

Year 6 Content Overview 2020-2021

Art	<ul style="list-style-type: none"> • Sketch before painting to combine line and colour. • Use a variety of techniques to add interesting effects (e.g. dazzle). • Develop a personal style of painting, drawing upon ideas from other artists. • Mix textures (rough and smooth, plain and patterned) and combine visual and tactile qualities in collage. • Give details about the style of some notable artists, including Paul Nash, Eric Carle and Claude Monet. • Show how the work of those studied was influential in both society and to other artists (e.g. Propaganda Art).
Computing	<ul style="list-style-type: none"> • Coding an animation using Scratch: <ul style="list-style-type: none"> – Set events to control other events by ‘broadcasting’ information as a trigger. – Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Devise, construct and manipulate data and present it in an effective and professional manner using Excel spreadsheets. • Enhance digital media by editing (including sound, video, animation, still images and installations). • Internet Safety: <ul style="list-style-type: none"> – Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. – Understand the effect of online comments and show responsibility and sensitivity when online.
Design and Technology	<p>Cooking (bread)</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients. • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate baking and cooking techniques. <p>Gliders</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (e.g. craft knives). <p>Enterprise Project</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Evaluate the design of products so as to suggest improvements to the user experience.
French	<ul style="list-style-type: none"> • Speak (e.g. greetings, numbers & animals) • Read • Write • Look at the culture of the countries where the language is spoken.
Geography	<ul style="list-style-type: none"> • Locate the world’s countries, with focus on South America (Brazil) and countries of particular interest to pupils (Japan). • Identify key geographical features of Brazil and Japan, and show an understanding of how some of these aspects have changed over time. • Locate the geographic zones of the world. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, rivers, mountains and earthquakes • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the world.
History	<ul style="list-style-type: none"> • A study of a theme in British history (conflict: Is War Ever Worth It? Wars of the Roses, English Civil War, World War One, World War Two) • Use sources of evidence to deduce information about the past. • Use sources of information to form testable hypotheses about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change.

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	<ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
Maths	<ul style="list-style-type: none"> • Count and calculate in increasingly complex contexts. • Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing. • Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts. • Explore numbers and place value so as to read and understand the value of all numbers. • Add and subtract using efficient mental and formal written methods. • Multiply and divide using efficient mental and formal written methods. • Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts. • Describe position, direction and movement in increasingly precise ways. • Use and apply measures to increasingly complex contexts. • Gather, organise and interrogate data. • Understand the practical value of using algebra.
Music	<ul style="list-style-type: none"> • Play and perform in ensemble contexts, playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music.
P.E.	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. • Take part in athletics activities. • Perform dances. • Take part in outdoor and adventurous activity challenges both individually and within a team.
PSHE	<p>My emotions Financial Capability Drug Education Healthy Lifestyles Relationships and Sex Education</p>
R.E.	<p>Study beliefs, festivals and celebrations:</p> <ul style="list-style-type: none"> – Sikhism – Humanism – Buddhism – Christianity – Hinduism
Reading	<ul style="list-style-type: none"> • Listen to and discuss a wide range of texts and whole books, including Goodnight Mister Tom by Michelle Magorian, Kensuke's Kingdom by Michael Morpurgo and Stormbreaker by Anthony Horowitz • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views.

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Science	<p>Working Scientifically</p> <p>Forces</p> <ul style="list-style-type: none">• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.• Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.• Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.• Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Evolution & Inheritance</p> <ul style="list-style-type: none">• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.• 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. <p>Animals, including humans</p> <ul style="list-style-type: none">• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.• Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.• Describe the ways in which nutrients and water are transported within animals, including humans. <p>Light</p> <ul style="list-style-type: none">• Understand 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 eyes.• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.• 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. <p>Earth and Space</p> <ul style="list-style-type: none">• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.• Describe the movement of the Moon relative to the Earth.• Describe the Sun, Earth and Moon as approximately spherical bodies.• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Writing	<ul style="list-style-type: none">• Write stories that contain historical characters or events.• Write stories of adventure.• Write stories, letters, and fictional biographies inspired by reading across the curriculum.• Write instructions.• Write recounts.• Write persuasively.• Write non-chronological reports.• Write biographies.• Write in a journalistic style.• Write arguments.• Write formally.• Write haiku poems.