



Year 6 National Curriculum Objective Coverage
2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Main Theme	Autumn 1 IPC: Time Tunnel Link to Vikings	Autumn 2 IPC: Time Tunnel Link to WW1 and WW2	Spring 1 IPC: Out of Africa	Spring 2 IPC:SATS Revision	Summer 1 IPC: What price progress- Link to a local study (Geography)	Summer 2 IPC: The big picture Year 6 Leaver's Assembly
English (Spoken Language, Reading, Writing, Handwriting)	Treasure Island- Steven Louis Daffodils - Wordsworth, https://wordsworth.org.uk/daffodils.html https://www.tes.com/teaching-resource/9-classic-poems-powerpoint-presentations-6071377 <u>Writing objectives</u> Narrative descriptive Diary Formal and informal letters Persuasive writing: adverts, Newspaper Report	The Fire maker's Daughter The lady of Shalot - Tennyson <u>Writing objectives</u> Narrative Writing Formal and informal letters Diary Instructional text Balanced debate/argument Recount	Macbeth - Shakespeare https://benwaldram.wordpress.com/2013/12/30/macbeth-resources/ El Dorado E.A. Poe (poem) https://www.poetrysoup.com/famous/poem/el_dorado_8717 <u>Writing objectives</u> Narrative Writing Diary Newspaper Report Persuasive writing Play script	Kensuke's Kingdom - Morpurgo <u>Writing objectives</u> Narrative writing Diary Letters Explanation Text Newspaper Report SATs Revision - book review	Hobbit - Tolkien SATs Revision <u>Writing objectives</u> Information Text Narrative writing Diary Letters Explanation Text Newspaper Report	Hobbit - Tolkien Francis - film narrative Alma - film narrative <u>Writing objectives</u> Newspaper article Character and setting description/Profile Diary entry Recount

	Poetry appreciation						
Grammar	<p>Time connectives/Adverbial phrases</p> <p>Conjunctions/root words</p> <p>Subordinating Conjunctions</p> <p>Subjunctive Forms</p> <p>Past Progressive</p> <p>Present perfect</p> <p>Possessive Pronoun</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Formal and informal speech</p> <p>Active and passive sentences</p> <p>Fronted adverbials</p> <p>Similes, metaphors & personification</p> <p>Antonyms, synonyms & homophones</p>	<p>Verb inflections</p> <p>Expanded noun Phrases</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Punctuation & bullet points or tables to structure text/sub headings</p> <p>Articles and Determiners</p> <p>Verbs in English have two Participles, called "present participle (e.g. walking, taking) and "past participle" (e.g. walked, taken).</p> <p>"past participles" are also used as passives.</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Relative and subordinate clauses</p> <p>Cohesive paragraphs and elision</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>]</p> <p>modal verbs [for example, <i>might, should, will, must</i>]</p> <p>SATS REVISION</p>	<p>Types of verbs</p> <p>Colons & bullet points</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>SATS REVISION</p>	<p>SATS REVISION</p> <p>KS2 SATs May 2018.</p> <p>Monday 14th May - Thursday 17th May 2018.</p>	<p>Continued with 2017-2018. Here are the National KS2 SATs will take place Monday 14th May 2018 until Thursday 17th May 2018.</p> <p>KS2 SATs 2017-2018. Here are the National KS2 SATs will take place Monday 14th May 2018 until Thursday 17th May 2018.</p> <p>KS2 SATs 2017-2018. Here are the National KS2 SATs will take place Monday 14th May 2018 until Thursday 17th May 2018.</p>	
Maths See White Rose Hub Term by Term objectives http://www.ellenbrookschool.com/docs/curriculum-	<p>Number - Place Value</p> <p>Number - addition, subtraction, multiplication and division</p>	<p>Fractions</p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions > 1</p> <p>Generate and</p>	<p>Number - Decimals</p> <p>Number - Percentages</p> <p>Number - Algebra</p> <p>Number - Ratio</p> <p>Geometry and Statistics</p>	<p>Geometry - Properties of shapes</p>	<p>SATS REVISION</p> <p>Calculations</p> <p>Fraction</p> <p>Decimals</p> <p>Percentages</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p>	<p>Number</p> <p>Properties of Shapes</p> <p>Position, Direction and Motion</p> <p>Measures</p> <p>Statistics</p> <p>Algebra</p>	

<p>plans/maths/year-6-maths-long-term-planning.pdf</p>		<p>describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{2} \times \frac{2}{3} = \frac{1}{3}$] Divide proper fractions by whole numbers [for example $\frac{1}{2} \div 2 = \frac{1}{4}$] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>			<p>Progress Week</p>	<p>Calculation</p>
<p>History</p>	<p>Be inspired to know more about the past. Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <ul style="list-style-type: none"> Pupils should be taught about the Viking and Anglo-Saxon struggle for 	<p>How historical time can be recorded and measured How we can sort, sequence and order the past How we can interpret events to explore the attitudes of people in the past What happened at different times in</p>	<p>What is 'evolution'? (Gradual change over time) Where is the evidence for evolution? (Fossils and DNA) What is meant by 'adaptation'? (Plants and animals change to suit their environment) Why is there so much</p>	<p>SATS REVISION</p>	<p>SATS we'll be finding out:</p> <p>About important inventions and discoveries from the past</p> <p>About famous people whose ideas</p>	

	<p>the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>How historical time can be recorded and measured</p> <p>How we can sort, sequence and order the past</p> <p>How we can interpret events to explore the attitudes of people in the past</p> <p>What happened at different times in different cultures</p>	<p>different cultures</p>	<p>diversity of life on Earth? (Offspring are not identical to their parents)</p> <p>Understand and explain how fossils are created</p> <p>Use fossil evidence to draw conclusions</p> <ul style="list-style-type: none"> • about creatures that have now become extinct <p>Understand and explain why the fossil record is 'incomplete'</p> <p>Understand the concept of 'inheritance' and describe the ways in which offspring are similar both to their parents and to their siblings</p> <p>Identify ways in which creatures are adapted to their surroundings</p> <p>Carry out a variety of activities and experiments to illustrate why, over a long time period, a given population will all begin to have similar characteristics that make them adapted to their environment</p>		<p>caused social change</p> <p>How our local area has changed and developed over time</p>	
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Geography	<p>Earthquakes and volcanoes</p> <p>About the history of a location in the host country</p> <p>How the movements of people affect the physical and human features of a location</p> <p>How we can use maps to find out about the history of a location</p>	<p>Location of places - continents, oceans, time zones. In geography, the children focus on a region or location in their local area/host country. The emphasis here is on the clues in our physical landscape that hint at the past. From this starting point, the children work backwards through time, 'expanding their view' to take in all the historical and geographical factors that have influenced this region.</p>		SATS REVISION	SATS	
Music	Charanga	Charanga	Charanga	SATS REVISION	SATS	Charanga
Art & DT	<p>Observational drawing - flowers and fruit - reference to artists work. Viking Artifacts/ or link to English and create treasure maps using tea bags for effect and display board</p> <p>http://www.wikihow.com/Make-a-Treasure-Map</p> <p>How artists from different periods have used art to record</p>	<p>Children will create a line drawing, using different skills e.g. cross hatching, rubbing, smearing, blending Also look at L.S. Lowry's WW2 painting. Children will create one based on an aspect of WW2 in the style of Lowry.</p>	<p>Study African painter Gakonga and recreate some of his famous paintings using blending and</p>	SATS REVISION	SATS	Andy Warhol - Pop Art
				<p>Discuss the work of Hokusai, imitating his style with our own landscape vista of a famous Japanese heritage site. Discuss sources of inspiration in Hokusai's Japanese landscapes: Mount Fuji, seascapes &</p>	<p>In Art, we'll be finding out:</p> <p>How to create a piece of art in the futurist style</p> <p>How to create a piece of art in the dadaist style</p>	<p>understand that Pop Art is a distinct style of art and I can reference examples. I understand the role that Andy Warhol played in the rise of Pop Art and can give examples of his work.</p>

	<p>history</p> <p>How we can use art to record a historical event</p>			<p>tsunami, waterfalls.</p> <p>Pupils are taught knowledge, skills and understanding through investigating art, craft and design in Japanese tradition & culture.</p> <p>Japanese fans and origami sculptures.</p> <p>Colour mixing techniques.</p> <p>Children have a choice of media to complete their work, selecting for effect.</p>		
Computing	I Program (6 wks)	Designing and developing computer programming	Algorithm/iNetwork	Searching, sorting and networks. Efficient algorithms	iAPP/ designing and developing mobile apps	Staying safe in a digital world
Science	<p>Our Changing World</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>The Nature Library</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p>	<p>Everything Changes</p> <p>Recognise that living things produce offspring of the same kind, but that offspring normally vary and are not identical to their parents.</p> <p>Identify how animals and</p>	<p>SATS REVISION</p> <p>Danger Low Voltage</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p>SATS</p> <p>Light Up Your World</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p>Work of important scientists: Edward Jenner, Louis Pasteur, Marie Curie</p> <p>Body Pump/Body</p>

	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Recognise that living things produce offspring of the same kind, but that offspring normally vary and are not identical to their parents.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p>	<p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>Compare the functions of different components, giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit, compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches, and use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Compare the functions of different components, giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit, compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches, and use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Health</p> <p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
Sanskrit	Pupils will practice pronouncing the vowels and consonants of the	Pupils will listen attentively to spoken Sanskrit language and show understanding by	Students will explore the patterns and sounds of the Sanskrit language	Pupils will learn how to describe people, relations	Children will learn new vocabulary; foods in different	Students will broaden their Sanskrit

	<p>Sanskrit language.</p> <p>Students will be able to recognise and recall short, long, harsh and soft consonants in the Sanskrit language.</p> <p>To demonstrate how to write the vowels and consonants using Devanagari script.</p>	<p>joining in responsively.</p> <p>Children will engage in Sanskrit conversations; ask and answer questions; express opinions and respond to those of others.</p>	<p>through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Students will be given the opportunity to explore Sanskrit texts.</p>	<p>and places. They will use subject, object, verb ordering to construct Sanskrit sentences.</p> <p>Understand some Sanskrit grammar; feminine, masculine and neuter forms and conjugation of high frequency verbs.</p> <p>Students will explore further Sanskrit texts.</p>	<p>contexts; say whether items are (un)healthy; extend answers about likes/dislikes of items with connectives; engage in role-plays about items in the present and past tenses.</p>	<p>vocabulary to include animals. Introduce verbs: run, fly, jump and swing; describe some animals.</p> <p>Pupils will write Sanskrit phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Use spoken language confidently to initiate and sustain conversations and to tell stories.</p>
PSHE	<p>New Beginnings School charter School Rules</p>	<p>GETTING ON & FALLING OUT Bullying</p>	<p>GOING FOR GOALS Achievements Goals and Desires</p>	<p>GOOD TO BE ME Contentment Satisfied with who you are</p>	<p>RELATIONSHIPS Peer relationships Family Friends</p>	<p>CHANGES New School Body Changes</p>
PRE	<p>Theme: Creation and Destruction This unit provides focused opportunity for critical thinking (which</p>	<p>Theme: Bhagavad Gita Study This unit provides opportunity for systematic study of the Gita, as both a philosophical text and as a</p>	<p>Theme: Relationships The previous unit alluded to the relationship between Arjuna and Krishna, and between the</p>	<p>Theme: Living Values: Etiquette Reflecting on the relationship between Krishna</p>	<p>Theme: Living Values: Rites of Passage This Unit further explores the life</p>	<p>Theme: Teachings for Life In relation to the concepts and</p>

	<p>pervades the entire curriculum); students have opportunity to explore why critical thinking, personal insight and personal autonomy are important and their relation to religious and non-religious conviction. Students also meet common forms of fallacy, with a view to help develop good logic and reasoning skills. Students are briefly introduced to the idea of philosophical (ontological) truth and moral truth, largely as a precursor to the next unit on Bhagavad-gita. This unit (6.1) also prepares students for thinking about their respective futures (Summer Term) and for Unit 7.1 at the start of the secondary phase.</p>	<p>response to a moral dilemma. This is an opportunity to consolidate knowledge and understanding of the main Hindu concepts. Also, to grasp a broad framework for the Gita, in terms of its setting, structure, progression, content and key themes.</p> <p>One key theme, in response to the human condition, is the desire to enjoy and the tendency to reject or renounce (as a way-in to the four ashrams in Summer 1). Pupils will explore the notion of consequences, and the need for foresight and prudence in life's journey. Pupils will also briefly meet the ideals of varna and courage, also relevant to Unit 6.6, the main thrust of the year and preparation for secondary school.</p>	<p>individual self (atman) and the Supreme Self (Bhagavan).</p> <p>Students explore this in more detail and the various relationships in this world, and as represented in film, literature and so on. Building on knowledge from Year 4, pupils are reintroduced to rasa-theology, and the five rasas.</p> <p>Subsequently - and with some reference to Krishna and Arjuna - pupils reflect on the qualities and conduct that enhance or inhibit friendship, learning to analyse and evaluate virtue and vice in terms of specific forms of behaviour. They also hear of the 'six loving exchanges' of Chaitanya Vaishnavism.</p> <p>Pupils are encouraged to apply what they have learned in their own lives. Also, to evaluate current affairs in terms of relationships (e.g. chivalry in football), which aptly affirms the benefits of rules, social norms and</p>	<p>and Arjuna, pupils revisit the notion of juniors, peers and seniors (whilst also acknowledging spiritual equality).</p> <p>Pupils explore some forms of etiquette and good manners with which they are already familiar (with some reference to differences between cultures).</p> <p>To conclude the unit, pupils will have opportunity to hear about and practice some elementary interpersonal skills, especially as linked to listening and assertiveness. Specifically, pupils might express their hopes for the future, and some of the social skills they will need.</p>	<p>journey, and pupils' responses to stability, change, and related issues such as making key choices in life. They hear about rites of passage, and their variously perceived purposes (such as to celebrate moving from one stage of life to the next).</p> <p>Pupils explore the counterpoised ideas of enjoying the world and renouncing it (and resolving this tension). They might reflect on enjoyment they feel is right and what may be wrong (especially on terms of consequence). They will explore other reasons for rites of passage (such as purification or identify formations) and especially the idea of samskara (mental impression).</p> <p>The Unit concludes with students extending their work on writing down or otherwise recording</p>	<p>philosophy learnt to date, pupils consolidate their learning in preparation for transition to secondary school.</p> <p>They have opportunity to do much debating and explore their own questions related to PRE.</p>
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			good manners		their own life- aspirations.	
Physical Education Analyse and comment on skills, techniques and there application in their own and other's work • Modify and refine skills and techniques to improve performance • Warm up and cool down in a way appropriate to the activity • Explain how the body reacts during different activities • Explain why regular, Safe exercise is good for fitness and health LOCOMOTION • Perform skills consistently showing precision, control and fluency. • Select and combine appropriate skills, techniques	GAMES Val Sabin Rugby KS2 Y6 Unit 4 (Attacking and defending play)	GAMES Val Sabin Netball KS2 Y6 Unit 4 (ATHLETICS)	GAMES Val Sabin Basketball KS2 Unit (Invasion- support play and formations)	GAMES Val Sabin Tennis KS2 Y6 Unit 2 (Invasion – Shooting/keeping)	GAMES Val Sabin KS2 Y6 Unit 3 (Striking and Fielding/ Athletics Training)	OUTDOOR EDUCATION Orienteering and team building (Sports day Practise and team games)

<p>and ideas and apply them accurately and consistently</p> <p>OBJECT CONTROL</p> <p>Demonstrate a knowledge and understanding about strategy and tactics through clear control and movement of objects and equipment and apply accurately and consistently.</p> <p>STABILITY</p> <p>Demonstrate a clear knowledge and understanding about strategy and composition through clearly linking skills, techniques and ideas together.</p>						
<p>Visits/Visitors</p>	<p>Freshwater Workshop- Thorgil Viking</p>	<p>Valence House/Redbridge Museum</p>	<p>Gurdwara-Ilford Residential</p>	<p>SATS REVISION</p>	<p>SATS Hainault Forest Field Trip</p>	<p>London Zoo as a treat and end of year 6 trip</p>