



Year Six Class	Hampton Dene Primary School	Key Stage 2
Writing Narrative Write stories set in places pupils have been. Write stories of mystery and suspense. Write letters. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. Non-fiction Write recounts. Write persuasively. Write non-chronological reports. Write arguments. Write formally. Poetry Learn by heart and perform a significant poem. Write haiku. Write cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor).	Listen to and tell stories often so as to internalise the structure. Debate issues and formulate well-constructed points. Mathematics Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand. 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. Science Biology Animals and humans Look at the human circulatory system. Evolution and inheritance Look at resemblance in offspring. Look at changes in animals over time. Look at adaptation to environments. Look at differences in offspring. Look at adaptation and evolution. Look at changes to the human skeleton over time. All living things Look at classification of plants, animals and micro organisms.	Look at the effect of diet, exercise and drugs. Physics Light Explain how light appears to travel in straight lines and how this affects seeing and shadows. Working Scientifically Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.) Physics Electricity Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials. Art & Design Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and in finished products. Improve mastery of techniques. Learn about the great artists, architects and designers in history. Computing Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs. Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs. Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely. Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Design & Technology Design 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.
Reading Listen to and discuss a wide range of texts. Learn poetry by heart. Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Read and listen to whole books.	Communication Engage in meaningful discussions in all areas of the curriculum. Listen to and learn a wide range of subject specific vocabulary. Through reading identify vocabulary that enriches and enlivens stories. Speak to small and larger audiences at frequent intervals. Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	



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Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.

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.

Evaluate

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

Technical knowledge

Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.

Geography

Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.

Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

History

A study of a theme in British history.

A non-European society that contrasts with British history chosen from:

- Early Islamic Civilization
- Mayan Civilization
- Benin.

History of interest to pupils.

Language

In the chosen modern language:

- Speak
- Read
- Write.

Look at the culture of the countries where the language is spoken.

Music

Play and perform in solo and ensemble contexts, using voice and 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.

Physical Education

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 gymnastics activities.

Take part in athletics activities.

Perform dances.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Additional Content

RE Y6 Key Questions

Aut

UKS2 2.5: Is it better to express your beliefs in arts and architecture or in charity and generosity?

UKS2 2.8: What difference does it make to believe in ahimsa, grace and/or Ummah?

Spr

UKS2 2.8: What matters most to Christians and Humanists?

Sum

UKS2 2.3: What do religions say when life gets hard?

RE Aims

Aims

Know about and understand a range of religions and world views.

Express ideas and insights about the nature and significance and impact of religions and world views.

Gain and deploy the skills needed to engage seriously with religions and world views.

UKS2 Science

Y5

Properties and changes of materials

Earth and Space Forces

Living things and their habitats

Animals, including humans

Y6

Light

Electricity

Evolution and inheritance

Living things and their habitats

Animals, including humans

Art Year 6 Contexts

People in Action-

Drawing/Painting/Collage/Photography

Matisse/Boccioni/Severini :

What a Performance-

Drawing/Textiles

Leon Bask:

A sense of Place-

Drawing/Photography

Lowry/Van Gogh

Brave Explorers

Brave Explorers show

>Independence and Courage

>Resilience and Adaptability

>Imagination and Making Connections

>Good Team Work

Each class will have its own goals to aim at for the end of the year.

DT Year 6

5/6 D - Mechanical systems - Pulleys and gears

5/6 E - Electrical systems - More complex switches and circuits (and/or Lego WeDo kits to link with Computer Coding when available)