



## Year New 6 Curriculum

### RE

#### Witnesses

- to know and understand the courage to be a witness
- Pentecost: the holy spirit enables people to witness the Easter message

#### Healing

- to know and understand when people become sick and need care
- Sacrament of the Anointing of the Sick

#### Common Good

- to know and understand justice for the good of all
- The work Christians do for the common good of all

#### Islam

- The five pillars of Islam
- Zakat giving to the poor
- Allah's care for creation

### LITERACY

- A comparison of work by significant children's authors
- Non-Narrative writing.
- Informal/formal letters and leaflets
- To evaluate the style of an author
- Experiment with language
- Draft and write for real purposes.
- WebQuest research for Adventure Story Writing
- Planning a detailed narrative composition based on adventure story.
- Grammar revision
- Manga Comic Strip

### ICT - We Are Publishers

- Working collaboratively, children research, write and design sections for a class yearbook. These are then edited together to produce the finished document.

#### We Are Comic Writers

- Select and combine a variety of software on a range of digital devices to create a comic strip

#### SATs revision sessions

#### Useful websites for revision:

[www.bbc.co.uk/revision](http://www.bbc.co.uk/revision)

[www.educationcity.com](http://www.educationcity.com)



## Pentecost TERM

### HISTORY - Mayans

- To explore where and when the remains of the Mayan civilisation were discovered.
- To find out about how the Mayans civilisation developed over time.
- To find out about the city states of the Maya and how society was organised.
- To find out about Mayan religion and beliefs.
- To explore Mayan writing and calendars.
- To find out about the decline of the Mayan civilisation.



### FRENCH Les Sport

- Talk about which sports you like
- Say what you think of different sports
- Give reasons for preferences
- Talk about a sporting event

### ART

- Manga Art skills
- Looking at form and action when drawing people.
- Improve artistic skills by mastering a variety of techniques.
- Take one picture project.

### SCIENCE Electricity

- Troubleshooting circuits. Symbols. Repair broken circuits. The effective of wire thickness and length on bulb brightness.
- The number of batteries effect on bulb brightness.
- Series and parallel circuits.



### Other Year 6 Activities

- End of Year Production (children will have an option to be involved and it can only go ahead with full commitment from those involved)
- PGL Residential Trip
- Transition Units for English Maths and Science

### SCIENCE Living things and their habitats

- Classification including the five animal kingdoms.
- Microorganisms
- Identification of common wild flowers
- Identification non common vertebrates
- Using keys

### FRENCH

#### On va fair la fete

- Revise forms of transport, places and future plans
- Revise descriptions of people and clothes
- Revise opinions of food and clothes

## MATHS

### Counting, partitioning and calculating

- Explain reasoning and conclusions, using words, symbols or diagrams as appropriate
- Use decimal notation for tenths, hundredths and thousandths; partition, round and order decimals with up to three places, and position them on the number line
- Calculate mentally with integers and decimals:  $U.t \pm U.t$ ,  $TU \times U$ ,  $TU \div U$ ,  $U.t \times U$ ,  $U.t \div U$
- Use a calculator to solve problems involving multi-step calculations
- Use approximations, inverse operations and tests of divisibility to estimate and check results
- Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies at each stage, including calculator use
- Use efficient written methods to add and subtract integers and decimals, to multiply and divide integers and decimals by a one-digit integer, and to multiply two-digit and three-digit integers by a two-digit integer

### Securing number facts, understanding shape

- Represent and interpret sequences, patterns and relationships involving numbers and shapes; suggest and test hypotheses; construct and use simple expressions and formulae in words then symbols (e.g. the cost of  $c$  pens at 15 pence each is  $15c$  pence)
- Use knowledge of multiplication facts to derive quickly squares of numbers to  $12 \times 12$  and the corresponding squares of multiples of 10
- Use knowledge of place value and multiplication facts to  $10 \times 10$  to derive related multiplication and division facts involving decimals (e.g.  $0.8 \times 7$ ,  $4.8 \div 6$ )
- Recognise that prime numbers have only two factors and identify prime numbers less than 100; find the prime factors of two-digit numbers
- Use approximations, inverse operations and tests of divisibility to estimate and check results
- Describe, identify and visualise parallel and perpendicular edges or faces; use these properties to classify 2-D shapes and 3-D solids
- Make and draw shapes with increasing accuracy and apply knowledge of their properties
- Tabulate systematically the information in a problem or puzzle; identify and record the steps or calculations needed to solve it, using symbols where appropriate; interpret solutions in the original context and check their accuracy

### Handling data and measures

- Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask
- Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts
- Describe and interpret results and solutions to problems using the mode, range, median and mean
- Select and use standard metric units of measure and convert between units using decimals to two places (e.g. change 2.75 litres to 2750 ml, or vice versa)
- Read and interpret scales on a range of measuring instruments, recognising that the measurement made is approximate and recording results to a required degree of accuracy; compare readings on different scales, for example when using different instruments
- Describe and predict outcomes from data using the language of chance or likelihood
- Use a calculator to solve problems involving multi-step calculations

## Calculating, measuring and understanding shape

- Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies at each stage, including calculator use
- Calculate mentally with integers and decimals:  $U.t \pm U.t$ ,  $TU \times U$ ,  $TU \div U$ ,  $U.t \times U$ ,  $U.t \div U$
- Use efficient written methods to add and subtract integers and decimals, to multiply and divide integers and decimals by a one-digit integer, and to multiply two-digit and three-digit integers by a two-digit integer
- Use a calculator to solve problems involving multi-step calculations
- Use approximations, inverse operations and tests of divisibility to estimate and check results
- Select and use standard metric units of measure and convert between units using decimals to two places (e.g. change 2.75 litres to 2750 ml, or vice versa)
- Solve problems by measuring, estimating and calculating; measure and calculate using imperial units still in everyday use; know their approximate metric values
- Read and interpret scales on a range of measuring instruments, recognising that the measurement made is approximate and recording results to a required degree of accuracy; compare readings on different scales, for example when using different instruments
- Calculate the perimeter and area of rectilinear shapes; estimate the area of an irregular shape by counting squares

### Securing number facts, calculations and relationships

- Tabulate systematically the information in a problem or puzzle; identify and record the steps or calculations needed to solve it, using symbols where appropriate; interpret solutions in the original context and check their accuracy
- Use a calculator to solve problems involving multi-step calculations
- Express a larger whole number as a fraction of a smaller one (e.g. recognise that 8 slices of a 5-slice pizza represents  $\frac{8}{5}$  or  $1\frac{3}{5}$  pizzas); simplify fractions by cancelling common factors; order a set of fractions by converting them to fractions with a common denominator
- Relate fractions to multiplication and division (e.g.  $6 \div 2 = \frac{1}{2}$  of  $6 = 6 \times \frac{1}{2}$ ); express a quotient as a fraction or decimal (e.g.  $67 \div 5 = 13.4$  or  $13\frac{2}{5}$ ); find fractions and percentages of whole-number quantities (e.g.  $\frac{5}{8}$  of 96, 65% of £260)
- Solve simple problems involving direct proportion by scaling quantities up or down
- Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies at each stage, including calculator use
- Use knowledge of place value and multiplication facts to  $10 \times 10$  to derive related multiplication and division facts involving decimals (e.g.  $0.8 \times 7$ ,  $4.8 \div 6$ )
- Use efficient written methods to add and subtract integers and decimals, to multiply and divide integers and decimals by a one-digit integer, and to multiply two-digit and three-digit integers by a two-digit integer
- Express one quantity as a percentage of another (e.g. express £400 as a percentage of £1000); find equivalent percentages, decimals and fractions