

## Curriculum Statement for the Academic Year 2008/2009

### Year 6

The Year 6 curriculum is planned using the National curriculum documents for England and Wales. English and Mathematics are taught using the Primary framework for Literacy and Mathematics.

#### **English (Literacy)**

##### Speaking and Listening

During all class activities the children will be taught and encouraged to talk and listen confidently and sympathetically in a wide range of contexts, whilst playing close attention to what others say. They will develop their expression and vocabulary. Drama activities will also be used to allow pupils to actively identify with a variety of roles to develop their imagination and creative abilities. They will be encouraged to explore ideas, issues and feelings and this will enable them to extend their vocabulary in English, and to further develop their speaking and listening skills as individuals and as group members.

##### Reading

The children will be taught and encouraged to respond to a variety of types of writing such as stories, poems and factual writing. They will use inference and deduction and show understanding of themes, events and characters. They will be taught how to locate ideas and information and to summarise a range of information from different sources. Through producing book reviews they will be encouraged to develop own preferences of styles and authors.

##### Writing

- *Composition*

The children will be taught and encouraged to write in a variety of styles that convey meaning clearly and are lively and interesting. They will be encouraged to use imaginative and effective vocabulary and to use grammatically complex sentences, punctuated and paragraphed accurately.

- *Spelling*

Each child will receive words at an appropriate level, with a test given each week. To support the children's work in other areas of the curriculum, spelling lists will, on occasion incorporate vocabulary from other subjects.

- *Handwriting*

Pupils will be encouraged to produce handwriting that is fluent, joined, legible and adaptable to a range of tasks.

#### “English as an Additional Language” Provision

We welcome children of all nationalities and as a consequence, a significant proportion of pupils have English as a second language. There is a wide range of English learning needs in each class, therefore EAL teachers work in partnership with class teachers to assess needs, set targets and work with the children. Support is flexible and can be organised in many different ways, for example individual support, small group support or team teaching.

## Mathematics (Numeracy)

### Number

The children will work with numbers up to a hundred million. They will explore a range of methods in order to solve problems and will be encouraged to discuss these leading to them solving problems using a preferred quick method. They will also extend their knowledge of decimals, fractions, percentages and scale. Through looking at number patterns and sequences they will be introduced to problems using number. Knowledge of algebra will be extended to include equations. There will be a large emphasis on mental calculation in all of the 4 arithmetic operations (addition, subtraction, multiplication and division) and children will be encouraged to check their own work.

### Shape, Space and Measures

2-dimensional and 3-dimensional shapes will be investigated, including the net of each 3D shape. Pupils will learn correct vocabulary, including edge, side, face, corner and vertices. Pupils will be taught to measure and draw angles to a greater degree of accuracy. They will learn about different types of symmetry, and through investigation will develop understanding of the properties of 2 and 3D shapes including tessellation, rotation translation and transformation.

Pupils will work with a variety of units of measurement including length, weight, area, volume and time. Through the work on shape and space they will learn to formulate and calculate area and volume of different shapes.

### Handling Data

The children will use a variety of diagrams including bar, block and line graphs and pie charts. They will learn how to calculate and use mode, median, mean and ranges in analysing data. Knowledge of probability will be extended and children will carry out their own investigations.

## Science

Pupils learn about a wide range of living things, materials and phenomena. They learn to make links between ideas and to explain things using simple models and theories and to apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They learn to carry out systematic investigations, working on their own and with others and to use a wide range of scientific language, conventional diagrams, charts and graphs. In Year 6 these objectives are achieved through the following topics:

- ***Interdependence and adaptation***

In this topic children extend their knowledge of the way in which plants and animals in different habitats depend upon each other and have adapted to changing environments.

- ***Forces in action***

In this unit children apply their knowledge of a variety of forces, including magnetic attraction, gravitational attraction and friction. They learn about the changes in motion which occur when forces act on an object.

- ***Changing Circuits***

This topic consolidates children's knowledge of materials which are electrical conductors and extends their understanding of ways in which the brightness of bulbs or speed of motors in a circuit can be changed. It provides opportunities for children to carry out an investigation relating to electric circuits.

- ***Dissolving***

This topic consolidates and extends children's understanding of what happens when a variety of solids dissolve.

### *Science continued*

- ***How We See Things***

Work in this unit offers opportunities for children to relate their understanding of light, reflection and shadow formation to everyday phenomena and to be involved in a range of experimental and investigative work.

- ***Micro-organisms***

Through this work children learn that there are many very small organisms which feed, grow and reproduce and which may be harmful or beneficial.

- ***Reversible and Irreversible Changes***

This work consolidates children's knowledge and understanding on reversible changes and introduces irreversible changes.

### **Design and Technology**

Throughout Years 3-6 pupils work on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum, such as Science, and use computers in a range of ways. In Year 6, this will be achieved through the following topics:

- ***Shelters***

In this unit, children learn about structures. They learn that structures can fail when loaded, and the use of techniques for reinforcing and strengthening structures.

- ***Fairgrounds***

This unit enables children to gain understanding of an important mechanism, using belts and pulleys, and to learn more about control using electricity and an electric motor.

OR

- ***Controllable vehicles***

In this unit, children develop their understanding of how products can be driven by electricity. They learn how to use motors within their models and how to control the speed and direction of movement.

- ***Slippers***

In this unit, children learn how products *eg slippers* are designed for different purposes and people. They learn that designers must address a range of needs when designing slippers *eg appearance, safety, warmth and size*. Children learn about making accurate patterns/templates and detailed working drawings.

### **Information and Communication Technology (ICT)**

Throughout Years 3-6, pupils will use a wide range of ICT tools and information sources to support their work in other subjects. They will develop their research skills and will be encouraged to question the plausibility and quality of information. The Year 6 programmes of study will be:

- ***Multimedia presentation***

Children learn to create a multimedia presentation using text, images and sounds.

- ***Spreadsheet modelling***

Children will be taught to use a spreadsheet to calculate totals and to explore the effects of changing data in a spreadsheet.

### *Information and Communication Technology continued*

- ***Control and monitoring***

Children will learn how to use input devices to control a process.

- ***Using the internet to search large databases***

Children will be taught to use large sources of information and to question the validity of the information they find.

### **History**

Throughout Years 3-6, pupils learn about significant people, events and places from both the recent and more distant past. They look at history in a variety of ways, including from political, economic, technological, scientific and social perspectives. In Year 6 the topics will be:

- ***What were the effects of Tudor exploration***

In this unit children learn about the reasons for, and results of, exploration of the world by people in the sixteenth century and its impact on sailors, settlers and indigenous peoples.

**OR**

- ***How did life change in Victorian Times***

In this unit children investigate some of the ways life changed during the Victorian era, and some of the reasons for those changes.

- ***How has life changed since World War 2 (life since 1948)***

In this unit children will develop their historical understanding of the period after the war including the characteristic features and diversity of popular culture, make links between changes both within and across the period, and apply their skills of historical enquiry to a study of recent past.

- ***A famous person***

In this unit, children learn about aspects of recent history through the study of the life of someone who made a significant impact and whose life portrays some of the key social and cultural changes of the period.

### **Geography**

Throughout Years 3-6 pupils investigate a variety of people, places and environments throughout the world and start to make links between different places in the world. They learn how people affect the environment and how they are affected by it. They carry out geographical enquiry and in so doing they develop geographical skills using resources such as maps, atlases, photographs and ICT. In Year 6, these skills will be developed through the following topics:

- ***Investigating coasts***

This unit allows the children to learn about coastal environments at local and regional scales.

- ***Investigating rivers***

In this unit, children learn, through fieldwork and research, about rivers and the effects they have on the landscape.

- ***The mountain environment***

This is a unit that encourages children to investigate, through research, places in the UK, Europe and further afield that share a similar physical environment.

### **Art and Design**

Pupils to build on their existing skills and improve their control of materials, tools and techniques. They will be encouraged to increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. Year 5 topics will be:

- ***People in action***

Children will explore how to convey movement in their work. They will look at how the idea of movement is shown in different kinds of art, such as photography, illustrations, cartoons, paintings, prints, and experiment with different methods and techniques to show movement.

- ***A sense of place***

Children will explore the landscape as a starting point for two-dimensional work. They will record their observations through drawing and photography. They will use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting and investigate the methods and approaches of artists who have responded to landscapes in different ways.

- ***Visits to Art Galleries and museums***

### **Music**

Pupils will be encouraged to develop an understanding of the expressive use of pitch (including melody); dynamics (loudness); duration (a sense of rhythm); tempo (fast/slow); timbre (qualities of sound); texture (combinations of sound); and structure (organisation of sounds). They will learn how to explore, select, combine, organise and refine sounds to create music. They will be encouraged to develop the ability to respond to, analyse and evaluate music.

### **Physical Education**

The children will participate in weekly physical education lessons, learning skills from a variety of games and physical activities. The children take part in activities relating to:

- Athletics (running, jumping and throwing.)
- Swimming
- Dance
- Gymnastics

At all times, children are encouraged to enjoy working with their peers and to be active team members. The children will be taught the benefits of a healthy lifestyle and basic health and hygiene.

### **French**

During Year 6 children learn to write short texts and develop greater independence in using the language. Some of the topics covered in Year 6 are weather and clothes. They are encouraged to follow classroom instructions in French independently and be to maintain a small conversation on the topics covered.

### **Religious Education**

Children will be encouraged to develop their knowledge and understanding of faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures.

### **Citizenship and Personal, Social and Health Education**

Citizenship and PSHE aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active, responsible citizens. The programme of study comprises of four interrelated aspects:

- Developing confidence and responsibility and making the most of their abilities;
- Preparing to play an active role as citizens;
- Developing a healthy, safer lifestyle;
- Developing good relationships and respecting the differences between people.

### **Homework**

This is an integral part of the year's curriculum. The children will be expected to read for approximately 20 – 35 minutes each night. The children will also complete approximately 3 – 4 pieces of homework a week within the first two terms, developing to every night during the last term. It may be revision, preparation for, or consolidation of classroom activities.

### **Social Expectations**

Pupils are expected to be responsible for:

- Bringing to school the correct equipment and books for the day including homework, P.E. kit, pencil cases and calculators.
- Keeping their reading log up to date.
- Keeping their personal space neat and tidy at all times.
- Being able to work independently and as part of a team.
- Being able to change quickly and quietly for all activities.
- Demonstrating respect for other people's feelings and opinions and being considerate and polite at all times and in all things.
- Being able to discuss a disagreement with their peers and resolving it.
- Eating their snack sensibly in good time and exhibiting good eating manners.
- Using their time effectively both inside and outside the classroom.
- Being able to work independently and as part of a team.
- Being able to decide for themselves about a sensible course of action when work is finished.
- Completing activities to a high standard.