

RGS Junior School
Year 6
Programmes of Study
2019-2020



“One School, One Team.”

Year 6 Programmes of Study

Welcome to Year 6. We know that the children are always excited about being the oldest children in the school and we aim to make it a memorable one: as well as a variety of trips, Year 6 become prefects, giving them the chance to take on extra responsibility – and they always rise to the occasion. As the end of the year approaches, we also begin to prepare them for Senior School, with events such as Year 7 students visiting, assemblies and a visit to Senior School.

Below you will find some guidance as to the work which will be covered over the course of Year 6. As you would imagine, we are always keen to take advantage of opportunities that may present themselves at different times during the year which will further enhance learning within the year group (for example: the offer of an author visit or reacting to events in the region or around the world, such as the Olympics), and **this means that there may be some changes to the plans below.**



Year 6 Maths		
Autumn Term	Spring Term	Summer Term
Place value - using and applying Estimation and rounding Special numbers: square, triangular, primes Mental arithmetic skills - + and - Standard written method +, x & - Calculator work 3 digit by 2 digit multiplication Division - short division (by single digit + remainder), 4 digit by 1 digit, 3/4 digit by 2d Decimals - place value and ordering Review: probability, ratio + proportion, vocabulary of 2D and 3D shapes, brackets, frequency tables, interpretation of graphs, perimeter, Venn diagrams Nets of 3D shapes Fractions, equivalence, ordering + and - Surveys: use of graphs, link with computing Decimals Multiplication 1 & 2 decimal points Division by 10/100/1000 and to 1 and 2 decimal places Rounding and estimating Fractions- adding and subtracting BIDMAS / BODMAS.	Percentages - link with fractions/decimals, comparing and ordering Data handling, trend graphs, comparative bar graphs Range, mode, mean and median Spreadsheets Interpretation of a database Frequency tables - class intervals Area - formula Composite shapes Right-angled triangles Volume and capacity - using and applying Co-ordinates with negative values Symmetry, rotation and translation Length, scale, km/m/cm Sequences and patterns Area of a parallelogram Converting between miles and km Calculating volume of 3D Shapes Finding unknowns in algebra. Multiplying and dividing fractions. Create circle poster explaining radius, diameter, circumference, pi and formula for area and circumference.	Review - key skills for SATs using homework sessions and, if needed, class work time. Complete sequences and patterns Formula and equations Time - 12/24 clock, durations, + and - Timetables - using and applying Angles - measuring and calculating Weight - T/kg/g, reading scales Probability testing numbers 1-6/1-10/21 number combinations (ICT- Graphs) Probability testing – graphs and computing-continued. Long division - standard written method. Rate - time, speed and distance Constructing and drawing of angles. Problem solving skills for able and talented Data collecting and handling - road traffic survey and/ or fitness tests. Angles of elevation and scale drawing Compass direction and 3 figure bearings

Year 6 French		
Autumn Term	Spring Term	Summer Term
Food and drink ordering in a café Numbers 70 to 100	Describing appearance Understanding/giving descriptions of others Clothing (including fashion show) Cultural awareness	Places/holidays & booking a holiday Asking for directions

Year 6 English			
	Autumn Term	Spring Term	Summer Term
Writing	Story writing: varying style appropriate to the genre; Descriptive writing; Non-chronological texts; Formal letters; Persuasive writing;	Balanced arguments; Interviews Journalistic writing; Descriptive writing;	Revisiting previous styles of writing; Independent, extended writing task.
Grammar & Language	Adjectives and adverbs; Revision of speech; Paragraphing; Commas (inc. parenthetic commas); Revision of apostrophes; Dashes & brackets; Connectives; Formal language; Cohesive devices.	Figurative language; Colons & semi-colons; Active & passive; Synonyms & antonyms; Homophones; Subjunctive; Layout devices; Revisiting previous punctuation.	Using grammar and punctuation within a variety of different writing tasks.
Comprehension	Comprehensions taken from a variety of different text books. Developing the ability to recognize different types of questions and the most effective ways to answer these; Developing skills to answer questions more independently.		
Reading	Independent reading of fiction, non-fiction & poetry books; Shared reading in class, including reading aloud from a variety of stimuli, including class novels; Reading for meaning & understanding.		

Year 6 Science		
Autumn Term	Spring Term	Summer Term
<p>Interdependence and adaptation Life processes, review of plants, classification, identification keys, food chains, food webs, different animals and plants are found in different habitats, animals and plants are suited to their environment, adaptation to daily and seasonal changes, interdependence between plants and animals, evolution, theories, Darwin</p> <p>(+ Ingram Valley work)</p> <p>Forces in action Gravity, weight and mass, using forcemeters, several forces may act on one object, representing forces by arrows, force experiments, air resistance, floating and sinking.</p>	<p>Changing circuits Symbols for components in circuits, circuit diagrams, the brightness of bulbs, or speed of motors, etc., in a circuit can be changed by changing components in a variety of ways, series and parallel circuits.</p> <p>More about dissolving How do we know a substance has dissolved?, solutions words, factors involved in determining solubility or the speed of dissolving, fair testing and repeating tests, filtering, sieving, describing a scientific process in a series of sequenced steps.</p> <p>Reversible and irreversible changes Mixing materials can cause them to change, some changes that occur when materials are mixed can easily be reversed, some changes that occur when materials are mixed cannot easily be reversed, heating and cooling, burning, assessing hazards and risks in burning materials.</p> <p>Micro-organisms Introduce micro-organisms, disease, food production, decay, food storage, decay can be beneficial, micro-organisms feed and grow.</p>	<p>How we see things Light travels from a source, representing the direction of a beam of light, reflection, shadows, refraction of light, structure of the eye, how we see, pinhole camera, colour – the spectrum, primary colours of light and pigments, filters. Optical illusions.</p> <p>Summer projects.</p>

Year 6 PSHE/Religious Education		
Autumn Term	Spring Term	Summer Term
<p>Celebrating Difference Am I normal? Understanding disability Power struggles</p> <p>Healthy lifestyles Food Drugs Alcohol</p>	<p>Money Matters Bank accounts Attitudes to money Income, expenditure, spending habits and budgeting</p> <p>Changes Emotional and mental health Managing stress Love and loss</p>	<p>Relationships My self-image Girl talk/boy talk Conception to birth Transition to senior school</p>

Religion: Sikhism Theme: Beliefs and moral values Key Question: Are Sikh stories important today?	Religion: Christianity Theme: beliefs and meaning Key Question: Is anything ever eternal?	Religion: Islam Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?
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*Please note that a letter giving full details of this part of the programme will be sent home **before** the topic is addressed in lessons.

Year 6 Geography		
Autumn Term	Spring Term	Summer Term
<u>Mapwork</u> Using Longitude and Latitude Using 6 Figure References Drawing Maps Accurately Using Atlas Symbols Using scale to measure distance Following a route on OS maps <u>Who are Britain's National Parks for?</u> Why are the National Parks described as Britain's 'breathing spaces'? Why do National Parks welcome visitors? Why is protected land so important in southwest England? Why are so many people attracted to The Valley of the Rocks? How are the National Parks looked after? What is our nearest National Park and why is it important?	<u>Why do so many people in the world live in megacities?</u> What are megacities and where are they located? Why is Milton Keynes the UK's fastest growing city? Why is Brasilia the fastest growing city in Brazil? How do the advantages of living in a city compare to the disadvantages? <u>Brazil</u> Welcome to Brazil Physical and human features Climate The Amazon Rainforest Deforestation	<u>What is a river?</u> How does the course of the River Axe change from source to mouth? How does the course of the River Tyne change from source to mouth? Why are river estuaries such important places for wildlife? Why are rivers such an important part of the water cycle? How has the Isle of Dogs changed since the reign of Henry VIII? Why is river flooding such a problem in Bangladesh? How do we know what happened to the River Thames during the Little Ice Age?

Year 6 History		
Autumn Term	Spring Term	Summer Term
<u>Early Islamic Civilisation</u> What is history? Location of Baghdad and the benefits. Comparing Baghdad to the UK. The Round City Architecture The House of Wisdom Ibn Battuta Al Zahrawi and Muslim Medicine The End of the Empire <u>Crime and Punishment</u> The Romans Anglo Saxon Law and Order Torturing Tudors Dick Turpin Victorian Prisons	<u>World War 2</u> Timelines Causes of the war Key leaders in World War 2 The Blitz Air raids Air raid shelters- Anderson, Morrison Evacuation Dig for victory	<u>World War 2</u> Women in the War How did the war affect people? <u>The Swinging Sixties</u> At the Movies The Beautiful Game Wish You Were Here Gogglebox Technology

Year 6 Drama		
Autumn Term	Spring Term	Summer Term
Macbeth	Silent Film: Dracula Monologues	Morphing Objects and Improv End of Year Production

Year 6 Music

Autumn Term	Spring Term	Summer Term
<p>During this year all the work of previous years is reviews and put into practice in larger scale projects. Use of notation, where appropriate, is as in Year 5.</p>		
<p>The Haunted House Usining <i>Dans Macabre</i> by Saint-Saens, students will be introduced to effect and atmosphere in music and learn how sounds can be created and used to Portray mood.</p> <p>Musical concepts explored:</p> <ul style="list-style-type: none"> • Graphic scores • How sounds can portray effect and create atmosphere • Composition • Performance <p>Carol Service preparation.</p> <p>Year-Group, whole Y5/6 and congregational carols are learnt.</p> <p>Developing performance skills:</p> <ul style="list-style-type: none"> • For a specific place, • For a specific occasion, <p>Developing singing skills:</p> <ul style="list-style-type: none"> • Accuracy, • Expression, • Physical presentation. 	<p>Jazz Using Philip Lane’s <i>Celebration Overture</i>, students will be introduced to Jazz music, namely Blues and Boogie-Woogie. They will learn about rhythmic features such as tied notes, syncopation and dotted crotchets. The students will learn to identify intervals in music and the topic will culminate in making rhythmic compositions that include tied quavers.</p> <p>Musical concepts explored:</p> <ul style="list-style-type: none"> • Composition – including tied notes, musical sequences and repetition • Syncopation and dotted crotchets • Standard notation <p>Music and Words Students will look at advertising jingles – how they reflect the product and catch the attention of prospective buyers. They will identify features of successful jingles before composing their own slogans and jingles for a fictional product.</p> <p>Musical concepts explored:</p> <ul style="list-style-type: none"> • How music and words can work together to great effect • Composition – catchy, memorable tunes and rhythms 	<p>Preparation of musical play. Songs are learnt; elements of staging a play explored in detail through examples and own work.</p> <p>Musical and dramatic concepts explored:</p> <ul style="list-style-type: none"> • Music for a specific purpose, • Musical, visual and dance representation of Place, Event and Setting, • Theatre company composition and duties involved. <p>Performance.</p> <p>This half term will concentrate on getting the musical play ready for performance, which will include:</p> <ul style="list-style-type: none"> • Preparation of props, costumes, posters, programmes, tickets • Rehearsal.

Year 6 Computing		
Autumn Term	Spring Term	Summer Term
<p>Rules of Responsible use of Computers, iPad and the Internet.</p> <p><u>Word Processing and E-mail revision</u></p> <p>Revision of word processing and printing. -Sending emails to people in their address book -Adding and receiving attachments.</p> <p>Throughout this term children will practise typing skills in order to improve their speed (wpm). Pupils are encouraged to work at home to improve their typing skills and speed.</p> <p><u>We are makers</u> Revision of Office 365 for collaboration. Creating physical computing projects using the BBC Microbit. Children will work in small groups to develop and document a Microbit project and share this via a QR code</p> <p><u>Augmented Reality -Interactive Art Exhibition iPads</u></p> <p>Context of the unit: The aim of this activity is to introduce the amazing world of Augmented Reality (AR) to children. AR is a technology that superimposes a computer-generated image or video on a user's view of the real world.</p> <p>- Look at famous works of art and the artists that created them. -Recreate famous art pieces on the iPad. -Create a film about that artist. -Use augmented reality to create an interactive art exhibition.</p> <p>E Safety focus in lesson starters using Think U know website. Digital Literacy and Citizenship Super Digital Citizen Pupils create comic strips showing a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</p> <p>Talking Safely Online Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.</p>	<p>Reminder of e-safety key messages. Safer Internet Day: Tuesday 6th February "Create, connect and share respect: A better internet starts with you"</p> <p><u>Computer Networks</u> -Understand why we have computer networks. - To understand how the World Wide Web has developed</p> <p><u>Web design</u> In this unit the children learn about the history of the web, before studying HTML (hypertext mark-up language), the language in which web pages are written. They learn to edit and write HTML, and then use this knowledge to create a web page. Research places to visit, Email facts and research to friends. Produce a website.</p> <p><u>Lego Mindstorms</u> The children will be introduced to the Lego Mindstorms programming system</p> <p>Privacy Rules Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.</p> <p>What's Cyberbullying? Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p>	<p>Revision of e-safety rules.</p> <p><u>We are Publishers –Creating a Yearbook</u> In this unit, the pupils produce a class yearbook or school magazine using desktop publishing tools. They source, write, edit and combine images and text from a range of sources.</p> <p><u>Code Heads</u> During this unit pupils will develop their understanding of computational thinking by being exposed to a variety of coding languages and problems.</p> <p>Selling Stereotypes Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.</p>

Year 6 Physical Education		
Autumn Term	Spring Term	Summer Term
Gymnastics: Floor and vault	Basketball:	Short Tennis:

Development of more complex pair and group routines with acrobatic movements	Introduction of the game by use of benchball. Passing techniques and the start of the dribble	Pupils should be able to play and score for themselves and compete at their own levels of ability.
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Year 6 Games		
Autumn Term	Spring Term	Summer Term
<p>Field run</p> <p>Boys. Rugby. Continuation of skills based on NROP work on extra player to breakdown in ruck and maul situation. Continue with handling skills and introduction of kicking.</p> <p>Girls. To half term, netball. Skills and understand the different positions for High 5 and the 7 a side game. After half term, hockey. Pupils have a good understanding of positional play, rules and the 7 a side game.</p>	<p>Cross-country, long distance, interval training, steps work.</p> <p>Boys. Football. The pupils should be able to demonstrate competence when controlling the ball and also be able to show spatial awareness when passing in the game situation. Introduction of Hockey</p> <p>Girls. Netball. Progression from 1st term. Hockey. Concentrate on skills through game play.</p> <p>Athletics. Looking at the basics of the run, jump and throw.</p>	<p>Boys and girls : athletics. Work will be done on the less technical jumping and throwing events (cricket or rounders ball). Different styles and speed of running will be explored as will different jumping techniques. The main thrust will be on the shorter sprint events including relay work.</p> <p>Boys. Cricket. Introduction of hard ball and cricket equipment. Further develop shot making techniques and continued concentration on bowling and fielding.</p> <p>Girls. Rounders. Same progressions and skills as Year 5 begin to explain more complicated rules and organise more appropriate fielding, hitting and catching drills.</p>

Year 6 Swimming		
Autumn Term	Spring Term	Summer Term
<p>ASA Personal Survival Level 2 stroke development</p> <p>development of water polo skills</p> <p>starts and turns</p> <p>speed swimming and endurance swimming</p>	<p>Continuation of: ASA Personal Survival Level 2 stroke development</p> <p>diving</p> <p>development of water polo skills</p>	<p>Completion of: ASA Personal Survival Level 2 development of water polo skills</p>

Year 6 D&T		
Autumn Term	Spring Term	Summer Term
<p>Textiles – Soft Toys</p>	<p>Control Mechanisms – Moving Toys</p>	<p>Food Technology – Fruit Crumble</p>

Year 6 Art			
Term	Autumn Term	Spring Term	Summer Term
Topic	Art Movements	Rainforest Art	Portraits and MY project
Painting	Impressionism through Monet Vorticism through Lewis	Painted parrots	
Drawing	Surrealism through Dali Pointillism through Seurat	Rainforest animals	
Sculpture		Rainforest tile	Me in a shoebox
Textiles		Great artist: Henri Rousseau collage	
Digital Media	Pop Art through iPad		Great artist study: Warhol
Art Appreciation	Seurat	Munch	