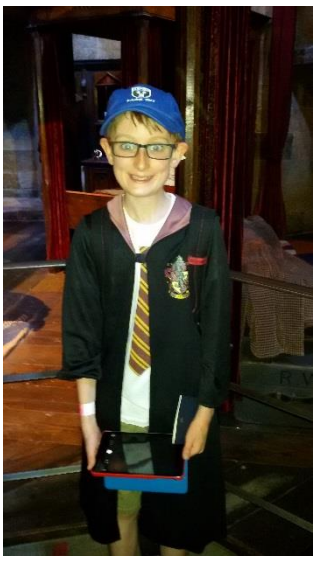
RGS Junior School
Year 6
Curriculum
2020-2021



"One School, One Team."

Welcome to Year 6. We know that the children are always excited about being the oldest children in the school and we aim to make it a memorable one. Although this year is very different, we still aim to include trips such as the bushcraft day and we are monitoring the situation carefully in the hope that the London trip can go ahead – we will keep you posted. As the end of the year approaches, we also begin to prepare the children for Senior School, with events such as Year 7 students visiting, assemblies and a visit to Senior School.

Below you will find some guidance as to the work which will be covered over the course of Year 6. As you would imagine, we are always keen to take advantage of opportunities that may present themselves at different times during the year which will further enhance learning within the year group (for example: the offer of an author visit or reacting to events in the region or around the world), and ***this means that there may be some changes to the plans below***.

Year 6 Maths		
Autumn Term	**Spring Term**	**Summer Term**
Place value - using and applying Estimation and rounding Special numbers: square, triangular, primes Mental arithmetic skills - + and - Standard written method +, x & – Calculator work 3 digit by 2 digit multiplication Division - short division (by single digit + remainder), 4 digit by 1 digit, 3/4 digit by 2d Decimals - place value and ordering Review: probability, ratio + proportion, vocabulary of 2D and 3D shapes, brackets, frequency tables, interpretation of graphs, perimeter, Venn diagrams Nets of 3D shapes Fractions, equivalence, ordering + and – Surveys: use of graphs, link with computing Decimals Multiplication 1 & 2 decimal points Division by 10/100/1000 and to 1 and 2 decimal places Rounding and estimating Fractions- adding and subtracting BIDMAS / BODMAS.	Percentages - link with fractions/decimals, comparing and ordering Data handling, trend graphs, comparative bar graphs Range, mode, mean and median Spreadsheets Interpretation of a database Frequency tables - class intervals Area - formula Composite shapes Right-angled triangles Volume and capacity - using and applying Co-ordinates with negative values Symmetry, rotation and translation Length, scale, km/m/cm Sequences and patterns Area of a parallelogram Converting between miles and km Calculating volume of 3D Shapes Finding unknowns in algebra. Multiplying and dividing fractions. Create circle poster explaining radius, diameter, circumference, pi and formula for area and circumference.	Review - key skills for SATs using homework sessions and, if needed, class work time. Complete sequences and patterns Formula and equations Time - 12/24 clock, durations, + and – Timetables - using and applying Angles - measuring and calculating Weight - T/kg/g, reading scales Probability testing numbers 1-6/1-10/21 number combinations (ICT- Graphs) Probability testing – graphs and computing- continued. Long division - standard written method. Rate - time, speed and distance Constructing and drawing of angles. Problem solving skills for able and talented Data collecting and handling - road traffic survey and/ or fitness tests. Angles of elevation and scale drawing Compass direction and 3 figure bearings

Year 6 Spanish		
Autumn Term	**Spring Term**	**Summer Term**
Colours Parts of the face	Sports & opinions Numbers to 100 Time	food

Year 6 English			
	Autumn Term	**Spring Term**	**Summer Term**
Writing	Descriptive: varying style appropriate to the genre; Non-chronological texts; Leaflets; Persuasive writing	Balanced arguments; Interviews Journalistic writing; Descriptive writing;	Revisiting previous styles of writing; Independent, extended writing task.
Grammar & Language	Adjectives and adverbs; Paragraphing; Commas (inc. parenthetic commas); Revision of apostrophes; Dashes & brackets; Connectives; Formal language; Cohesive devices.	Figurative language; Colons & semi-colons; Active & passive; Synonymns & antonyms; Homophones; Subjunctive; Layout devices; Revisiting previous grammar & punctuation.	Using grammar and punctuation within a variety of different writing tasks.
Comprehension	Comprehensions taken from a variety of different text books. Developing the ability to recognize different types of questions and the most effective ways to answer these (in particular inference questions); Developing skills to answer questions more independently.		
Reading	Independent reading of fiction, non-fiction & poetry books; Shared reading in class, including reading aloud from a variety of stimuli, including class novels; Reading for meaning & understanding.		

Year 6 Science		
Autumn Term	**Spring Term**	**Summer Term**
Interdependence and adaptation Life processes, review of plants, classification, identification keys, food chains, food webs, different animals and plants are found in different habitats, animals and plants are suited to their environment, adaptation to daily and seasonal changes, interdependence between plants and animals, evolution, theories, Darwin **Forces in action** Gravity, weight and mass, using forcemeters, several forces may act on one object, representing forces by arrows, force experiments, air resistance, floating and sinking.	**Changing circuits** Symbols for components in circuits, circuit diagrams, the brightness of bulbs, or speed of motors, etc., in a circuit can be changed by changing components in a variety of ways, series and parallel circuits. **More about dissolving** How do we know a substance has dissolved, solutions words, factors involved in determining solubility or the speed of dissolving, fair testing and repeating tests, filtering, sieving, describing a scientific process in a series of sequenced steps. **Reversible and irreversible changes** Mixing materials can cause them to change, some changes that occur when materials are mixed can easily be reversed, some changes that occur when materials are mixed cannot easily be reversed, heating and cooling, burning, assessing hazards and risks in burning materials.	**Micro-organisms** Introduce micro-organisms, disease, food production, decay, food storage, decay can be beneficial, micro-organisms feed and grow. **How we see things** Light travels from a source, representing the direction of a beam of light, reflection, shadows, refraction of light, structure of the eye, how we see, pinhole camera, colour – the spectrum, primary colours of light and pigments, filters. Optical illusions.

Year 6 French		
Autumn Term	**Spring Term**	**Summer Term**
Numbers 70 to 100 Drinks	Food Ordering food and drinks Mealtimes	Appearance and personality

Year 6 Geography		
Autumn Term	**Spring Term**	**Summer Term**
<u>Who are Britain's National Parks for?</u> Why are the National Parks described as Britain's 'breathing spaces'? Why do National Parks welcome visitors? Why is protected land so important in southwest England? Why are so many people attracted to The Valley of the Rocks? How are the National Parks looked after? What is our nearest National Park and why is it important? The Florida Everglades – a comparison	<u>Why do so many people in the world live in megacities?</u> What are megacities and where are they located? Why is Milton Keynes the UK's fastest growing city? Why is Brasilia the fastest growing city in Brazil? How do the advantages of living in a city compare to the disadvantages? <u>Brazil</u> Welcome to Brazil Physical and human features Climate The Amazon Rainforest Deforestation	<u>What is a river?</u> How does the course of the River Axe change from source to mouth? How does the course of the River Tyne change from source to mouth? Why are river estuaries such important places for wildlife? Why are rivers such an important part of the water cycle? Why is river flooding such a problem in Bangladesh?

Year 6 History		
Autumn Term	**Spring Term**	**Summer Term**
<u>Early Islamic Civilisation</u> What is history? Location of Baghdad and the benefits. Comparing Baghdad to the UK. The Round City The House of Wisdom The Great Thinkers The End of the Empire <u>Crime and Punishment</u> The Romans Anglo Saxon Law and Order Torturing Tudors Dick Turpin Victorian Prisons	<u>World War 2</u> Timelines Causes of the war Key leaders in World War 2 The Blitz Air raids Air raid shelters- Anderson, Morrison Evacuation Dig for victory Women in the War How did the war affect people?	<u>Life after World War 2</u> The Windrush Generation The Swinging 60s Music, TV and film

Year 6 PSHE/Religious Education		
Autumn Term	**Spring Term**	**Summer Term**
Living in the Wider World My year ahead Being a global citizen 1 Being a global citizen 2 Understanding disability Celebrating difference **Religion**: Sikhism **Theme**: Beliefs and moral values **Key Question**: Are Sikh stories important today?	**Relationships*** My self and body image Puberty Girl talk / boy talk Conception to birth Transition to senior school **Religion**: Christianity **Theme**: beliefs and meaning **Key Question**: Is anything ever eternal?	**Health and Wellbeing** Food Drugs Alcohol Emotional and mental health Managing stress **Religion**: Islam **Theme**: Beliefs and moral values **Key Question**: Does belief in Akhirah (life after death) help Muslims lead good lives?

*Please note that a letter giving full details of this part of the programme will be sent home **before** the topic is addressed in lessons.

Year 6 Computing		
Autumn Term	**Spring Term**	**Summer Term**
Rules of Responsible use of Computers, iPad and the Internet. **Networks and the Internet** Children will learn about what computer networks are and how they are used in everyday life. They will also learn about how to effectively use the internet for research, and create a video explaining this. **E-Safety Focus – How to identify reliable websites and how to spot which content is an advertisement.** Throughout this half term, we will also focus on computational thinking skills in lesson starters, in preparation for the Bebras competition in November. **Blockly Programming** Using a website called Code for Life, children will learn about the basic programming constructs and how to apply these to a problem. We will also take part in the Bebras computational thinking competition during lessons this half term.	**Reminder of e-safety key messages.** **Safer Internet Day: Tuesday 9th February** **Lego Spike Prime** An introduction to robotics and physical computing using block-based programming. **Digital Citizens** Children will learn about how to be positive digital citizens, including looking at potential e-safety risks and how to avoid them.	**Revision of e-safety rules.** **Magic of Computer Science** The children will use magic tricks to develop their ability to follow and write algorithms. **We are Publishers –Creating a Yearbook** In this unit, the pupils produce a class yearbook or school magazine using desktop publishing tools. They source, write, edit and combine images and text from a range of sources.

Year 6 Drama		
Autumn Term	**Spring Term**	**Summer Term**
Acting Skills Monologues	Macbeth	Silent Film: Dracula End of Year Production

Year 6 D&T		
Autumn Term	**Spring Term**	**Summer Term**
Control Mechanisms – Moving Toys	**Textiles** – Soft Toys	**Food Technology** – Fruit Crumble

Year 6 Art			
Term	**Autumn Term**	**Spring Term**	**Summer Term**
Topic	Art Movements	Rainforest Art	Portraits and MY project
Painting	Impressionism through Monet Vorticism through Lewis	Painted parrots	
Drawing	Surrealism through Dali Pointillism through Seurat Expressionism through Munch	Rainforest Chalk Animals Jungle Flower Observations.	Toddler portrait Self-portrait sketch.
Sculpture	Giacometti Wire Sculptures	Rainforest tile	Symbolic Self-Portrait (Shoebox Art)
Textiles		Great artist: Henri Rousseau collage	
Digital Media	iPad Pop Art (Andy Warhol)		Great artist study: Warhol
Art Appreciation	Georges Seurat	Edvard Munch	

Year 6 Music		
Autumn Term	**Spring Term**	**Summer Term**
Journey into Space Using Holst's *The Planets,* children will further their understanding of how moods can be achieved through music. Children will compose, perform and evaluate a group composition, inspired by *Mars* on the theme of War. There will be a listening focus on tempo, dynamics, instrumentation and sonority. Children will compose musical soundscapes inspired by space travel. It is hoped that Garage Band will be used to explore with sounds, loops and layering of instruments. Musical concepts explored: • Graphic scores • How sounds can portray effect and create atmosphere • Composition • Performance **Carol Service preparation.** Year-Group, whole Y5/6 and congregational carols are learnt. Developing performance skills: • For a specific place, • For a specific occasion, Developing singing skills: • Accuracy, • Expression, • Physical presentation.	**Jazz** Using Philip Lane's *Celebration Overture,* children will be introduced to Jazz music and its origins, namely Blues and Boogie-Woogie. They will learn about rhythmic features such as tied notes, syncopation and dotted crotchets. The children will learn to identify intervals in music and the topic will culminate in making rhythmic compositions that include tied quavers. Musical concepts explored: • Composition – including tied notes, musical sequences and repetition • Syncopation and dotted crotchets • Standard notation **Music and Words** We will look at advertising jingles – how they reflect the product and catch the attention of prospective buyers. They will identify features of successful jingles before composing their own slogans and jingles for a fictional product. Musical concepts explored: • How music and words can work together to great effect • Composition – catchy, memorable tunes and rhythms	**Preparation of musical play.** Songs are learnt; elements of staging a play explored in detail through examples and own work. Musical and dramatic concepts explored: • Music for a specific purpose, • Musical, visual and dance representation of Place, Event and Setting, • Theatre company composition and duties involved. **Performance.** This half term will concentrate on getting the musical play ready for performance, which will include: • Preparation of props, costumes, posters, programmes, tickets • Rehearsal.

Year 6 Physical Education		
Autumn Term	**Spring Term**	**Summer Term**
Fundamental skills Introduction to functional movement. Every lesson will allow children to develop their locomotion, manipulation and stabilisation skills (fundamental movement skills) Lesson focus on agility, balance, speed, strength and coordination. **Gymnastics.** Development of more complex shapes, jumps, rolls. Body control. Vaulting on box, shapes and landing.	**Dance** Perform dances using a range of movement patterns. Learn and create dance routines. House dance competition. **Ball skills** Focus on ball familiarisation. Develop catching, passing, dribbling and striking. Development of invasion, game play and positioning. Tactical play and decision making.	**Athletics** Developing skills in a variety of jumps, runs, throws focusing on correct technique and fundamentals. **Short tennis**: Familiarisation of racket, grip and balance Emphasis on basic stroke play. Introduction to competition.

Year 6 Games		
Autumn Term	**Spring Term**	**Summer Term**
Field run **Boys.** **Cricket**: Development of catching, throwing, fielding, bowling and striking. Introduction to game play and decision making. Introduction to scenario batting, fielding pressure and variety in bowling. **Rugby.** Continuation of skills based on NROP work on extra player to breakdown in ruck and maul situation. Continue with handling skills and introduction of kicking. (Following RFU guidelines) **Girls.** **Hockey.** Understanding of basic passing techniques, rules of the game through play. Use of correct footwork, to receive the ball and pass the ball; tackling, shadowing, and safety. Pupils to have a good understanding of positional play, rules and the 7 a side game **Football.** Ball familiarization, simple passing, shooting and dribbling skills. Development of positional play.	Cross-country, long distance, interval training, steps work. **Boys**. **Football**. The pupils should be able to demonstrate competence when controlling the ball and also be able to show spatial awareness when passing in the game situation. Introduction of hockey **Hockey.** Understanding of basic passing techniques, rules of the game through play. Use of correct footwork, to receive the ball and pass the ball; tackling, shadowing, and safety. Pupils to have a good understanding of positional play, rules and the 7 a side game. **Girls.** **Netball**. Sending and receiving, maintaining possession. Positional and invasion play through games. Development of technique.	**Boys and girls** **Athletics**. Work will be done on the less technical jumping and throwing events (cricket or rounders ball). Different styles and speed of running will be explored as will different jumping techniques. The main thrust will be on the shorter sprint events including relay work. **Cricket**. Introduction of hard ball and cricket equipment. Further develop shot making techniques and continued concentration on bowling and fielding.

Year 6 Swimming		
Autumn Term	**Spring Term**	**Summer Term**
ASA Personal Survival Level 2 stroke development development of water polo skills starts and turns speed swimming and endurance swimming	Continuation of: ASA Personal Survival Level 2 stroke development diving development of water polo skills	Completion of: ASA Personal Survival Level 2 development of water polo skills