

YEAR 6 PRIMARY CURRICULUM
FOUNDATION SUBJECTS
2016-2017



St. Gregory's Catholic Academy

Design and Technology

Statutory	Apply their understanding of computing to program, monitor and control their products.	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Year 6 Design and Technology Milestones	Autumn	Spring	Summer
	<p>To master practical skills</p> <p>Food Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Materials Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper)..</p> <p>Textiles Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p> <p>Electricals and electronics Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p> <p>Computing Write code to control and monitor models or products.</p> <p>Construction Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p>Mechanics Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs.</p> <p>To design, make, evaluate and improve Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p> <p>To take inspiration from design throughout history Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.</p>		
Year 6 Reading, Writing and ESB Opportunities	Lists Labels Design briefs Instructions Templates	Lists Labels Journalistic writing Argumentative writing Templates	Lists Labels Maps Design briefs

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Art and Design

Statutory	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Create sketch books to record their observations and use them to review and revisit ideas.	Learn about great artists, architects and designers in history.
Year 6 Art and Design Milestones	Autumn	Spring	Summer
	<p>To develop ideas Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language</p> <p>To master techniques:</p> <p>Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.</p> <p>Collage Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.</p> <p>Sculpture Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Painting Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Textiles Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.</p> <p>Digital media Enhance digital media by editing (including sound, video, animation, still images and installations).</p> <p>Print Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.</p> <p>To take inspiration from the greats (classic and modern) Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>		
Year 6 Reading, Writing and ESB Opportunities	Write recounts. Write explanations. Write non-chronological reports. Write biographies. Write in a journalistic style. Write arguments. Write formally	Write instructions. Write persuasively. Write explanations. Write non-chronological reports. Write in a journalistic style. Write arguments.	Write instructions. Write recounts. Write persuasively. Write explanations. Write non-chronological reports. Write biographies. Write arguments. Write formally

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History

Statutory	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Tudors	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Vikings	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 World War 2
Year 6 History Milestones	<p style="text-align: center;">Autumn</p> <p style="text-align: center;">Spring</p> <p style="text-align: center;">Summer</p> <p>To investigate and interpret the past Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <p>To build an overview of world history Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To understand chronology Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.</p> <p>To communicate historically Use appropriate historical vocabulary to communicate, including: dates , time period , era , chronology , continuity , change , century , decade , legacy. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</p>		
Year 6 Reading, Writing and ESB Opportunities	Write stories set in places pupils have been. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. Write instructions. Write non-chronological reports.	Write stories of adventure. Write explanations. Learn by heart and perform a significant poem. Write haiku.	Write stories that contain mythical, legendary or historical characters or events. Write recounts. Write biographies. Write arguments. Write poems that convey an image

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Geography

<p>Statutory</p>	<p>Describe and understand key aspects of human/physical geography. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; understand how some of these aspects have changed over time</p>	<p>Describe and understand key aspects of human/physical geography. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; understand how some of these aspects have changed over time. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Locate the world's countries, using maps to focus on Europe and North/South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. Describe and understand key aspects of human/physical geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
<p>Year 6 Geography Milestones</p>	<p>Autumn</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer</p>
<p>Year 6 Reading, Writing and ESB Opportunities</p>	<p>Write in a journalistic style. Write poems that convey an image</p>	<p>Write haiku. Write letters.</p>	<p>Write explanations.</p>	
<p>To investigate places Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>To investigate patterns Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.</p> <p>To communicate geographically Describe and understand key aspects of: <i>Physical geography</i>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. <i>Human geography</i>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>				

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PE

Statutory	<p>Use a broader range of skills in a different ways. Play competitive games and apply basic principles for attacking and defending. Hockey</p> <p>Learn how to improve, comparing their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swim competently, confidently and proficiently over a distance of 25 meters.</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations</p>		<p>Perform dances using a range of movement patterns</p> <p>Learn how to improve, comparing their performances with previous ones</p> <p>Develop flexibility, strength, technique, control and balance and link them to make actions and sequences of movements</p>		<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>		<p>Develop flexibility, strength, technique, control and balance</p> <p>Use a broader range of skills in a different ways.</p> <p>Learn how to improve, comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 6 PE Milestones	<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Games Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p> <p>Dance Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>Gymnastics Create complex and well-executed sequences that include a full range of movements including: travelling , balances , swinging , springing ,flight , vaults , inversions , rotations , bending, stretching and twisting , gestures , linking skills. Hold shapes that are strong, fluent and expressive. Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and to swing (remaining upright).</p>						

Swimming

Swim over 100 metres unaided. Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Swim fluently with controlled strokes. Turn efficiently at the end of a length.

Athletics

Combine sprinting with low hurdles over 60 metres.

Choose the best place for running over a variety of distances.

Throw accurately and refine performance by analysing technique and body shape.

Show control in take off and landings when jumping.

Compete with others and keep track of personal best performances, setting targets for improvement.

Outdoor and adventurous activities

Select appropriate equipment for outdoor and adventurous activity.

Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.

Embrace both leadership and team roles and gain the commitment and respect of a team.

Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.

Remain positive even in the most challenging circumstances, rallying others if need be.

Use a range of devices in order to orientate themselves.

Quickly assess changing conditions and adapt plans to ensure safety comes first.

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Computing

<p>Statutory</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p>		<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	
<p>Year 6 Computing Milestones</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>To code (using Scratch)</p> <ul style="list-style-type: none"> • Motion Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Looks Change the position of objects between screen layers (send to back, bring to front). • Sound Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Draw Combine the use of pens with movement to create interesting effects. • Events Set events to control other events by 'broadcasting' information as a trigger. • Control Use IF THEN ELSE conditions to control events or objects. • Sensing Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Variables and lists Use lists to create a set of variables. • Operators Use the Reporter operators <code>() + ()</code> <code>() - ()</code> <code>() * ()</code> <code>() / ()</code> to perform calculations. Use the Boolean operators <code>() < ()</code> <code>() = ()</code> <code>() > ()</code> <code>() and ()</code> <code>() or ()</code> <code>Not ()</code> to define conditions. Pick Random <code>() to ()</code> Join <code>() ()</code> Letter <code>() of ()</code> Length of <code>()</code> Mod <code>()</code> This reports the remainder after a division calculation Round <code>() () of ()</code>. <p>To connect Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used.</p> <p>To communicate Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications.</p> <p>To collect Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</p>						
<p>Year 6 Reading, Writing and ESB Opportunities</p>						

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Music

Statutory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use and understand staff and other musical notations	Listen with attention to detail and recall sounds with increasing aural memory	Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
Year 6 Music Milestones	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To perform Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p>To compose Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p> <p>To transcribe Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical staff. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p> <p>To describe music Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch , dynamics , tempo , timbre , texture , lyrics and melody , sense of occasion , expressive , solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>					
Year 6 Reading, Writing and ESB Opportunities	Makes notes on how to improve performances.	Write mnemonics to help to remember notation	Write a fact file for a great composer or musician.	Write an album review. Write a letter to a famous Musician or Composer outlining favourite songs/Music.	Create a timeline.	Written evaluation of performances

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MFL-Milestone 1&2 in partnership with STM

Statutory	See Below					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 6 MFL Milestones</p>	<p>To read fluently Read out loud everyday words and phrases. Use phonic (or logographic in Mandarin) knowledge to read words. Read and understand short written phrases. Read out loud familiar words and phrases. Use books or glossaries to find out the meanings of new words.</p> <p>To write imaginatively Write or copy everyday words correctly. Label items and choose appropriate words to complete short sentences. Write one or two short sentences. Write short phrases used in everyday conversations correctly.</p> <p>To speak confidently Understand a range of spoken phrases. Understand standard language (sometimes asking for words or phrases to be repeated). Answer simple questions and give basic information. Give responses to questions about everyday events. Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.</p> <p>To understand the culture of the countries in which the language is spoken Identify countries and communities where the language is spoken. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. Show awareness of the social conventions when speaking to someone.</p>			<p>To read fluently Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words.</p> <p>To write imaginatively Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable.</p> <p>To speak confidently Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary..</p> <p>To understand the culture of the countries in which the language is spoken Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.</p>		
<p>Year 6 Reading, Writing and ESB Opportunities</p>	<p>With advice from STM, build up a range of level appropriate ideas for children to access</p> <p>Aims-to be plotted in line with STM plans.</p> <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand and respond to spoken and written language from a variety of authentic sources <input type="checkbox"/> speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation <input type="checkbox"/> can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt <input type="checkbox"/> discover and develop an appreciation of a range of writing in the language studied. 					