



**Curriculum Framework  
for  
Year Six**

# St Matthew's Curriculum Statement

Here at St Matthew's, we have developed a statement that outlines all that we want our children to achieve in their time at St Matthew's Primary School. We aim for the children to achieve all of the following through following our taught curriculum in the classroom and by participating in the wider life of the school, its culture and values. Here is our statement below:

We want our curriculum to prepare children for the future so that they may lead happy, positive and fulfilling lives.

We want the children to develop the skills, knowledge and confidence to make and take opportunities in life. This is in terms of academic excellence and by developing the healthy lifestyle, attitudes, dispositions, values and ways of thinking that will promote their sense of well-being, happiness and fulfilment.

We want the children to have a wide range of experiences to enable them to discover and develop their individual interests, a sense of who they are and what they want to be.

We want the children to be motivated, engaged and enthusiastic about their learning, and take this enthusiasm forward into everything that they do. This will enable them to be curious, life-long learners.

We want children to be confident to take risks, to be resilient to learn from mistakes and to know how to get help and support when they need it.

We want the children to be critical thinkers, to question what they are told and come to their own conclusions.

We want the children to know their rights and responsibilities, in school, in our community and in wider society.

We want children to reflect on their values and act accordingly.

We want the children to learn the skills to develop strong, positive relationships and friendships.

We want the children to be open minded and culturally aware. We want them to understand that people are different, including having different families, relationships, beliefs, views and opinions. We want them to embrace, respect and celebrate this diversity.

# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

<b>English</b>	Programmes of Study for: <ul style="list-style-type: none"><li>• Year One</li><li>• Year Two,</li><li>• “Lower Key Stage Two” (by the end of Year Four)</li><li>• “Upper Key Stage Two” (by the end of Year Six)</li><li>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul>
<b>Maths</b>	Programmes of Study for each group from Years One to Six
<b>Science</b>	Programmes of Study for each group from Years One to Six
<b>All other National Curriculum Subjects</b>	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

### 2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

### 3. Our Question Boards

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

## A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

## Our Curriculum for Year 6 for the First Half of Spring Term

### Context for Learning: Mysteries of the past...

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>ENGLISH</b>	Fiction Genres	<p>Children explore a range of texts and identify the features that mark them as belonging to a particular genre.</p> <p>They use prior knowledge to create a mixed genre story.</p> <p>They read compare and evaluate texts belonging to the same genres, identifying the common features.</p> <p>They identify the use of imagery in establishing a menacing setting.</p> <p>They explore the way in which a sense of character is built up from a range of clues.</p> <p>They discuss how the perfect form of verbs can help in framing a flashback and write a flashback based on a familiar text.</p> <p>They identify how verbs are used in an extract from an action novel and practise writing actions sentences using strings of verbs.</p> <p>They generate noun phrases to describe a setting in an interactive resource and write a setting description, bringing together the phrases using conjunctions, prepositions and adverbials to link.</p> <p>They identify how character emotions can be implied through physical description (of person, action or place), then they write a paragraph based on a short film that 'shows not tells' how the main character is feeling.</p> <p>They analyse the use of dialogue in Skellig during a key encounter and write a passage including dialogue that gives clues to contrasting characters.</p> <p>They identify and discuss cohesive devices in an action sequence and use this knowledge to write their own action sequence based on a film.</p> <p>They analyse the creation of tension and suspense in a film extract and collate a list of devices used to achieve this effect.</p> <p>They revise the different ways in which clauses can be ordered. They experiment with sentence structure and consider how manipulation changes effect.</p> <p>They plan a non-linear story.</p> <p>They write a story opening, using prior learning to weave character clues into their narrative opening.</p>

		<p>They write a passage in which their main character discovers an unusual setting and encounters a strange figure.</p> <p>They apply prior learning relating to action and generating tension to write the main event of their story.</p> <p>They write a simple flashback that sets up their resolution.</p> <p>They use dialogue to create a reflective ending.</p> <p>They evaluate each other's work, then edit and improve a section of the story.</p>
<b>Mathematics</b>	Number – decimals	The children will be able to identify the value of each digit in numbers to 3 decimal places. They will be able to multiply numbers by 10, 100 and 1000, giving the answers to 3 decimal places. Children will be able to multiply and divide decimals by integers. Children will use written division and multiplication methods.
	Number – percentages	The children will be able to solve problems involving the calculation of percentages e.g., finding percentages of an amount and percentage increases and decreases, and to use percentages for comparison. They will be able to recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
<b>Science</b>	Evolution and Inheritance	The children will be able to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will be able to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<b>Computing</b>	Programming – Scratch/Binary	The children will learn to program interactive media such as stories, games and animations. They will learn to think creatively, work collaboratively and reason systematically. They will learn to code, while also learning important strategies for solving problems, designing projects and communicating ideas.
<b>Art and Design</b>	Mural – sketching, painting and collage Clay Indus seals	<p>The children will develop their sketching, painting and collage techniques through creating a collaborative mural.</p> <p>The children will closely observe a range of Indus Valley seals. They will design and make their own clay seal.</p>
<b>Music</b>	Music – Music and identity unit	The children will explore the representation of women in music from musicians and composers to engineers and managers.
<b>Design and Technology</b>	N/A	
<b>History</b>	The Indus Valley Civilisation	The children will learn about the achievements of one of the earliest civilisations – the Indus civilisation. They will study the discovery of the civilisation and its structure, through the study of artefacts and other historical records. They will understand how the civilisation emerged and declined.
<b>Geography</b>	N/A	
<b>Languages</b>	French	
<b>Physical Education</b>	Dance and Gymnastics	The children will choreograph and perform dances and gymnastic routines using a range of linked movement patterns.
<b>PHSE and Citizenship</b>	Working together Diversity and communities	<p>The children are able to identify their own strengths and skills, those of others and they know how these can complement each other.</p> <p>They are able to talk about skills they would like to develop and hopes for the future. They understand that the ability to learn is a valuable skill.</p> <p>They know some skills which might be useful in a range of jobs.</p> <p>They can communicate effectively, using listening, negotiation, debating and chairing skills. They recognise influences on their decision making, including the media. They know how to persevere.</p>
<b>Religious Education</b>	Christians in other parts of the world.	The children will learn about what it is like to be a Christian in Vellore, India. They will make links and comparisons.
<b>Cooking and Nutrition</b>	NA	

<b>Educational Visits/Visitors</b>	We will visit the Museum of Archaeology and Anthropology, if possible.
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# Our Curriculum for Year 6 for the Second Half of Spring Term

## Context for Learning: Into Thin Air!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>English</b>	Big Writing Adventures – Goldilocks: Wrongly Accused?	The children will use formal language, including subjunctive forms, adverbs and modal verbs, to write a report. They will learn to use brackets, dashes and commas for parenthesis. They will learn to understand the difference between active and passive voice.
	Letter of Complaint	Letters of complaint – the children will write formal letters of complaint. Using formal language.
	Non- Chronological report	The children will write a non-chronological report about Mountains
<b>Mathematics</b>	Number – algebra	The children will be able to use simple formulae and express missing number problems algebraically. They will generate and describe linear number sequences and find pairs of numbers that satisfy an equation with two unknowns.
	Measurement – perimeter, area and volume	The children will solve problems involving the calculation and conversion of units of measure, using decimal notation where appropriate. They will use, read, write and convert between standard units, converting measurements of length, mass, volume and time, as well as converting between miles and kilometres. They will recognise that shapes with the same areas can have different perimeters and recognise when it is possible to use formulae for the area and volume of shapes. Children will be able to calculate the area of parallelograms and triangles. Children will calculate, estimate and compare the volume of cubes and cuboids.
	Geometry – properties of shape	The children will draw 2D shapes using given dimensions and angles. They will compare and classify geometric shapes based on their properties and sizes. They will find unknown angles in triangles, quadrilaterals and regular polygons. The children will learn to recognise angles where they meet at a point and on a straight line, or are vertically opposite. They will illustrate and name parts of a circle, including radius, diameter and circumference and know that the diameter is twice the radius. They will learn to recognise, describe and build simple 3D shapes, including making nets. Identify 3D shapes, including cubes and other cuboids from 2D representations.
<b>Science</b>	Light	Children will learn that light travels in straight lines. They will be able to explain that we see things because light travels from a light source to our eyes, or reflects off objects into our eyes.
<b>Computing</b>	Programming – Scratch/Binary	The children will learn to program interactive media such as stories, games and animations. They will learn to think creatively, work collaboratively and reason systematically. They will learn to code, while also learning important strategies for solving problems, designing projects and communicating ideas.
<b>Art and Design</b>	N/A	
<b>Music</b>	Music – Music and identity unit	The children will explore the representation of women in music from musicians and composers to engineers and managers.
<b>Design and Technology</b>	Making shelters	The children will investigate a variety of types of shelters. They will respond to a detailed brief to construct a shelter, before testing and evaluating it. They will understand how shelters have evolved over time.
<b>History</b>	N/A	
<b>Geography</b>	Mountains	The children will be able to describe and understand the key aspects of the physical geography, including: climates zones, biomes, vegetation belts, volcanoes and earthquakes. They learn to use the eight points of the compass, grid references and symbols to locate mountains on a map.
<b>Languages</b>	French	
<b>Physical Education</b>		Specialist Teacher
<b>PHSE and Citizenship</b>	Drug Education	The children will be able to categorise drugs as medical, non-medical, legal and illegal. They will understand the possible physical and psychological effects of drugs. They will be able to distinguish between the reality of drug use and media representations. The children will understand some of the laws relating to drugs. They will be able to identify risk and risk management strategies and know where they can get support. They will have begun to

		recognise influence and pressure and have related this to peers and the media.
<b>Religious Education</b>	What does it mean to be a Buddhist? Can we all be enlightened?	The children will learn what it means to be a Buddhist. Where and how Buddhists worship. To have an understanding of beliefs and practices and to reflect on the significance of meaning behind these beliefs and practices.
<b>Cooking and Nutrition</b>	NA	

<b>Educational Visits/Visitors</b>	
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