



Our Curriculum in Year 6

The Year 6 curriculum emphasises the children's ability to learn independently. They continue to develop their research and recording skills and apply them at every opportunity. Our learning is facilitated by hands-on experiences, such as WW2 week, heart dissection and our residential trip. In order to prepare the children for their move to their Secondary schools, we have various transition projects and arrangements to make this as smooth as possible.



Our plans for our main themes currently are:

Autumn Term	Spring Term	Summer Term
Light and Electricity	Animals including Humans	Living things and their Habitats
	Evolution and Inheritance	
WW2	North America	Greeks

English

We have daily English sessions which develop skills of speaking & listening, reading, writing, spelling and punctuation. All work is tailored towards the current writing framework for the end of Year 6 standards.

Writing and Grammar

In Year 6, children have the opportunity to consolidate prior learning and demonstrate their understanding of structuring writing for different purposes. Whilst revising punctuation and grammar skills, we also introduce the children to new concepts, such as:

- using passive verbs to affect the presentation of information in a sentence
- using hyphens to avoid ambiguity
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Up-levelling writing is a key skill taught this year, incorporating a robust writing process. They are taught to plan their writing, draft and write, and evaluate and edit. Some examples of skills that they will exhibit in this process are:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Unit coverage is likely to change and vary due to differing cohorts and their interests. Currently, we are aiming to cover the following:

Autumn	Spring	Summer
<ul style="list-style-type: none"> • Sci – fi narrative • Explanation texts • Historical narrative 	<ul style="list-style-type: none"> • Retelling of a traditional tale • Play script • Discussion text 	<ul style="list-style-type: none"> • Poetry • Mystery narrative • Newspaper report

Handwriting

The writing framework requires all children to write both legibly and joined, in order to be working at the expected standard at the end of Year 6.

Spelling

Children should be able to show evidence of spelling correctly most words from the Year 5/6 spelling list provided on the National Curriculum 2014, appendix 1. In addition, children should also use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Reading

There are many contexts in which the children continue to develop their reading skills, whilst in Year 6. In English lessons we focus on shared texts whether and chapter book or short extracts. We aim to develop a deep understanding and enjoyment of what they are reading. Our focus is to encourage lots of discussion and oral comprehension, in addition to the completion of written comprehensions. Here the children are taught to focus on answering questions following the 'APE' (Answer it, Prove it, Explain it) structure.

Comprehension questions undertaken will focus on improving the following:

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- discussing their understanding and exploring the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Alongside written comprehension, the children also complete AR (Accelerated Reader) quizzes on their independent reading book. These quizzes highlight areas for future focus on an individual basis which we as teachers can then utilise to tailor future tasks and activities, as well as providing guidance on selecting books within an appropriate reading range.

Spoken language

Through a variety of activities, within a range of curriculum subjects, the children will have the opportunity to practise the following:

- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates
- select and use appropriate registers for effective communication.

Maths

Maths lessons are undertaken daily, whereby the children are grouped into 2 classes, where work is tailored to meet the individual current learning needs. Children may be moved between groups, where appropriate. Each maths group covers the same area of maths in the same half term, but at a different pace and facilitating different learning styles.

We use the White Rose Maths Hub (WRMH) schemes of learning as our medium term planning documents. These schemes support a mastery approach to teaching and learning. All pupils have access to the same curriculum content and should deepen their conceptual understanding by tackling challenging and varied problems. Similarly with calculation strategies, pupils must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations. The principle of the concrete-pictorial-abstract (CPA) approach is that for pupils to have a true understanding of a mathematical concept, they need to master all three phases. Reinforcement is achieved by going back and forth between these representations. We complement the WRMH scheme with other useful resources, such as

Maths- No Problem! and Nrich.

Pupils' mental maths is fundamental to the application of skills in other areas of mathematics. This ranges from number bonds to times tables and division facts. Therefore, pupils take part in 'Maths Badges' to encourage and maintain the knowledge of these mental maths areas.

We source a variety of assessment materials which complement the scheme of learning, in order to fully prepare the children for both the National Curriculum tests and reaching the expected standards at the end of Year 6.

Science

The children revise and learn units on both light and electricity, developing their knowledge and understanding of these subjects which they previously studied in KS1 and LKS2. New terminology and a detailed knowledge of how light works, as well as creation of circuits are covered in these topics, with an emphasis on experimentation and accurate and scientific writing up of investigations.

In addition, we cover Animals including Humans - with a detailed look at digestive and respiratory systems – and also Evolution and Inheritance in which we learn about Darwinian theories and inherited characteristics. During the former unit, we organise a one-off experience where the children are able to dissect an animal heart, to further their understanding of the theory. The final topic is Living Things and their Habitats in which the children explore and research the species which survive and flourish in different biomes and natural environments.

Computing/Information Technology

Computing is an integral part of the school curriculum and all children have regular access to a bank of iPads and laptops. Children build upon their ability to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, such as writing their own algorithms to be able to control the Crumble Bots.

Throughout the curriculum, the children have the opportunity to develop their skills in word processing, manipulating texts and graphics, through researching topics, creating presentations and creating their own Green Screen movies. The children thoroughly enjoy exploring virtual environments and using a number of resources to solve problems and create digital content.

With the growing use of technology, e-safety, text/cyber bullying and how to access information and make judgements about suitability and reliability is an increasingly important part of our curriculum. This is always at the forefront of any learning or discussions which involve technology, particularly given the age group of the children.

Art and Design Technology

Much of our work in art is linked to our thematic work. During our WW2 unit, the children were able to create and build a miniature Anderson Shelter in pairs, alongside building a life-size replica in the school grounds, as a year group. There also a focus on creating atmospheric skyline scenes, depicting the Blitz. There was also the opportunity for the children to sketch themselves to reflect a role, as if they were working during the WW2 period. Through the completion of these pieces, children further develop their knowledge and understanding of art, craft and design, and work on their own and as part of a team.

During our WW2 week, the children were required to plan a meal that could have been eaten during the WW2 era. Here, they had to think about and consider what products would have been available and how they would have been sources. After our 'Street Party', where they were able to taste test their product, the children were then able to evaluate it and discuss what they would change and keep the same, if they had the opportunity again.

As part of our 'Greek day', many Art and Design Technology activities are undertaken, which both engage the children and aid understanding of the period. They also have the opportunity to produce, taste and evaluate Greek style food, again deepening their appreciation of life at this time.

Music

During Year 6, there are many opportunities for the children to discuss and appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Considering the elements they have been exposed to and drawing inspiration from these, they go onto composing a piece of music for a particular purpose – aimed at teaching younger children a topic. In this, they are to consider the elements of music as well as using and understanding musical notation. Once completed,

they play and perform their piece, using voices alongside playing musical instruments with increasing accuracy, fluency, control and expression.

As singing plays an important part in the music curriculum, the children will focus on singing and writing songs in two and three parts. This is exhibited in their piece aimed at teaching a topic to their younger peers, and also when composing their 'End of Year' farewell performance.

Humanities

Most of the history and geography curriculum will be covered through our thematic work. We will look at two historical periods – Ancient Greeks and World War 2- in a variety of ways and from political, social and cultural perspectives. We use a variety of research material and historical artefacts to investigate the past, learning about these time periods in a number of ways. In addition we have a WW2 – themed week in which the children experience many aspects of wartime life in the UK, learning about air raids, diet and cooking and social issues prevalent at the time. The geography strand focuses on a study of North America in which we identify a number of features including human and physical characteristics and the distribution of natural resources and compare these to similar aspects of the UK.

Physical Education

We encourage the children to be as active as possible as well as develop their improving leadership and team-working skills that are in evidence by Year 6. In PE they learn new skills and find out how to use them in different ways. They are given the opportunity to collaborate as part of a team and to compete both as part of a team and as an individual. Throughout the year there is one outdoor and one indoor PE session each week with a broad spread of sports experienced by the children. Indoor PE covers a range as diverse as Gymnastics, circuit training, parkour and dance, whilst outdoors has an emphasis on team sports such as cricket, rugby and hockey. In addition, children can choose to be either sports leaders or sports mentors, whereby they pass some of their knowledge on to younger children; many will also represent the school at U11 level in inter-school competitions.

Personal and Social Education and Philosophy

We teach this curriculum through a variety of means in addition to direct teaching: discussions, talks, drama, games, watching short film clips and researching specific issues. We learn about many age-relevant issues such as peer pressure, alcohol & drugs, and media bias as well as thinking about rites of passage, growing up and considering achievements & transition to secondary school. In Philosophy the Community of Inquiry is used as the specific methodology that aims to improve children's thinking and investigative skills. It encourages them to think more deeply about the ideas met in all other areas of the curriculum and reflect on their own thinking and learning.

Religious Education

We follow Suffolk's Agreed Syllabus. We explore beliefs and questions about God and religion within Christianity, Islam, Buddhism and Hinduism before considering the journey of life and death through the view of both Christians and Buddhists.

French

We teach the children how to listen carefully in order to respond to classroom commands, short statements and questions; following this they learn to ask questions and respond, so that they engage in short conversations. Children are also able to record the language accurately, with a focus on spelling and grammar, so that short written pieces are accomplished. Simple translation is also undertaken along with a number of other practical activities and utilisation of the Rigolo programme.