

SCIENCE

Children will learn about:

- Autumn:**
Living Things: characteristics of living things and organisms; classification; plant life; microorganisms
Humans: human circulatory system; the heart and how to be healthy
Spring:
Light: properties of light sources; travel and reflection
Evolution: Charles Darwin's work; the theory of evolution; survival; natural selection adaptation and inheritance
Summer:
Electricity: circuits with increased components; electrical symbols and the dangers of electricity

HISTORY

Children will learn about:

- Autumn:**
The World Wars: a timeline of key events, causes of the war, why people signed up to fight, life on the front line, the role of women and life back at home
Spring:
Ancient Greece: timeline; city states; battle of marathon; gods and goddesses; legacy (theatre, Olympics, philosophy, great thinkers and democracy) and mythology

GEOGRAPHY

Children will learn about:

- Autumn:**
Rivers: rivers around the world; a river's journey from source to sea; the water cycle; erosion and pollution
Spring:
South America: world geography (countries and capitals and cultural differences; comparisons between countries within South America; travelling around South America
Summer:
Earth Explorers (a study of Nigeria, Japan, Germany and Mexico: location; terrain; changes over time—both human and physical; create maps of locations to identify land use; geographical connections (i.e trade); the link between geographical location = thriving economy

RELIGIOUS EDUCATION

Children will learn about:

- Spring:**
Humanism: non-religious meaning; atheism; influential humanist thinkers; and humanist values and beliefs
Summer:
Buddhism: Buddha's story; values and beliefs; the eightfold path; the four noble truths; significant symbols and traditions

PSHE/RSE

Children will learn about:

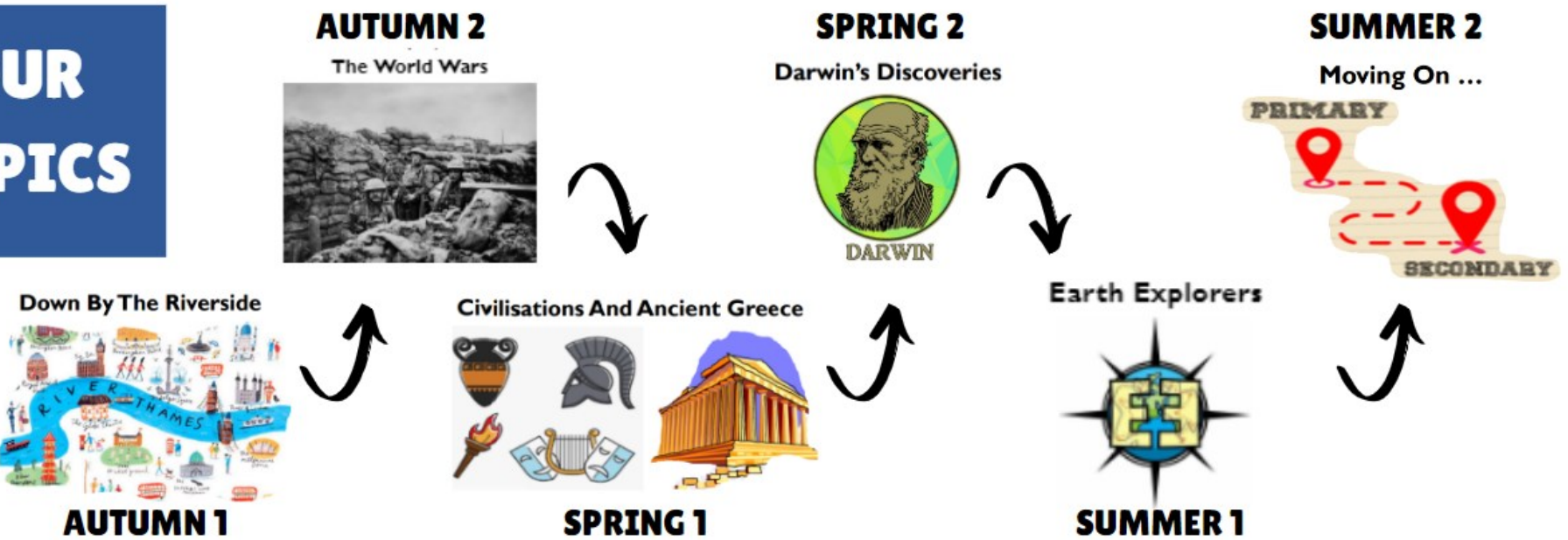
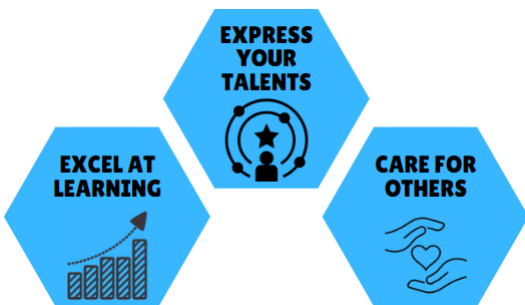
- Autumn:**
Being Me In My World: global citizenship; universal rights; democracy, anti-social behaviour and role-modelling
Celebrating Differences: perceptions; disabilities; bullying; inclusion/exclusion; differences and empathy
Spring:
Dreams And Goals: goals; success; making a difference; motivation and achievement
Healthy Me: personal responsibility; substances; exploitation ('county lines' and gang culture); mental wellness
Summer:
Relationships: worries; support; love; loss; managing feelings; control; assertiveness and technology safety
Changing Me: self-image; puberty conception; attraction; consent; sexting

Chase Bridge Foundation Subject Overview

Our
CURRICULUM

Year 6

OUR
TOPICS



LANGUAGES

Children will learn French reading, writing, speaking and listening skills within these areas of study:

- Autumn:**
Phonetics 3 & Do You Have A Pet? What Is The Date?
Spring:
Olympics Habitats
Summer:
Clothes At The Cafe

DESIGN AND TECHNOLOGY/ART AND DESIGN

Following the Kapow Primary planning scheme

- Autumn:**
Term 1: Art & Design
- Craft & Design: Photo Opportunity
Term 2: Design & Technology
- Textiles: Waistcoats for toys
Spring:
Term 1: Art & Design
- Drawing: Make my voice heard
Term 2: Design & Technology
- Structure: Playground designs
Summer:
Term 1: Art & Design
- Sculpture & 3D: Making memories
Term 2: Design & Technology
- Digital world: Navigating the World

MUSIC

Children will strengthen the skills needed for:

- Singing:** harmonies, dynamics, solos
Music Appreciation: to understand and appreciate the music of John Williams and his contribution to film music.
Performance: solo/ensemble contexts with accuracy, control, fluency and expression; sing songs off by heart with full confidence and precision.
Instruments: playing instruments in an ensemble with accurate dynamics and precision; creating a balanced, quality sound in a group
Composition: using rhyming pattern and structure, and creating melody around a chord structure to compose seasonal songs in groups. To use a computer programme (Bandlab) to create music

COMPUTING

Children will learn about:

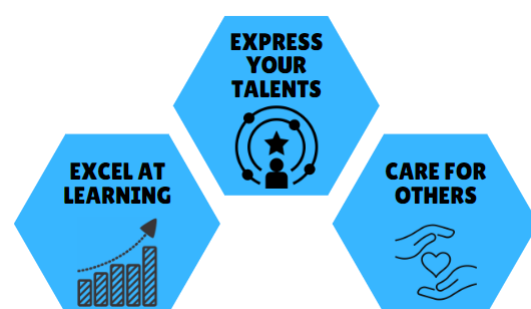
- Digital Literacy:**
Online Safety: Risks of mobile broadcasting, secure sites, privacy, persistent online interactions, sharing data with companies, social media, cyber bullying, behaving responsibly online. Misuse of AI.
Information Technology
Blogging: Identifying purpose of a blog, designing, curating and updating a blog., responsible community interaction, commenting and feedback.
Spreadsheets: navigate excel, enter data, manipulate cells, introduce basic formulae, use spreadsheet in a model situation.,
Computer Science:
Coding and Binary: launch commands, flowchart testing, user , design a game with a score, recognise binary, represent binary.

PHYSICAL EDUCATION

Children will strengthen the skills needed for:

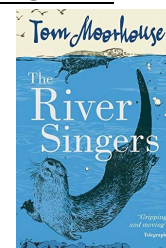
- Autumn:**
Tag rugby, basketball and dance: working collaboratively; selecting and applying skills; ball control; possession and defence; tactics, fluency and control within the game; implement the rules of sport with minimal support; exploring, improvising and combining dance movements
Spring:
Gymnastics, football and hockey: performing gymnastic movements with fluency; use dribbling/attacking/defending skills with control
Summer:
Cricket, tennis and athletics: power, control, and technique in athletic events; selecting and applying a range of striking, catching and throwing techniques in cricket; successfully demonstrate serves, shots and footwork in a rally

Year 6



Topic Linked Class Texts

AUTUMN 1



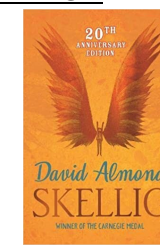
AUTUMN 2



SPRING 1



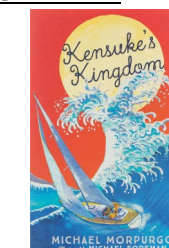
SPRING 2



SUMMER 1



SUMMER 2



En5/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

- En5/1a listen and respond appropriately to adults and their peers
- En5/1b ask relevant questions to extend their understanding and knowledge
- En5/1c use relevant strategies to build their vocabulary
- En5/1d articulate and justify answers, arguments and opinions
- En5/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En5/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En5/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En5/1h speak audibly and fluently with an increasing command of Standard English
- En5/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En5/1j gain, maintain and monitor the interest of the listener(s)
- En5/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En5/1l select and use appropriate registers for effective communication

Reading (The objectives for Reading are common across Years 5 and 6)

- En5/2.1 Word Reading
- En5/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

En6/2.2 Comprehension

En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

En6/2.2b understand what they read by

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

En6/2.2d distinguish between statements of fact and opinion

En6/2.2e retrieve, record and present information from non-fiction

En6/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

En6/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

En6/2.2h provide reasoned justifications for their views.

Writing

(The objectives for Writing are common across Years 5 and 6)

En5/3.1 Spelling

- En5/3.1a use further prefixes and suffixes and understand the guidance for adding them
- En5/3.1b spell some words with 'silent' letters
- En5/3.1c continue to distinguish between homophones and other words which are often confused
- En5/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
- En5/3.1e use dictionaries to check the spelling and meaning of words
- En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- En5/3.1g use a thesaurus

En6/3.2

Handwriting and Presentation

Pupils should be taught to write legibly, fluently and with increasing speed by:

En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

En6/3.2b choosing the writing implement that is best suited for a task

En6/3.3 Composition

En6/3.3a 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
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- En6/3.3b 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
 - precisising longer passages
 - 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

En6/3.3c Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

En6/3.3d proofread for spelling and punctuation errors

En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

En6/3.4 Vocabulary, grammar & punctuation

En6/3.4a develop their understanding of the concepts set out in Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
 - learning the grammar for years 5 and 6 in Appendix 2
- En6/3.4b indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semicolons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently

En6/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

Year 6



Number & place value in Year 6

Children will learn to:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

Addition, subtraction, multiplication & division in Year 6

Children will learn to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Ratio & proportion in Year 6

Children will learn to:

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Statistics in Year 6

Children will learn to:

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Algebra in Year 6

Children will learn to:

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

Fractions (including decimals and percentages) in Year 6

Children will learn to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Geometry (properties of shapes) in Year 6

Children will learn to:

- draw 2D shapes using given dimensions and angles
- recognise, describe and build simple 3D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Measurement in Year 6

Children will learn to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units (for example, mm³ and km³).