

Learning adventure overview – Y6 curriculum statements 2018-2019

Our main themes for each term are outlined below. Should you wish to support your child further at home, please do not hesitate to contact Miss M or Miss Bennett to discuss ways this can be done.

Term 1 A Victorian Wonderland	Term 2 A Victorian Christmas	Term 3 A World of Extremes	Term 4 Healthy and Happy from Head to Heart	Term 5 Marvellous Materials	Term 6 Moving On and Moving Up
<p>HISTORY Extend pupils' chronological knowledge beyond 1066 E.g. -The changing power of monarchs using case studies such as John, Anne and Victoria -A significant turning point in British history, e.g. the first railways or the Battle of Britain</p> <p>SCIENCE (EVOLUTION)</p> <ul style="list-style-type: none"> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago <p>ART</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) About great artists, architects and designers in history e.g. William Morris, Isambard Kingdom Brunel <p><i>Visit to Sevington Victorian School</i> <i>Visit to Life Skills, Bristol</i> <i>Disabilities Awareness Team visit</i></p>	<p>DESIGN AND TECHNOLOGY</p> <p><u>Design</u></p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world <p>SCIENCE (LIGHT)</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<p>GEOGRAPHY</p> <p>Mount Vesuvius eruption of AD79 Location Knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (Italy) <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Italy) <p>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate, volcanoes and earthquakes. <p>SCIENCE (LIVING THINGS)</p> <p>All Living Things (Plants and Animals)</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. 	<p>SCIENCE (Animals including humans)</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. <p><i>Visit to We The Curious (science museum)</i></p>	<p>SCIENCE (MATERIALS and ELECTRICITY)</p> <p>Properties and changes of materials Pupils should be taught to:</p> <ul style="list-style-type: none"> Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>PSHE (Jigsaw)</p> <ul style="list-style-type: none"> Changing Me (including sex and relations education) <p>MUSIC</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music <p><i>Year 6 Camp</i></p>

<p>ENGLISH <i>Hugo Cabret by Brian Selznick</i></p> <ul style="list-style-type: none"> • Journalistic writing • Narrative • Formal/impersonal 	<p>ENGLISH <i>Hugo Cabret by Brian Selznick</i> <i>The Twelve Days of Christmas by John Julius Norwich</i></p> <ul style="list-style-type: none"> • Instructional writing and explanations • Autobiography • Letter writing • Persuasion 	<p>ENGLISH <i>The Window by Jeannie Baker (inspiration for writing)</i></p> <ul style="list-style-type: none"> • Non-chronological writing (linked to theme) • Narrative writing • Writing an argument 	<p>ENGLISH <i>Pig Heart Boy by Malorie Blackman</i></p> <ul style="list-style-type: none"> • Non-chronological writing • Biography • Formal writing • Recount 	<p>ENGLISH <i>Pig Heart Boy by Malorie Blackman</i></p> <p><i>NB: Term 5 will be sent revisiting prior learning through shorter themes</i></p>	<p>ENGLISH <i>Thief! By Malorie Blackman</i></p> <p><i>Creative writing – ‘finding my style’</i></p>
<p>MATHS</p> <ul style="list-style-type: none"> • Place value • Fractions, decimals and percentages 	<p>MATHS</p> <ul style="list-style-type: none"> • Calculating: addition, subtractions, multiplications and division • Problem solving • Measurement • Ratio and Proportion 	<p>MATHS</p> <ul style="list-style-type: none"> • Fractions, decimals and percentages • Statistics (link to geography) • Algebra • Geometry: properties of shape, position and directions 	<p>MATHS</p> <ul style="list-style-type: none"> • Calculating: addition, subtractions, multiplications and division • Problem solving • Measurement • Statistics (link to science) • Ratio and Proportion 	<p>MATHS</p> <ul style="list-style-type: none"> • Fractions, decimals and percentages • Calculating: addition, subtractions, multiplications and division • Problem solving • Measurement • Algebra • Geometry: properties of shape, position and direction 	<p>MATHS</p> <ul style="list-style-type: none"> • Sequences and open-ended problem solving • Investigative maths • Consolidation and gap-filling