St. Anne's Catholic Academy
Curriculum Information
Year 6
Autumn Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**A range of genres andtexts including the following:** Greek Myths and Non-Chronological Reports Hidden Figures Letters (Formal) Free Verse Poetry	• How to organise their writing • Use expanded noun phrases to conveycomplicated information concisely. • Use fronted adverbials to clarifywriter's position. • Write Complex noun phrases to adddetail • Understand and use figurative language to build up description. • To understand and use prepositionalphrases used cleverly. • Widen range of Vocabulary choices. • Select appropriate ways of indicatingparenthesis using brackets, dashes and commas to • Use semi-colons to link independentclauses • Use commas for clarity. • Spellings patterns • Reading for a range of purposes • Participate in discussions about booksproviding reasoned justifications for their views • Use a dictionary/spellchecker tocheck spellings when unsure	• Considering the consequences of right and wrong behaviour and reflecton their own lives. • Being aware of other cultures, beliefs and traditions of others. • Explore issues of gender roles, race and prejudice • Work in collaboration with cooperation and teamwork throughout discussions and drama • Appreciation of different experiences, challenges and triumphs people from different cultures face. • Cultural capital through creative poetry writing for a competition. • Gain the confidence to cope with setbacks and learn from their mistakes.	• To identify the audience and purpose ofthe piece of writing. • To research, note anddevelop initial ideas drawing on reading. • To draft and write describing settings, characters and atmosphere. • To evaluate and edit by assessing the effectiveness of their own and others' writing. • To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To increase familiaritywith a wide range of myths. • To identify the audience and purpose of the writing. • Using a wide range of devices to build cohesion within and across paragraphs. •

		• Proofread/edit and re-draft work		

MATHS	**Place Value** **Addition, subtraction, multiplication and division** **Fractions** **Percentages**	• Count in multiples of different numbers • Read, write, order and compare numbers up to 10 million and recognise the place value of each digit • Add and subtract mentally • Add and subtract using formal written methods e.g. column addition and subtraction • Add and subtract fractions with the same and different denominators • Multiply simple pairs of proper fractions • Divide proper fractions by whole numbers • To find % of amounts	• An ability to build up relationships with others • Gain the confidence to cope with setbacks and learn from their mistakes. • Children work collaboratively with their peers.	• Mental calculation strategies • Quick recall of key facts • Use the formal methods for calculations • Solve number problems • Reasoning

RE	**The Story Of The People Of God** **Followers of Christ** **Prayers In The Lives Of The Followers** **Advent**	• Understand that the Bible is a library of books that can be placed into different categories. • Identify a few styles of literature from the Bible and is able to recall parts of some Old Testament stories. • Know some stories of significant people from the Old Testament and is able to discuss the relationship these people had with God. • Know and is able to reflect on the Commandments. • Understands that God called the people of Israel into a relationship with him and they in their turn were asked to respond to his invitation. • Stories about people following Christ.	• Consider ways in which people can work to establish harmony in family life and their relationships with others. • To be able to empathise with the thoughts and feelings of others. • To discuss how the Church is multicultural • To understand that other faith communities have a variety of forms of prayer. • To know about some prayer customs around the world.	• A greater knowledge of the structure of the Bible. • To be able to identify and use different styles of literature found in the Bible. • Understand and can explain why the Commandments are important for life. • Identify reasons why some people responded to Jesus' call

		• That Christians today are called to serve Christ in the Church and world. • To know that Jesus called many people to follow him. • To understand that sometimes following Christ demands sacrifices. • To understand some of the difficulties in being a disciple of Christ. • To know some traditional Church prayers. • Explain the meaning of some gestures and actions used in prayer. • To understand how Mass is the central part of prayer. • To know that Advent is the season of preparation for Christmas and for Jesus to come again • To recall some teachings about preparing. • To recall images of Christ in the Prologue of St John's Gospel.	• To understand why prayer is important for people of other faiths. • Working collaboratively with their peers. • Reflecting on the significance of signs and symbols • Encouraging children to respect the right of others to hold different beliefs from their own • Collective worship where children will be given time for personal reflection and prayer • Encouraging the children to reflect on the wonder of the world around them • Show respect for differing opinions • Collaborating with peers	• Identify some vocations that exist in the life of the Church. • To discuss in detail reasons why the first disciple of Jesus chose to follow him. • Identify elements of prayer found in the Psalms and in the Magnificat. • To write their own Pslam prayer • To write a modern Parable Group work/ collaboration Reflection Discussion Reading and research skills Empathetic writing Collective worship school masses/ year group masses in the church
PE	**Dance**	• To know relevant dance terminology: motifs.	• Co-operation, teamwork, competition, rules, self-discipline and fair play.	• Work collaboratively to include more

	Gymnastics	• To know the features of different dance styles: • To know key dance terminology: • flexibility, balance, strength and control, unison and cannon. • To know the importance of a warm up for developing strength and flexibility. • To know key gymnastics terminology: accuracy, consistency, and clarity of movement, unison and cannon. • To know how different apparatus can be used in gymnastics: • To know how to perform flight on and off of high apparatus safely, • To know some examples of professional dance which use explosive action. • To know different devices to add interest to action : • To know an extended range of jumps: • To know how to give effective feedback about a dance performance. • To know how to link actions to the music in order to compose a performance. • To know how to improve a broad range of gymnastics actions: • To know how to communicate and collaborate effectively as a group. • To know the importance of strength and stamina for sustained gymnastics performance.	• Individual activities that provide the opportunity for self-reflection, awareness and challenge.	complex compositional ideas • Develop motifs and incorporate into self-composed dances as individuals, pairs & groups • Talk about different styles of dance with understanding, using appropriate language & terminology • Work collaboratively with a partner and in small groups to perform more complex dances • Compare performance with previous performances and demonstrate improvement to achieve personal best • Develop flexibility, balance, strength and control in a range of dances • Lead group warm-up showing understanding of the need for strength and flexibility

				broad range of gymnastics actions
ICT	**Communication &** **Collaboration**	• To recognise that data is transferred using agreed methods • To explain that internet devices have addresses • To describe how computers use addresses to access websites • To identify and explain the main parts of a data packet • To explain that data is transferred over networks in packets • To explain that all data transferred over the internet is in packets • To recognise how to access shared files stored online	• Listen and respond appropriately to the views of others, when working as part of a team.	• To send information over the internet in different ways • To explain that the internet allows different media to be shared • To identify different ways of working together online • To recognise that working together on the internet can be public or private • To explain how the internet enables effective collaboration • To explain the different ways in which people communicate • To identify that there are a variety of ways to communicate over the internet • To choose methods of communication to suit particular purposes • To compare different methods of communicating on the internet • To decide when I should and should not share information online • To explain that communication on the internet may not be private

	Web page creation	• To explore a website • To discuss the different types of media used on websites • To recognise the common features of a web page • To suggest media to include on my page • To draw a web page layout that suits my purpose • To say why I should use copyright-free images • To find copyright-free images • To describe what is meant by the term 'fair use' • To add content to my own web page • To preview what my web page looks like • To evaluate what my web page looks like on different devices and suggest/make edits.		• To explain what a navigation path is • To describe why navigation paths are useful • To make multiple web pages and link them using hyperlinks • To explain the implication of linking to content owned by others • To create hyperlinks to link to other people's work • To evaluate the user experience of a website
MFL	**French** Phonetics lessons 1to4 (C) & Selection of Core Vocabulary lessons	• Know basic classroom instructions – sit down, pens away, open your book. • Know the names of classroom objects. • Know the vocabulary for school uniform. • Know how to use time to describe a school timetable. • Know the vocabulary to describe people in family. • Know vocabulary for toys. • Know how to express quantity. – Some, lots, little. • Know the vocabulary of a house. Things that we do at home using verbs. – Who lives in the house (family, pets)	Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases. Pupils get excited about learning a new language. Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Pupils learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language. In learning a MFL from another culture pupils begin to appreciate the similarities and differences between France and Britain.	• Explain what a pronoun is in English and give you most of the French translations for I, you, he, she, we, you all, and they. • Conjugate most of a regular -ER verb in full when I am given the infinitive version. • Conjugate most of a regular -IR verb in full when I am given the infinitive version. • Conjugate most of a regular -RE verb in

		• Know prepositions to describe where things are. • Know the vocabulary of summer clothing. • Know vocabulary of summer holiday items – buckets, spades etc. • Know traditional vocabulary around Christmas. To listen to attentively and engage in conversations using the vocabulary they have acquired • To recognise the seven days of the week • To spell the seven days of the week • To recall the seven days of the week.		full when I am given the infinitive version
	Presenting Myself (I)	• Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules.		• To understand and use set phrases to talk about myself and ask others for simple information in return. • To understand numbers 1-20, count and use them out of sequence. • I can tell you my nationality and I am aware that the pronunciation changes if I am a girl or boy.

Music	Happy Pop/Neo Soul Being happy! Classroom Jazz 2 Bacharach and Blues Jazz, improvisation and composition	• To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: • The style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) • Name some of the instruments used in the songs • The historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to • To know and confidently sing five songs and their parts from memory,	• Common goal of making music, work together effectively with others and build good relationships • Build self-confidence • Participation in successful public musical performances • Listening, creating or performing music can sometimes be a moving and even spiritual experience. • Reflect on the important effect that music has on people's moods, senses and quality of life. • Encounter music from many cultures and, through their growing knowledge • Understanding of the music, develop more positive attitudes towards other cultures and societies.	• To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how i t makes you feel, using musical language to describe the music. • Find the pulse • Lead the class by inventing rhythms for others to copy back • Copy back two-note riffs by ear and with notation • Question and answer using two different notes

		and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice • Different ways of writing music down – e.g., staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends		• To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.

Year 6 - Ancient Greece

This half term I will learn the following skills and knowledge:

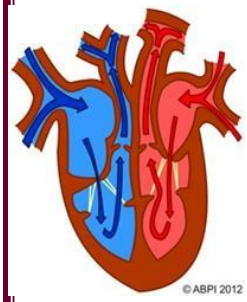
Geography	History
Knowledge To know the location of Greece on a world map. To know the location of Greece on a map or Europe. To know the significance of longitude and latitude and Greece's connection to the equator to explain its climate. To know that Greece is a peninsula. To know Greece's main physical features (Mountains, Biomes) To know Greece's main human features (economic activity, trade links, food) To know where Athens and Sparta are located.	**Knowledge** To know aspects of ancient Greek life. To recall the date of Ancient Greek Civilisation 700BC-200BC. To recall key events of the Ancient Greek Civilisation. To know the main features of a Greek temple. To know about life in Athens and Sparta. To know some of the key ancient Greek gods and goddesses. To know and use correct terminology to describe events in the past. To know that there is a clear contrast between life in the Ancient and Modern world.
Skills To locate Greece and surrounding countries on a world map. To locate Greece and surrounding countries on a map of Europe. To use 4/6 grid references to locate features. To use Google Earth to explore the features of Greece. To research using a range of resources, how Greece has changed over time. To locate Athens and Sparta on a map of Ancient Greece.	**Skills** To compare ancient Greek lives to modern day. To use primary and secondary sources to describe life in Ancient Greece. To research Ancient Greek life using a range of resources. To chronologically order dates from 2000BC to present day. To explain the main features (Style of columns, decoration, material and purpose) of a Greek temple. To explain how Ancient Greek architecture as influenced the western world. To make connections and draw contrasts between life in ancient Athens and ancient Sparta.
Art	**Technology**
Knowledge To know the ancient Greek sculptor Myron To know that Myron created the statue Discobulous To know sketching techniques To know different techniques for shading (cross hatching, hatching, contour lines, stippling, scumbling and patters)	**Knowledge** To know what ancient Greek sandals were made from. To know how modern day sandals are constructed. To know what a prototype is. To know some traditional Greek food. To know that different food and drink contain different ingredients needed for health.
Skills To research the ancient Greek sculptor Myron To research the statue Discbulous To use sketching techniques to sketch a person in motion To use shading and lines to create a 3D image. To use a variety of artistic and drawing techniques to depict light, shadow and texture.	**Skills** To investigate and research ancient Greek sandals. To compare ancient Greek and modern day sandals. To sketch ideas for creating own ancient Greek sandals To plan a logical sequence of how a sandal will be made To make a prototype using a range of material (paper, dipryl). To make a well-constructed Greek sandal. To evaluate the design process and finished sandal. To taste and review traditional Greek food.

Year 6 - World War 2

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know where Germany is located on a map of Europe To know the cities and ports bombed during the Blitz To know why these cities were targeted during the Blitz To know the location of the countries that people enlisted from and countries that formed the two opposing sides To understand the connections between the different countries To know where the countries are in relation to one another	**Knowledge** To recall the events that triggered the start of WW2 To know some of the key wartime events of World War 2 To know when the Blitz began and ended To know what the Blitz was To know how Britain defended itself during the Blitz To know how the war affected daily life in Britain. To know who the key figures involved in the Second World War were and what their roles were. To recall how WW2 ended
Skills To locate Germany on a map of Europe To plot cities that were bombed during the Blitz on a UK map To plot significant geographical features such as rivers and railways To name and locate the countries of Europe and identify their main physical and human characteristics. To research the countries that were linked to World War 2	**Skills** To research using a range of resources To explain what triggered the start of WW2 To order WW2 events into chronological order To explain what happened during the Blitz To explain how people defended themselves during the Blitz To compare past and present To explain how the war affected daily life in Britain To rank the influential factors of D-Day
Art	**Technology**
Knowledge To know how paintings are composed and the vocabulary used when discussing composition i.e. foreground, middle ground, background To know who Henry Moore is and his style of art. To know the message portrayed in the pictures To know what is meant by perspective and proportion To know what is meant by composition	**Knowledge** To know the materials used to make an Anderson shelter To know why Anderson shelters were recommended To know how Anderson shelters were constructed To know the role of tanks in WW2
Skills To critique a piece of art To develop ideas using a sketch book To study the position of bodies and facial expressions To observe the effect of light on objects and people from different directions To begin to develop an awareness of composition, scale and proportion To know how an image reflects a time and place To produce increasingly accurate drawings of people To use a variety of techniques to add interesting effects To work on a sustained piece of work and review and refine to improve	**Skills** To label the key elements of an Anderson shelter To research war time recipes To evaluate the end products against the descriptions To make an Anderson shelter model. To design ad make a working model using mechanical systems To use a wide range of tools and equipment to perform practical tasks To select from a wide range of materials and components

Year 6 - Animals including humans



This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
To know the main parts of the human circulatory system.	To identify and name the main parts of the human circulatory system.
To know the functions of the heart, blood vessels and blood.	To describe the functions of the heart, blood vessels and blood.
To know how water and nutrients are transported within animals including humans.	To explain how water and nutrients are transported within the body.
To know how exercise and diet impact on the way the body functions.	To describe the effects of a healthy lifestyle.
To know different types of scientific enquiries.	To plan different types of scientific enquiries to answer questions. Including recognising and controlling variables.
To know different ways to record data.	To record and present data using tables, scatter graphs, bar and line graphs.
To know different ways to report and present data.	To report findings from enquiries including conclusions about degrees of trust.
To know the impact of drugs on the way the body functions.	To explain the impact of drugs and alcohol on the body.
To know the impact of alcohol on the body.	

Year 6 Knowledge Organiser
Evolution

Science	
Knowledge	**Skills**
To know that living things produce offspring of the same kind but they vary and are not identical. To know the different ways that animals and plants have adapted to suit their environment. To know why Darwin and Wallace are important in the theory of evolution. To know the key theories of evolution constructed by Darwin and Wallace. To understand how Galapagos Finches helped prove the theory of evolution. To know the fossilisation process. To know why some living things have more fossil records than others. To know the known stages of human evolution. To know how humans have affected the evolutionary process.	To explain the scientific concept of inheritance. To use and record technical vocabulary in context. To categorise into living things, habitats and adaptive traits. To explain how the Galapagos Finches/Tortoise helped prove the theory of evolution To order the process of fossilisation. To research living things using fossil records. To discuss the advantages and disadvantages of observing fossil records. To explain the process of adaptation. To compare the advantages and disadvantages of adaptation.