, so that a fuller understanding of texts and authorial intent is gained • Explanation – use technical vocabulary, causal connectives and layout features of the genre; report and present findings from enquiries including conclusions and degree of trust in results • Recount – write in role, creating distinctive voices and shifts in formality • Report – Choose the appropriate style and form of writing to suit a specific purpose and audience (e.g. Datchworth tourist guide for Nepalese partner school) • Persuasion – Construct an argument to convince others of a point of view and evaluate its effectiveness; use standard English appropriately (e.g. write an opinion piece 'Is Skellig an Angel?'; persuade friends, family, local authority to reduce plastic consumption) • Discussion – write a balanced text, using themed paragraphs, to present both sides of a debate • Poetry – build vocabulary; use synonyms in correct context; develop use of figurative language; analyse poems; give personal response; state preferences • Grammar - know how words are related by meaning as synonyms and antonyms; use the passive to affect the presentation of information in a sentence; know the difference between vocabulary and structures typical of informal speech and formal speech and writing; linking ideas across paragraphs using a wider range of cohesive devices, ellipsis and layout devices. • Punctuation - use of the semi-colon, colon and dash to mark the boundary between independent clauses; use of the colon to introduce a list and use of semi-colons within lists; punctuation of bullet points to list information; show how hyphens can be used to avoid ambiguity • Plan efficiently and effectively for creative writing, drawing upon example texts and teacher modelling • Develop an 'editing eye'; become confident in suggesting changes to vocabulary, punctuation, clause structures and in identifying elements to add further detail or restructuring. • Develop a personal legible, cohesive and fluent handwriting style. Identify the differences of between handwriting for note taking and best work

Maths	• Develop resilience to persevere with mathematical investigations and problem solving. • Draw upon mathematical knowledge to interpret increasingly complex word problems • Become adept at suggesting different strategies to solve multi-step word problems in context • Use written methods, including long multiplication and division, with confidence for all four operations • Estimate to check answers to calculations to minimise errors and determine an appropriate degree of accuracy • Perform mental calculations efficiently through understanding relationships between numbers • Apply knowledge of place value to a range of practical problems • Confidently 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, calculating intervals across 0 • Compare, order, multiply, divide, add and subtract fractions • Simplify fractions using common factors and express fractions in the same denomination by applying knowledge of common multiples • Associate and make use of equivalences between fractions, percentages and decimals in different contexts • Calculate percentages of numbers in context • Apply ratio and proportion to problems in context • 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 recognise 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 by applying knowledge of their properties. Recognise angles that meet at a point, on a straight line or are vertically opposite • Use all four quadrants for coordinates; translate and reflect shapes within these • Interpret and construct pie charts, line graphs and use these to solve problems • Calculate the mean average and range.
Science	• 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, e.g. why shadows have the same shape as the objects that cast them • Explore and explain how simple optical instruments work, e.g. periscopes • Use recognised 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 within a circuit. • know how puberty relates to growing from childhood to adulthood, about the reproductive organs and process, how babies are conceived and born and how they need to be cared for.
Computing	• Computer Science - design a playable game with a timer and a score; plan and use selection and variables; understand how the launch command works; use functions and understand why they are useful; use flowcharts to create and debug code; create a simulation; understand what the Internet consists of; understand what a LAN and a WAN are; recognise that digital systems represent all types of data using number codes that are patterns of 1s and 0s. • Information Technology - use a spreadsheet to investigate the probability of the results, calculate and plan; identify the purpose and features of blogs; create quizzes using 2Quiz; navigate, use formulae and enter data in Excel; create a variety of graphs in excel. • Digital Literacy - identify benefits and risks of mobile devices; identify secure sites; identify the benefits and risks of giving personal information; review the meaning of digital footprint; have a clear idea of appropriate online behaviour; identify positive and negative influences of technology.
Religious Education	• Buddhism - develop an understanding of the origins and principles of Buddhist beliefs and practices; explore and explain symbolism within Buddhism; make connections between Buddhism and other world faiths; identify similarities and differences between Christian prayer and Buddhist meditation; through discussion, research and questioning, explore how Buddhist teachings and the search for enlightenment influence followers' lives; know about key inspirational figures and appraise the role of religious leadership • Christianity - outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied (God, Creation, Salvation and Kingdom of God); 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 biblical 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 develop insights of their own.

Art	• Self portraits - use sketchbooks to develop ideas and experiment with drawing and sketching techniques; develop a greater understanding of a variety of media and the effects of these; develop visual literacy; begin to deconstruct the meaning of art works; create abstract portrait based on personality and passions • Art of Japan – learn vocabulary associated with the seven visual elements of art: line, shape, tone, colour, pattern, texture and form; make simplified and stylized outline designs; use tools precisely to carve into Styrofoam tiles; practise layered printing techniques; choose colours from limited palette; evaluate and make suggestions to refine skills • Artist study: Friedensreich Hundertwasser - continue to build a greater knowledge of artists through history; recognize that art works are a reflection of the time and society in which they were made; develop understanding of the colour wheel and learn specific vocabulary related to colour theory; create paintings that demonstrate complementary and harmonious relationships; through collage, develop understanding of composition and balancing colour and texture.
Design and Technology	• Friedensreich Hundertwasser architecture – design eco-house for the future; research to develop and inform proposals for products aimed at a target audience which are both innovative and functional; communicate ideas with sketches, diagrams and other models • Practical Action Nepal – gain practical experience to reinforce their learning around forces and pulleys • develop problem solving, team working and presentation skills • discover how STEM can help solve global issues and achieve the UN Global Goals • Flour Babies – plan, sketch and annotate drawings; suggest techniques; use a range of decorative methods to make individual product; develop stitching skills further for attaching parts • Knex Challenge - understand and use mechanical systems in product, such as gears and pulleys; design and make a product to match a specific brief; demonstrate and explain product to audience and judges; reflect on product to evaluate what has worked well and what may need to be developed further.
Geography	• Extreme Earth – identify key topographical features of a map such as mountains, rivers, coasts etc; develop locational knowledge; using an atlas and online sources identify the position and significance of the Equator, Tropics of Cancer and Capricorn, southern hemisphere, northern hemisphere, time zones and changes; understand the difference between weather and climate; explore weather extremes in different environments; compare climate and landscape with local area; research mountain formation, tectonic plates and earthquakes; study human and physical impact of earthquakes • South America - find out about the location, countries, climate, major mountain ranges, human geography, trade and industry of South America; understand and present information about what fair trade is • Local area study (Waterford) - interpret maps and diagrams; annotate a base map with information; make field sketches of different scenes or views; photograph and record the location; measure river depth and speed; collect, analyse and communicate with a range of data gathered; present results in creative ways

	• Orienteering - match map names symbol cards correctly; develop agility and running technique through terrain.
History	• First World War – articulate and justify historical ideas with relation to both primary and secondary sources; research local war heroes; develop an understanding of how WWI affected the local area, with a particular study of Hertford; examine causes of WWI; discuss life in the trenches; highlight technological developments and compare to old methods of warfare; explain why WWI came to an end • Ancient Civilisation: the Mayans – research and study accounts and photographs of artefactsand remains including architecture, art, carvings and inscriptions; reflect on the decline of Mayan civilization; identify how this non-European society contrasts with British history.
Languages French	• Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices) • Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour • Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like) • Be able to express a statement in the positive and the negative • Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.) • Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. • Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.) • Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read • Study cross-curricular topics; use the language skills they have developed to help them decode meaning and gist from more complex passages. • Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities.
Languages Latin	• Introduce oneself and greet another • Translate comic strips, discuss word derivations, look for and apply patterns when using nouns, verbs and adjectives e.g. know how nouns and adjectives agree in Latin and change endings of verbs depending upon who is doing the action • Match endings to make sentences, e.g. Porcus sordidus est • Identify adverbs and plural nouns • Add -te to the end of a command to make it plural, e.g. veni! becomes venite! • Spot prepositions in a picture story, say them and explain their meaning • Make up a long sentences using the conjunctions quod, sed and quamquam • Identify the subject and object and know that nouns which are the object in a Latin sentence change their endings.

Music	**Listening:** • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work **Composing:** • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their own and others' work, using musical vocabulary. **Performing:** • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions. End of Year Performances –use BSL signing to accompany songs for Leavers' Service; use voice with accuracy and control; devise movements to accompany songs; perform with confidence and dramatic expression.
Physical Education	• Young Sports Leaders Award - become familiar with qualities needed for a good leader and implement these to set up games for younger children; demonstrate a wide variety of skills including communication, taking responsibility; organisation; motivation and the raising of self- esteem; working with others, planning and self-review • Understand the importance of warming up and cooling down; carry out warm-ups and cool-downs safely and effectively; understand why exercise is good for health, fitness and wellbeing; know ways they can become healthier; thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

	• Games - become increasingly familiar with invasion games and apply knowledge of skills for attacking and defending; show confidence in using ball skills in various ways in a game situation and link these together effectively • Gymnastics - develop strength, flexibility, technique, control and balance • Dance - demonstrate fluency and control, linking all movements and ensuring that transitions flow; modify some elements as a result of self and peer evaluation • Athletics – select confidently and independently the most appropriate pace for different distances and different parts of the run; set up and lead jumping activities including measuring the jumps with confidence and accuracy; develop and refine techniques to throw for increased distance and accuracy; support others in improving their personal best. • Swimming - Perform safe self-rescue in different water based situations; swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
PSHE	• Reflect on other peoples' spiritual, moral, social and cultural differences and understand their experiences; interpret how their actions affect themselves and others; become increasingly aware of others' thoughts and feelings and see things from different points of view; recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; face new challenges positively by making responsible choices and taking action. • Health and wellbeing – know how we can keep healthy as we grow and becoming independent; make choices that support a healthy, balanced lifestyle including: planning a healthy meal, staying physically active, understanding the importance of sleep, maintaining good dental health, avoiding harmful drugs, staying safe in the sun, balancing time spent online with other activities, knowing how to manage situations involving influences of friends and family • Living in the wider world – understand how the media can influence people; develop media literacy and digital resilience; know how to stay safe online; evaluate the reliability of different types of online content and media; recognise that online content may be targeted to influence individuals and groups • Relationships: explain how friendships may change as we grow and how to manage this, including changes which may arise when moving to secondary school; describe how growing up and becoming more independent comes with increased opportunities and responsibilities; be aware of different types of relationships; know that people who are attracted to and love each other can be of any gender, ethnicity or faith.