

# Cheadle Heath Primary School ~ Curriculum Overview for Year 6 2015 - 16

<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read a broad range of genres</li> <li>• Recommend books to others</li> <li>• Make comparisons within/ across books</li> <li>• Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structure, etc. contribute to meaning</li> <li>• Discuss use of language, including figurative</li> <li>• Discuss and explain reading providing reasoned Justifications for views</li> </ul> <p><b><u>English</u></b></p> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Use knowledge of morphology &amp; etymology in spelling</li> <li>• Develop legible personal handwriting style</li> <li>• Plan writing to suit audience &amp; purpose; use models of writing</li> <li>• Develop character &amp; setting in narrative</li> <li>• Select grammar &amp; vocab for effect</li> <li>• Use a wide range of cohesive devices</li> <li>• Ensure grammatical consistency</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Use appropriate register / style</li> <li>• Use the passive voice for purpose</li> <li>• Use features to convey &amp; clarify meaning</li> <li>• Use full punctuation</li> <li>• Use language of subject / object</li> </ul> <p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>• Use questions to build knowledge</li> <li>• Articulate arguments &amp; opinions</li> <li>• Use spoken language to speculate, hypothesise &amp; explore</li> <li>• Use appropriate register &amp; language</li> </ul>	<p><b><u>Art &amp; Design</u></b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>• Improve mastery of techniques such as drawings, painting and sculptures with varied material</li> <li>• Learn about great artists, architects &amp; designers</li> </ul>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• Design &amp; write programs to solve problems</li> <li>• Use sequences, repetitions, inputs, variables &amp; outputs in programs</li> <li>• Detect &amp; correct errors in programs</li> <li>• Understand use of network for collaborations &amp; communication</li> <li>• Be discerning in evaluating digital content</li> </ul>	
<p><b><u>Mathematics</u></b></p> <p><b><u>Number/calculation</u></b></p> <ul style="list-style-type: none"> <li>• Secure place value &amp; rounding to 10,000,000, including negatives</li> <li>• All written methods, including long division</li> <li>• Use order of operations (not indices)</li> <li>• Identify factors, multiples &amp; primes</li> <li>• Solve multi-step number problems</li> </ul> <p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Introduce simple use of unknowns</li> </ul> <p><b><u>Geometry &amp; Measures</u></b></p> <ul style="list-style-type: none"> <li>• Confidently use a range of measures &amp; conversions</li> <li>• Calculate area of triangle / parallelograms</li> <li>• Use area &amp; volume formulas</li> <li>• Classify shapes by properties</li> <li>• Know and use angle rules</li> <li>• Translate &amp; reflect shapes, using all 4 quadrants</li> </ul> <p><b><u>Data</u></b></p> <ul style="list-style-type: none"> <li>• Use pie charts</li> <li>• Calculate mean averages</li> </ul> <p><b><u>Fractions &amp; Decimals</u></b></p> <ul style="list-style-type: none"> <li>• Compare &amp; simplify fractions</li> <li>• Use equivalents to add fractions</li> <li>• Divide fractions by whole numbers</li> <li>• Solve problems using decimals &amp; percentages</li> <li>• Use written division up to 2dp</li> <li>• Introduce ratio &amp; proportion</li> </ul>	<p><b><u>Design &amp; Technology</u></b></p> <ul style="list-style-type: none"> <li>• Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>• Use annotated sketches, cross-section diagrams &amp; computer-aided design</li> <li>• Analyse &amp; evaluate existing products and improve own work</li> <li>• Use mechanical &amp; electrical systems in own products, including programming</li> <li>• Cook savoury dishes for a healthy &amp; varied diet</li> </ul>	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Name &amp; locate countries, cities, regions &amp; features of the UK</li> <li>• Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>• Study a region of Europe, and of the Americas</li> <li>• Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc.</li> <li>• Use 4 and 6 figure grid reference on OS maps</li> <li>• Use fieldwork to record &amp; explain ideas</li> </ul>	
<p><b><u>Science</u></b></p> <p><b><u>Biology</u></b></p> <ul style="list-style-type: none"> <li>• Classification, including micro-organisms</li> <li>• Identify &amp; name main parts of the circulatory system</li> <li>• Recognise impact of diet</li> <li>• Describe the ways in which nutrients &amp; water are transported within animals &amp; humans</li> <li>• Evolution &amp; Adaptions</li> </ul> <p><b><u>Physics</u></b></p> <ul style="list-style-type: none"> <li>• Light &amp; shadow; the eye</li> <li>• Forces, including gravity</li> <li>• Electricity; investigating circuits</li> </ul>	<p><b><u>History</u></b></p> <p><b><u>British History (taught chronologically)</u></b></p> <p>An extended period, e.g.</p> <ul style="list-style-type: none"> <li>- The changing power of monarchs</li> <li>- Significant turning points in British history</li> <li>- Crime &amp; Punishment</li> <li>- -Leisure</li> </ul> <p><b><u>Broader History Study</u></b></p> <p>Non-European society, i.e.</p> <ul style="list-style-type: none"> <li>- A Islamic civilization, including Baghdad</li> <li>- Mayan civilization</li> <li>- Benin</li> </ul>	<p><b><u>Modern Languages</u></b></p> <ul style="list-style-type: none"> <li>• Listen &amp; engage</li> <li>• Engage in conversation, expressing opinions</li> <li>• Speak in simple language &amp; be understood</li> <li>• Develop appropriate pronunciation</li> <li>• Present ideas &amp; information orally</li> <li>• Show understanding in simple reading</li> <li>• Adapt known language to create new ideas</li> <li>• Describe people, places &amp; things</li> <li>• Understand basic grammar, e.g. gender</li> </ul>	
		<p><b><u>Religious Education</u></b></p> <ul style="list-style-type: none"> <li>• What do Christians believe?</li> <li>• The church year</li> <li>• Key Christian values</li> <li>• Christian way of life</li> <li>• Islam – family life</li> </ul>	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Perform with control &amp; expression solo &amp; in ensembles</li> <li>• Improvise &amp; compose using dimensions of music</li> <li>• Listen to detail and recall aurally</li> <li>• Use &amp; understand basics of staff notation</li> <li>• Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>
		<p><b><u>SEAL</u></b></p> <ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• Getting on and falling out</li> <li>• Going for goals</li> <li>• Good to be me</li> <li>• Relationships</li> <li>• Changes</li> </ul>	<p><b><u>Physical Education</u></b></p> <p><b><u>Outdoor Games</u></b></p> <ul style="list-style-type: none"> <li>• Hockey</li> <li>• Football / Tag rugby</li> <li>• Rounders</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Count a balance / attention</li> <li>• Matching/ mirroring /contrasting</li> <li>• Athletics</li> <li>• Tennis</li> </ul> <p><b><u>PHSE</u></b></p> <ul style="list-style-type: none"> <li>• Feelings, friendships, relationships</li> <li>• Attitudes and values in society</li> <li>• Healthy lifestyles – personal hygiene / improving health</li> <li>• Anti-bullying</li> <li>• E safety</li> <li>• Keeping money safe – credit /debt</li> </ul>