# Curriculum Overview

**Year 6**

THE MAYNARD SCHOOL | JUNIOR SCHOOL

| | Autumn Term | Spring Term | Summer Term |
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| **Maths** | **Number and Place Value**<br>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.<br>Round any whole number to a required degree of accuracy.<br>Use negative numbers in context and calculate intervals across zero.<br><br>**Addition, Subtraction, Multiplication and Division**<br>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.<br>Identify common factors, common multiples, and prime numbers.<br>Multiply up to a 4-digit number by a 2-digit<br>Short division and division using factor.<br>Divide a 4-digit number by a 2-digit<br>Order of operations and brackets<br>Mental calculations<br><br>**Fractions**<br>Equivalent fractions and simplifying.<br>Compare and order fractions.<br>Add and subtract fractions.<br>Multiply fractions by integers and fractions by fractions. | **Ratio and Proportion**<br>Use ratio language and introduce the ratio symbol.<br>Scale drawing and scale factors.<br>Ratio problems.<br>Problem solving.<br><br>**Algebra**<br>Find a rule – one and two steps.<br>Form expressions.<br>Substitution<br>Formulae.<br>Form and solve equations – one and two step<br><br>**Find pairs of values.**<br>Fractions including decimals and percentages<br>Place value to 3 decimal places<br>Round decimals<br>Add and subtract decimals<br>Multiply by 10,100 and 1,000<br>Multiply and divide decimals by integers<br><br>**Fractions to decimals.**<br>Understand percentages<br>Fractions to percentages<br>Equivalent fractions, decimals and percentages<br>Order fractions, decimals and percentages<br>Percentages of an amount<br>Measurement – perimeter, area and volume | **Statistics**<br>Interpret line graphs<br>Draw line graphs<br>Advanced bar charts<br>Understand and complete pie charts<br>Read and interpret pie charts<br>Pie charts and fractions<br>Pie charts and percentages<br>Introduction to the mean<br>Calculate the mean<br><br>**Geometry – properties of shapes**<br>Measure and classify angles<br>Vertically opposite angles<br>Angles in a triangle<br>Angles in quadrilaterals<br>Angles in polygons<br>Circles<br>Parts of a circle<br>Draw shapes accurately<br>Nets of 3D shapes<br><br>**Geometry -position and direction**<br>The first quadrant<br>Read and plot points in four quadrants<br>Translations<br>Reflections<br>Solve problems with coordinates |

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| | Divide a fraction by an integer.<br>Fractions of an amount<br><br>**Measurement**<br>Metric measures<br>Convert metric measures<br>Calculate metric measures<br>Miles and Kilometres<br>Imperial measures | Area and perimeter<br>**Geometry**<br>Area of a triangle.<br>Area of a parallelogram.<br>Problem solving – perimeter and area.<br>Volume of a cuboid. | **Number – addition, subtraction, multiplication, and division**<br>Problem solving with place value, negative numbers and the four operations<br>Problem solving with fractions, decimals, percentages and ratio and proportion<br>Problem solving with time, position and direction and properties of shapes |
| **English** | **Non-fiction unit (short): World War One: 'To write a page of a non-fiction book about WW1 that is accurate, eye-catching, clear and interesting.'**<br>**Fiction unit (long): War Horse by Michael Morpurgo:**<br>**'To write a story set in the trenches of WW1 that is engaging, descriptive, clear and realistic.'**<br><br>**Reading skills:**<br>Prediction.<br>Summarising.<br>Comprehension.<br>Character studies.<br>Story mapping.<br>Using evidence from the text.<br>Inferring how characters are feeling.<br>Likes/dislikes/puzzles/patterns.<br><br>**Writing skills:**<br>Writing in character.<br>Retelling a section of the story.<br>Writing a description of a setting.<br>Write the ending of a text.<br>Write a dialogue between characters.<br>Make notes and organise information into clear paragraphs. | **Non-fiction unit: Biography Writing using Frida Kahlo Biography: 'To write a biography about an inspirational woman that is interesting and inspirational, engaging, clear and accurate.'**<br><br>**Reading skills:**<br>Identifying key features.<br>Likes/dislikes/puzzles/patterns.<br>Comprehension.<br>Prediction and summarise.<br>Using evidence from text.<br>Make notes effectively.<br><br>**Writing skills:**<br>Improve (uplevel) paragraphs using descriptive language.<br>Write a diary entry using captivating detail/write in character.<br><br>**Vocabulary, Grammar, Spelling and Punctuation**<br>Fronted adverbials for sentences and paragraphs.<br>Similes.<br>Double consonant.<br>Ough letter patterns.<br>Vocabulary from text and glossary work.<br>Apostrophes used for possession and contractions.<br>Widening range of punctuation used. | **Fiction unit: Escape to the River Sea: 'To write a descriptive story set on the Amazon that is descriptive, action-packed, realistic and clear.'**<br><br>**Reading skills:**<br>Authorial choice.<br>Chart character feelings.<br>Character study<br>Comprehension<br>Using inference and evidence from text<br><br>**Writing skills:**<br>Write from a different perspective.<br>Write dialogue between characters.<br>Continue the story at various points.<br>Write alternative endings.<br><br>**Vocabulary, Grammar, Spelling and Punctuation:**<br>Subordinate clauses used at the start, within and at the end of a sentence.<br>Metaphors<br>Cohesion between sentences and paragraphs.<br>Vocabulary from text and synonyms and antonyms.<br>Widening range of punctuation including for parenthesis. |

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| | **Vocabulary, Grammar, Spelling and Punctuation:**<br>Different sentence structures.<br>Conjunctions.<br>Adverbial phrases.<br>Cohesion between paragraphs.<br>Different types of sentences.<br>Punctuating speech.<br>Correct use of comma.<br>Vocabulary from text and synonyms.<br>Able/ible spelling patterns. | | Homophones**.**<br><br>**Poetry unit: Performance Poetry with a focus on Benjamin Zephaniah.** |
| **Science** | **Safe working practice in the laboratory including using Bunsen burners**<br>To consider how to ensure fair testing within experiments<br>To understand the difference between quantitative and qualitive observational<br>To begin to understand the differences between physical and chemical reactions<br><br>**Body Pump (Animals including Humans): What does my circulatory system do?**<br>To describe the three main parts of the circulatory system and describe the job of the heart.<br>To understand how a blood vessel is made up.<br>To investigate what blood consists of.<br>'Build your own blood' activity.<br>To understand the role of water in the body.<br>To understand healthy life choices. | **Classification**<br>To use classification keys to classify different organisms including reptiles, mammals.<br>To identify different animals using a dichotomous key.<br>Design a classification key for plants.<br>To learn the names of the sections within the classification key for living things: Domain, Kingdom, Phylum, Class, Order, Family, Genus and Species.<br><br>**Evolution and Inheritance:**<br>To learn about inherited characteristics.<br>Investigate inheritance and Variation.<br>Learn how offspring vary.<br>To study different habitats and their adaptations.<br>To learn about adaptive traits.<br>To study the Theory of Evolution and learn about key scientists involved in its development. | **Electricity**<br>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.<br>To 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.<br>To use recognised symbols when representing a simple circuit in a diagram.<br><br>**Light:**<br>To recognise that light appears to travel in straight lines.<br>To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.<br>Be able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.<br>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |

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| **History** | **Short study: WW1 (to give context to War Horse).**<br>**Long study: A study of Medieval Japan and the history and the role of the Samurai.** | **Study of the Ancient Aztec Civilisation and a study of the similarities and differences with The Maya Civilisation.** | **Battle of Britain (A significant turning point in British History) link with a local history study – Exeter Blitz.** |
| **Geography** | **Mountain environments** | **Central and South America** | **Rivers**<br>**Map work** |
| **RS** | **Hinduism** | **Judaism** | **Christianity** |
| **PSHE** | **Think Positive!**<br><br>**Friendships** | **Good to be me**<br><br>**Going for goals** | **Life Skills**<br><br>**Changes** |
| **Computing** | **Bletchley Park and the history of computers**<br>**AI** | **Big Data**<br>**Intro into Python** | **Big Data 2**<br>**Inventing a Product** |
| **Modern languages** | **Food and drink**<br>**Enjoy your meal**<br>**Ice cream** | **Free time activities**<br>**Classroom language**<br>**School rooms**<br>**School subjects**<br>**What are you wearing?** | **Cultural contexts**<br>**Play vocabulary builder**<br>**Work on script**<br>**(Monsieur le veterinaire and one other)**<br>**Performance of play** |

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| **PE** | **Hockey / Netball**<br>**Gymnastics / Dance**<br><br>House Hockey Competition<br>Preparation for Christmas Gym & Dance Show | **Netball / Dance**<br>**X-Country / Gymnastics**<br>**Swimming (tbc)**<br><br>House Netball & X-Country Competitions<br>Preparation for Dance Showcase | **Cricket/Tennis**<br>**Swimming/Athletics**<br><br>House Cricket & Swimming competitions<br>Preparation for Sports Day |
| **Music** | **Revision of the concepts of rhythm, pitch and notation.**<br>**Perform 4 part rhythmic clapping fugue and compose something similar**<br>**The pentatonic scale and its use in multi-part improvisation and 2 part written composition.**<br>**Introducing the Blues and practical performance of a 'Classroom Blues'**<br><br>**Christmas class singing**<br><br>**Class Concert and Junior Showcase**<br><br>**Listening: BBC Ten Pieces or the 2021 Model Music Curriculum non-statutory guidance suggestions**<br><br>**Junior School singing**<br><br>**Ukuladies (optional)** | **Continuing study of the Blues: practical performance of a 'Classroom Blues' and class composition**<br>**Dots and triplets and composition incorporating these elements in composition**<br>**Improvisation/composition based on Britten's Peter Grimes Sea Interludes**<br>**Learning about tones, semitones, sharps, flats, naturals and major and minor scales.**<br><br>**Listening: as before**<br><br>**Junior School singing**<br><br>**Ukuladies (optional)**<br><br>**Junior School Choir (optional)** | **Composition making use of an original scale and incorporating dots and triplets Ground Bass: study and composition**<br>**Performance of 2-part percussion piece with dynamics.**<br>**Testing of general musical knowledge.**<br><br>**Preparations for the summer show**<br><br>**Listening: as before**<br><br>**Ukuladies (optional)**<br>**Junior School Choir (optional)** |
| **Textiles** | **Introduction to Textiles**<br>**Using the sewing machine**<br>**Safe use of the iron**<br>**Using a pattern template**<br>**Making "Cute Dog"** | **Sustainable Wool**<br>**Research and design - Impressionism**<br>**Making a wet felted bag**<br>**Illustration** | **Sustainable Cotton**<br>**Accurate measuring – using a commercial pattern to make a pair of well-fitting pj shorts**<br>**Using the sewing machine and overlocker** |

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| **Food & Nutrition** | **Food preparation skills<br>Healthy Eating<br>Basic nutrition** | **Food preparation skills<br>Healthy Eating<br>Basic nutrition** | **Food preparation skills<br>Healthy Eating<br>Basic nutrition** |
| **Art** | **Pop artists - Lichtenstein<br>Perspective<br>Op Art** | **Art inspired by Frida Kahlo and making a clay pot in the style of Frida Kahlo<br><br>Designing and creating a mask and headdress in the style of South American Mardi Gras.** | **Salvador Dali inspired work** |
| **Extra Curriculum** | | **National Marine Aquarium** | **Residential<br>Year 6 Performance** |