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

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social andcultural values will be promoted by…	Key skills…
ENGLISH	**A range of genres and texts including the following:** Shackleton's Journey The Arrival Romeo and Juliet Iambic Pentameter Poetry	• Write using complex noun phrases used to add detail • Identify and use modal verbs to indicate certainty. • To use a wide range of connectives within different parts of a sentence • Be able to change tense according to the features of the genre • Use adverbs to link ideas across a text using cohesive devices such as adverbials. • Select appropriate ways of indicating parenthesis using brackets, dashes and commas • Understand how hyphens can be used to avoid ambiguity • To use semi-colons and colons to mark boundaries between independent clauses • To use a colon to introduce a list and semi-colons within lists • Use of bullet points to lift information • Use of active and passive to affect the presentation of information in a sentence. • Consider how authors develop characters and setting in what they have read, listened to or seen	• Considering the consequences of right and wrong behavior 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. • Appreciation of different experiences, challenges and triumphs people	• To write a persuasive advertisement • To write a formal CV/Personal statement in role ofa character • To write a set of instructions • To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form • To plan writing by discussing writingsimilar to that which they are planning to write,learning from its structure, vocabulary and grammar • Draft and write by selecting Appropriate • Proof-read for spelling and punctuation errors • To explore characters, emotions, different points of view and challenges faced by the main characters • To write a diary from a

		performed. • Adverbs to link ideas across a text using cohesive devices such as adverbials of time and place • Use of complex sentences to describe and add detail •	from different cultures face. • Gain the confidence to cope with setbacks and learn fromtheir mistakes.	different perspective. • To write a narrative to describe what is happening • To write a well- constructed Non- Chronological report that answers • readers' questions •

MATHS	**Position and Direction** **Decimals** **Fraction, Decimals and Percentages** **Algebra** **Converting units of measurement** **Perimeter, Area and Volume** **Ratio**	• To read and plot co-ordinates in the first quadrant. • To read and plot co-ordinates in all four quadrants • To translate shapes in all four quadrants • To reflect shapes in all four quadrants • To know the place value of decimals to 3dp • Round decimals to the nearest whole number, 1dp, 2dp etc. • Convert fractions to decimals. • Convert fractions to decimals and percentages. • Find equivalent fractions, decimalsand percentages. . • Find a rule. • Form expressions and equations. • Solve one and two step equations • Convert metric and imperial measures. • Convert between miles and kilometers • Area and perimeter of rectangular shapes • Area of a triangle • Area of a parallelogram • Calculating volume of cuboids • To convert ratio to fractions • Calculate using ratio • Using scale factors • Calculating scale factors • Ratio and proportion problems	• Children work collaboratively • Gain the confidence to cope with setbacks and learn from their mistakes	• Mental calculation strategies • Quick recall of key facts • Use the formal methods for calculations • Solve number problems Reasoning

RE	**Christmas** **Belonging to the Church Community** **Lent** **Holy Week**	• To know the accounts of the birth of Jesus. • Reasons why Christmas is an important celebration in the life of the Church. • To understand that Jesus had a special relationship with God • Know that the Apostles proclaimed the Good News of Christ's Resurrection throughout the world • To know some of the responsibilities of the Pope and Archbishop. • Understand that the Church building and parish community is the place where Catholics celebrate and nourish their faith • Know a direct link between the teaching of the Apostles, the role of the Pope and Bishops today • Know that Lent is an important season in the church year • Know that Jesus teaching us on prayer, almsgiving and fasting • Know the Church's customs for the Season of Lent	• Implementation of charitable work and setting an example to younger children • 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. • To understand why prayer is important for people of other faiths. • Working collaboratively with their peers.	• To identify which Gospel the story of Christmas is recorded in. • To discuss reasons why Christmas is important in the life of the Church • To recognise that the Church is a universal Church and the life of the local parish is founded upon the faith of the apostles and the universal church. • To research information about the lives of the Apostles • To consider the part Catholics can play within their local parish communities.

		• Know that the Scriptures speak of God's mercy and forgiveness. • Knows some words of Jesus from the cross and understands why the death of Jesus has been described as a sacrifice • To know that Jesus was a suffering servant and that his death on the cross was obedient to the will of his Father which he prayed to in the Garden of Gethsemane.	• 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	• To think about how teachings of Jesus can be applied to their own lives. • Discuss issues concerning poverty in the world today and think about some remedies for this problem • To understand how the church celebrates the sacrament of reconciliation • Recall the parts of the Passion of Jesus • Think about Jesus's suffering on the cross Group work/ collaboration Reflection Discussion Reading and research skills Empathetic writing Collective worship school masses/ year group masses in the church
PE	**Basketball** **Athletics**	• To apply aspects of fitness to the game such as power, strength, agility and co-ordination • To use counterattack using the fast-break technique • To attempt to score from a counterattack.	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for	• To use the counterattack technique • To retreat dribble to maintain possession • To perform a free

	Football **Golf**	• To retreat dribble • Use retreat dribble in a game • To know why a free throw is awarded • Show power and accuracy in free throw shots • Use the V-cut technique to get free • Use strength and coordination to drive a shot • To use crossover dribble • To know the difference between a 2 and 3 point shot To know the importance of •strength and flexibility in a broad range of throwing, running and jumping activities • To know how to work collaboratively as part of an athletics team. • To know how to provide effective feedback to others. • To know how to judge performance in an athletics event. • To know different ways to measure performance in athletic events with increasing accuracy. • To play as a defender and attacker • Pass to set up another player's goal • Run onto the ball and shoot and score • To deny attackers moving into space • Restrict space attackers play in • Use speed and accuracy to a penalty shot • Work as a team to attack rebounds • To use close control to keep possession of the ball • To recognise and name golf equipment • Identify and use putter to score points • Use tick tock swing to control the		throw with consistency • To use speed and agility to perform a v-cut to get free • To drive to the basket with strength and coordination Become confident and expert in a range of techniques and recognise their success • Apply strength and flexibility to a broad range of throwing, running and jumping activities • Work in collaboration and demonstrate improvement when working with self and others • Accurately and confidently judge across a variety of activities • To set up a shooting opportunity for a team mate • To restrict an attackers space • To perform a penalty kick with power and accuracy • To attack and shoot as a pair • Use the tick tock swing and use it to

		ball • Explain the difference between chipping and putting • Show correct grip and stance • Use brushing the ground technique • Explain the difference between the long and short game		putt the ball • To know the correct stance needed • To get some hight with the ball when chipping • To apply golf skills in a range of challenges

ICT	**Programming A** **Variables in Games**	• To identify examples of information that is variable • To explain that the way a variable changes can be defined • To identify that variables can hold numbers or letters • To identify a program variable as a placeholder in memory for a single value • To explain that a variable has a name and a value • To recognise that the value of a variable can be changed I can decide where in a program to change a variable	• Listen and respond appropriately to the views of others, when working as part of a team.	• To make use of an event in a program to set a variable • To recognise that the value of a variable can be used by a program • To choose the artwork for my project • To create algorithms for my project • To explain my design choices I can create the artwork for my project • To choose a name that identifies the role of a variable • To test the code that I have written • To identify ways that my game could be improved • To use variables to extend my game • To share my game with others
	Introduction to spreadsheets	• To collect data • To suggest how to structure my data • To enter data into a spreadsheet • To explain what an item of data is • To choose an appropriate format for a cell		• To apply a formula to multiple cells by duplicating it

		• To apply an appropriate format to a cell • To explain which data types can be used in calculations • To construct a formula in a spreadsheet • To identify that changing inputs changes outputs • To calculate data using different operations • To create a formula which includes a range of cells		• To use a spreadsheet to answer questions • To explain why data should be organised • To apply a formula to calculate the data I need to answer questions • To produce a chart • To use a chart to show the answer to a question • To suggest when to use a table or chart
MFL	**French** **Do you own a Pet?**	• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").	• Get a sense of fascination about linking their own language to another language and exploring the new words and phrases. • Get excited about learning a new language. • 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. • Learn 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	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs, rhymes and link the spellings, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak sentences, use familiar vocabulary, phrases and basic language structures.

	My Home	• Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language		

Music	A New Year Carol Classical or Urban Gospel Benjamin Britten's music and cover versions You've Got A Friend 70s Ballad/Pop The music of Carole King	• 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	• 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

		copy or respond to • To know and confidently sing five songs and their parts from memory, 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		riffs by ear and with notation • Question and answer using two different notes • 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.

			begin to appreciate the similarities and differences between France and Britain. •	• Develop accurate pronunciation and intonation so that others understand when they ate reading aloud or using familiar words or phrases. • Present information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and in the language. • Use a dictionary to find the meaning of new words. • Adapt these to create new sentences, to express ideas clearly. •

Year 6 - The Vikings

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

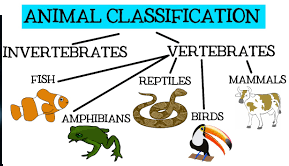
Geography	History
Knowledge To know the location of Scandinavia on a world map. To know the location of Scandinavia on a map of Europe. To know where The Vikings came from. To know why the Vikings moved from their homelands. To know where Vikings invaded and settled in the UK. To know some of the geographical features of the Vikings homeland.	**Knowledge** To know the dates of the Viking era. To know how Vikings raided Anglo-Saxon settlements To know who Alfred the Great is To know that artefacts give evidence that Vikings existed. To investigate a range of Viking artefacts and describe what it tells us about Vikings. To know The Viking travelled in Longboats. To know significant figures during the Viking era. To recall significant events during the Viking era. To know significant figures of the Battle of Hastings. To know the key events leading up to and after The Battle of Hastings.
Skills To locate Denmark, Sweden and Norway on a map of Europe. To locate Denmark, Sweden and Norway on a world map. To identify the geographical features of the Viking homelands. (Climate, landscape, location) To identify and explain where and why the Vikings invaded and settled in the UK.	**Skills** To chronologically order events from 2000BC to present day – including the Vikings To explain how Vikings raided Anglo-Saxon settlements To order key events of Alfred the greats life. To explain what made King Alfred great. To identify the features of a Longboat. To research and order facts about significant figures. To chronologically order key events during the Viking era. To retell the events of the Battle of Hastings
Art	**Technology**
Knowledge To know who William Powell Frith is and his style of art. To know Frith's artistic influences. To know what is meant by perspective and proportion. To know what is meant by composition. To know how paintings are composed and the vocabulary used when discussing composition i.e. foreground, middle ground, background. To know the images on the Bayeux tapestry tell a story.	**Knowledge** To know Vikings lived in Longhouses. To know how to strengthen and stiffen more complex structures. To know how a lever can be used to lift objects. To know how a pulley is used. To understand how pulleys can be used to speed up, slow down or change the direction of movement. To know and use technical vocabulary relevant to the project.
Skills To select and use a range of drawing tools with control and dexterity. To develop ideas using a sketchbook. To begin to develop an awareness of composition, scale and proportion. To produce increasingly accurate drawings of people and in particular faces. To use a variety of techniques to add interesting effects. To work on a sustained piece of work and review and refine to improve. To cross-stitch a scene from the Bayeux tapestry.	**Skills** To identify the layout of a Viking Longhouse. To develop a simple design specification to guide their thinking. To design and make a Viking Longhouse. To demonstrate how Vikings would have used levers to lift objects. To demonstrate how a pulley can change the speed, direction or force of a movement. To test products and critically evaluate the quality of the design and functionality. Compare the final product to original design specification.

Year 6 - UK Government

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

Geography	History
Knowledge To know and use parliamentary terms and vocabulary accurately. To know that different forms of governments exist across the world. e.g. democracy, dictatorship, monarchy. To know what a constituency is. To know and understand the role of an MP. To know how the UK's voting system works. To know the context of a particular location's political stance. To know key aspects of human geography including settlements, land use and economic activity.	**Knowledge** To understand there are different types of leaders in government. To recognise major political movements in history. To know the difference between a suffragette and suffragist. To know the origins of the parliamentary system. To know who Guy Fawkes is and what he set out to achieve. To know that our knowledge of the past is constructed from a range of sources. To know the difference between rules and laws and how they are made and enforced.
Skills To use world maps to locate different types of governments throughout the world. To use different sources of research to find out about parliament. To locate constituencies within the UK. To understand the difference between different political parties in the UK. To explore the political party map from the last UK general election. To describe the geographical impact of BREXIT and the current state of the UK's political position in the EU.	**Skills** To describe a political leader and their ability to lead their country. To present information about how rights for women changed as a result of the suffragette movement. To compare and contrast the actions of the suffragettes and suffragists. To evaluate primary and secondary sources to find out about Guy Fawkes and the Gunpowder plot. To seek out and analyse a wide range of evidence in order to justify claims about the past. To formulate a political party and create a manifesto. To describe and understand the difference between rules and laws and how they are made and enforced.
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 Sylvia Pankhurst is and her style of art. To know Pankhurst's artistic influences. To know what is meant by perspective and proportion. To know what is meant by composition.	**Knowledge** To know about the current reconstruction of Big Ben and the Houses of Parliament in London. To name some famous structures (monuments) in the UK. To know and use technical vocabulary such as reinforce, stability, join, frame and temporary. To know what structures are and how they can be made stronger, stiffer and more stable.
Skills To define the role of Sylvia Pankhurst's women at work. To create imaginative work from a political theme. To use appropriate brush strokes when painting a watercolour piece. To blend water and colour for effect. 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 produce increasingly accurate drawings of people and in particular faces. 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 design, make and evaluate a model monument for the pleasure of its users. To carry out research into user needs using surveys, interviews and questionnaires. To develop an idea taking account of constraints including time, resources and cost and communicate their idea through annotated sketches. To competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. To critically evaluate their product against their design specification and audience.

Year 6 - Living Things and Their Habitats



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

Science

Knowledge

- To know that Scientists who classify living things are Taxonomists
- To know specific characteristics of plants and animals
- To know the 6 animal classes: mammals, reptiles, amphibians, fish, birds and insects
- To know who Carl Linnaeus was
- To know what the Linnaean System of classification is
- To know the difference between vertebrates and invertebrates
- To know groups of invertebrates include: insects, arachnids, annelids, molluscs, crustaceans and echinoderms
- To know the characteristics and classification of a platypus
- To know the characteristics of mammals, birds, insects, reptiles, amphibians, fish arachnids, crustaceans, echinoderms and molluscs.
- To know the difference between helpful and harmful microorganisms.
- To know the different types of microorganisms.
- To know organisms found in my local habitat.

Skills

- To give reasons for classifying animals based on their similarities and differences
- To sort and group animals based on their features
- To describe how living things are classified into groups
- To identify the characteristics of different types of animals
- To explain who Carl Linnaeus was and his work on the classification system
- To classify living things using the Linnaean system
- To explain the difference between vertebrates and invertebrates
- To design a new creature that can be classified
- To investigate how mould grows
- To identify the characteristics of different types of microorganisms.
- To classify organisms found in my local habitat.

Year 6 Spring 2 Knowledge Organiser
Electricity

Science	
Knowledge	**Skills**
I know what is meant by the term 'electricity; I know some of the Scientists who were involved in the discovery of electricity. know the scientific symbols for the main parts of a circuit. I know what is meant by the term 'voltage' I know what happens to bulbs and motors depending on the amount of voltage running through a circuit I know what is meant by a scientific enquiry I know that certain variables will have an impact on the outcome of an experiment I know how different components of a circuit are shown in scientific drawings	I can explain how our understanding of electricity has changed over time. I can explain how major discoveries affected our understanding and use of electricity I can create circuit diagrams using scientific symbols. I can draw circuit diagrams indicating the voltage. I can explain the effect of increasing or decreasing the voltage on different parts of a circuit. I can select an appropriate scientific enquiry. I can plan an investigation in detail. I can decide which variables to control I can use my plan to conduct an investigation. I can adjust my plan if necessary. I understand the different components of a circuit, including: bulbs, buzzers, switches, wires and motors