

Year 6 New Curriculum

ENGLISH:

- A range of poetic forms
- Develop narrative writing
- To be familiar with different authors
- Recognise complex sentences
- Discussion texts
- Non-chronological reports
- To develop sentence work
- To contribute constructively to shared discussion
- Develop skills of formal writing
- To work with connectives
- To identify misspellings
- To improve planning of narrative text
- To edit writing

RE

- **Sources** which looks at variety of books, why they were written and the Bible as a story of God's love
- **Unity** - what nourished and spoils friendship and unity and how the Eucharist helps us grow in communion as a Christian family.
- **Death and new life** which looks at loss and death bringing about change for people and how the suffering, death and resurrection of Jesus led to new life.

Coding

- Learn how to use variables and formulae in code to create an area calculator
- To learn how to code functions which use formulae to convert one measurement into another
- Learn how to use variables in more complex ways to make a unit conversion app, converting miles to kilometres
- Learn how to use variables and loops to solve maths challenges

We Are Photographers

To develop a sensitivity to the qualities of effective and evocative photographs
To develop technical skills in taking and uploading photographs

Useful websites for revision:

www.bbc.co.uk/revision

SCIENCE Electricity

- To use recognized symbols when representing a circuit
- To draw simple and series circuits.
- Identify the effect on a circuit by changing a component at a time.
- Compare and give reasons for variations in how components function.
- To test the strength of the component using voltage or cells

SCIENCE Evolution and Inheritance

- To recognize that living things have changed over time.
- To use fossils to provide information about living things that inhabited the earth millions of years ago.
- To recognize and research that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.
- To identify how animals and plants adapt to certain environments.
- To identify that adaptation may lead to evolution.

LENT TERM

ART

- Bridget Riley. Optical art. Chd create their own optical art pieces using Bridget Rileys artwork as their inspiration.

FRENCH Ma Journée

- Ask and talk about daily routine
- Talk about times of daily routine
- Ask and talk about breakfast
- Talk about details of a typical day

Les Transport

- Talk about forms of transport
- Talk about where you're going and how you get there
- Talk about plans for a trip
- Buy tickets at the station

GEOGRAPHY—Volcanos

- To develop geographical skills using appropriate vocabulary.
- To use atlases globes and different scales
- To know the location of places/environments throughout the world
- To understand how a volcano works
- To know where Volcanoes form and why
- To establish how volcanoes effect the environment and people living near them

Power Hour

- Maths, Grammar and Reading revision. Assessing children's knowledge and going over key concepts in subjects.

MATHS

Percentages

- Finding the Percentage of a Number —To find the percentage of a whole number using division and multiplication; to use bar modelling as a pictorial approach to calculating percentage.
- Finding the Percentage of a Quantity —To find the percentage of a quantity; to use bar model diagrams to support the division and multiplication of numbers towards the percentage.
- Finding Percentage Change— To find the percentage change in an amount over time; to calculate the percentage change where the number gives rise to a decimal.
- Using Percentage to Compare —To use percentage, bar models and fractions to compare amounts.

Ratios

- Comparing Quantities —To use ratios and fractions to compare objects; to find the relationship between ratios, percentages and fractions. To determine the ratio of a quantity using concrete materials; to simplify ratios using concrete materials in addition to division. To compare more than two quantities using the term 'ratio'; to use bar models to express ratios where there is more than one quantity. To compare quantity using both fractions and ratios; to use bar model diagrams to represent ratios. To compare quantities using bar models and common factors; to use multiplication and division to simplify ratios.
- Comparing Numbers —To compare numbers using ratios; to make decisions about simplifying ratios using division.
- Solving Word Problems —To solve word problems using a variety of heuristics including guess-and-check and bar models; to apply knowledge of ratios to word problems. To solve word problems using the bar model heuristic; to employ division and multiplication as primary strategies when solving word problems visually. To apply the guess-and-check and advanced bar model heuristic to ratio word problems.

Algebra

- Describing a Pattern —To determine a pattern using concrete materials and pictorial representation; to use a table to identify a repeating pattern; to express a rule using a letter or symbol. To determine a pattern using concrete materials and pictorial representation; to use a table to identify a repeating pattern; to express the relationship between consecutive numbers in terms of a symbol or letter. To determine a pattern using concrete materials and pictorial representation; to use a table to identify a pattern; to express the relationship between consecutive numbers in terms of a symbol or letter. To determine a pattern using concrete materials and pictorial representation; to use a table to identify a pattern; to express unknown numbers in terms of a letter or symbol, including using a number before a letter for multiplication.
- Writing Algebraic Expressions —To use a table to identify a pattern; to write algebraic expressions using each of the four operations.
- Writing and Evaluating Algebraic Expressions —To use examples to identify rules; to write algebraic expressions using each of the four operations; to evaluate algebraic expressions including the use of inverse operations. To recognise patterns; to write algebraic expressions with two steps; to evaluate algebraic expressions with two steps. Writing Formulae —To recognise patterns; to write and evaluate algebraic expressions with two steps; to write and use formulae.
- Using Formulae —To use formulae to solve problems; to replace a letter/variable with a number then solve the equation; to use inverse operations to solve equations.
- Solving Equations —To solve equations; to use equations to find unknown values.

Area and Perimeter

- Finding the Area and the Perimeter of Rectangles —To find the area and perimeter of rectangles; to calculate perimeter using the known area and vice versa.
- Finding the Area of Parallelograms —To find and calculate the area of a parallelogram; to use concrete materials and prior understanding of area to construct a formula for the area.
- Finding the Area of Triangles —To use prior knowledge of area to determine and solve the area of a triangle; to use and apply the formula for the area of a rectangle to solve problems involving triangles. To calculate the area of a triangle using a formula; to calculate the area of a triangle in multiple ways. To use multiple methods to solve the area of a triangle.
- Finding the Area of Parallelograms —To find the area of a parallelogram using an understanding of triangles; to use concrete materials to find the area of a parallelogram.

Properties of Shapes

- To investigate opposite angles; to use prior knowledge of angles to solve problems involving angles.
- Solving Problems Involving Angles —To solve problems involving angles using the bar model heuristic; to solve problems involving angles without protractors.
- Investigating Angles in Triangles — To determine and show the sum of the angles inside a triangle.
- Investigating Angles in Quadrilaterals —To investigate and determine angles in quadrilaterals.
- Solving Problems Involving Angles in Triangles and Quadrilaterals —To use the knowledge of angles inside a triangle and a quadrilateral to solve problems involving angles in other shapes.

Position and Movement

- To represent negative numbers on both vertical and horizontal number lines.
- Describing Position —To describe the positions of objects on a coordinate grid; to use x and y axes to determine the position of objects on a grid.
- Describing Position —To describe the position of points using coordinates on a grid.
- Drawing Polygons on a Coordinate Grid —To draw polygons on a coordinate grid; to recognise polygons on a coordinate grid.
- Describing Translations —To describe the translation of shapes on a coordinate grid.

Graphs and Averages

- Understanding Averages —To calculate the average (mean) of sets of values.
- Calculating the Mean —To calculate the mean. To solve problems involving the mean; to use the mean and the number of values to calculate the total; to use given information to find unknown values. Showing Information on Graphs To show information on graphs; to transfer information from a table to a pie chart.
- Reading Pie Charts To read and interpret pie charts; to use percentages in pie charts.
- Reading Line Graphs —To read line graphs; to interpret the information in line graphs that show distance and time. To answer questions about the information in line graphs.

Revision

Morning Maths and Power Hour used to revise concepts and go over previous learning.