

# FARRINGTONS JUNIOR SCHOOL



## CURRICULUM OVERVIEW



2017-18

# YEAR 6



# FARRINGTONS JUNIOR SCHOOL – YEAR 6 - CURRICULUM OVERVIEW 2017-18



## English

<p><b>FICTION:</b> <b>Modern</b> <u>Key texts:</u> <i>'Journey to the River Sea'</i> by Eva Ibbotson <u>Skills focus:</u> Using a range of conjunctions to create compound and complex sentences Relative clauses Using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis Using correct punctuation to indicate speech.</p>	<p><b>FICTION:</b> <b>Classic fiction</b> <u>Key texts:</u> <i>'Alice in Wonderland'</i> by Lewis Carroll <u>Skills focus:</u> Distinguish between formal and informal vocabulary and sentence structures (including subjunctive).</p>	<p><b>FICTION:</b> <b>Allegory and Drama (Shakespeare)</b> <u>Key texts:</u> <i>'The Lion, the Witch and the Wardrobe'</i> by C.S. Lewis <i>'Macbeth'</i> by William Shakespeare <i>'Bravo, Mr William Shakespeare!'</i> by Marcia Williams <u>Skills focus:</u> Adverbials of time, place and number Elaborated description; adjectives and adverbs; subordinate clauses. Relative clauses , expanded noun phrases Subordinate clauses Relative clauses Semi-colons to mark boundary between independent clauses. Dash, colon. Formal and informal language Passive/active voice</p>	<p><b>FICTION:</b> <b>Comparison film and book</b> <u>Key texts:</u> <i>'Journey to Jo'burg'</i> by Beverley Naidoo <u>Skills focus:</u> Using dialogue Differences between spoken and written speech Punctuating to indicate direct speech Formal and informal speech and writing, using subjunctive forms Using commas to clarify meaning.</p>	<p><b>FICTION:</b> <b>War time novels</b> <u>Key texts:</u> <i>Carrie's War</i> by Nina Bawden <i>Goodnight Mr Tom</i> by Michelle Magorian <u>Skills focus:</u> Writing complex and compound sentences; Using elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses; Using accurate sentence and speech punctuation.</p>	<p><b>FICTION AND NON FICTION:</b> <b>Autobiographies</b> <u>Key texts:</u> <i>Boy, Tales of Childhood</i> by Roald Dahl <u>Skills focus:</u> Using dialogue Recognise differences between spoken and written speech Using speech punctuation to indicate direct speech understanding and using modal verbs.</p>
<p><b>NON FICTION:</b> <b>Non-chronological reports</b> <u>Key texts:</u> <i>Examples of information books on Brazil</i> <u>Skills focus:</u> Use of active and passive verbs Using semi-colons, colons and speech marks appropriately in reports Expanded noun phrases to convey complicated information concisely Bullet points in reports.</p>	<p><b>NON FICTION:</b> <b>Biographies and persuasive writing</b> <u>Key texts:</u> <i>Biographies</i> on Lewis Carroll Various <i>persuasive</i> texts/theatre posters <u>Skills focus:</u> Understanding and using modal verbs in persuasive writing Using apostrophes correctly Using correct sentence punctuation.</p>	<p><b>NON FICTION:</b> <b>Journalistic Writing</b> <u>Key texts:</u> Various examples of <i>journalistic writing</i> <u>Skills focus:</u> Adverbials of time, space and number Using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis;</p>	<p><b>NON FICTION:</b> <b>Instructions and explanations and Biography</b> <u>Key texts:</u> <i>Examples of instructions and explanations</i> <i>Biography of Nelson Mandela</i> <i>'Long Walk to Freedom'</i> by Nelson Mandela <u>Skills focus:</u> Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning.</p>	<p><b>NON FICTION:</b> <b>Balanced argument and debate</b> <u>Key texts:</u> <i>Arguments for and against</i> <u>Skills focus:</u> Dialogue Direct/indirect speech punctuation Reported speech Using of passive form to present information; Using semi-colons and dashes to mark boundaries between independent clauses Using commas to clarify meaning.</p>	<p><b>NON FICTION:</b> <b>Recounts</b> <u>Key texts:</u> Various examples of <i>recounts</i> <u>Skills focus:</u> Use of full stops, commas, exclamation marks,, speech marks and question marks to punctuate sentences correctly.</p>

	<p><b>POETRY:</b>  <b>Journey poetry</b>  <u>Key texts:</u>  <i>The Road less travelled</i> by Robert Frost  <i>Stopping by woods on a snowy evening</i> by Robert Frost  <i>Geography Lesson</i> by Brian Patten  <u>Skills focus:</u>  Recognising vocabulary and structures appropriate for formal and written speech  Differences between this and spoken speech  Use of contractions  Using correct punctuation to indicate speech</p>	<p><b>POETRY</b>  <b>Classic poems</b>  <u>Key texts:</u>  <i>'The Walrus and the Carpenter,' 'The Jabberwocky'</i> by Lewis Carroll  <u>Skills focus:</u>  Descriptive language; adjectives, adverbs and powerful nouns and verbs  Expanded noun phrases to convey complicated information concisely  hyphens to avoid ambiguity.</p>	<p><b>POETRY</b>  <b>The Power of Imagery</b>  <u>Key texts:</u>  <i>Poems on Imaginary creatures</i>  <u>Skills focus:</u>  Using commas to clarify meaning  Using elaborated language of description, including expanded noun phrases, adjectives, adverbial and a variety of subordinate clauses, including relative clauses.</p>	<p><b>POETRY:</b>  <b>Poetic Style</b>  <u>Key texts:</u>  Various poetry books  <u>Skills focus:</u>  Dialogue, direct speech punctuation  Using commas to clarify meaning  Using and understanding grammatical terminology.</p>	<p><b>POETRY:</b>  <b>Debate poetry and poetry that tells a story</b>  <u>Key texts:</u>    <u>Skills focus:</u>  Using elaborated descriptive language  Expanded noun phrases  Using and understanding grammatical terminology.</p>	<p><b>POETRY:</b>  <b>Power of Imagery</b>  <u>Key texts:</u>  <b>Collection of poetry books</b>  <u>Skills focus:</u>  Using fronted adverbials and non-finite verbs to start a sentence  Using commas after fronted adverbials  Using elaborated description, including adjectives and adverbs, and subordinate clauses.</p>
<p style="text-align: center;"><b>Maths</b></p>	<p><u>Content</u>  To be able to multiply by 10, 100 and 1000.  To understand the value of digits in numbers with 3 decimal places.  Name parts of a circle.  Find unknown angles.  Classify and sort quadrilaterals.  Find common multiples and factors; Identify prime numbers, recognising their properties.  Compare and order fractions with unrelated denominators.  Find common multiples and factors.  Find equivalent fractions;  Simplify fractions</p>	<p><u>Content</u>  Place 5-digit numbers on a line, rounding to nearest 10, 100 or 1000  Place 6-digit numbers on a line and round to nearest 10, 100, 1000, 10,000 or 100,000  Recognise fraction and decimal equivalents  Add/subtract multiples of 0.01 to/from numbers with two decimal places, crossing multiples of 0.1  Convert between grams and kilograms, millilitres and litres  Identify, describe and build 3D shapes using nets  Use grid multiplication to multiply 3-digit numbers by 2-digit numbers</p>	<p><u>Content</u>  Place value in 7-digit numbers.  Add and subtract near multiples of powers of 10 including decimals.  Place value addition and subtraction of numbers with 3 decimal places.  Round decimals to the nearest whole, tenth and hundredth.  Use written addition to add nos with 3 decimals in context of measures (litres, km, kg);  Use rounding to estimate totals.  Plot points and draw polygons in all 4 quadrants.</p>	<p><u>Content</u>  Solve problems involving rate.  Use mental strategies (factors and multiples) to multiply by 5, 20, 6, 4 and 8; Solve scaling problems.  Multiply and divide numbers with up to 2dp  Revise comparing fractions with unrelated denominators using equivalence.  Recognise equivalent fractions, decimals and percentages.  Find percentages of amounts.  Understand and use simple formulae.  Express missing number problems algebraically.  Generate and describe linear number sequences.  Multiply pairs of fractions together.  Revise finding areas and perimeters of rectilinear shapes and triangles.</p>	<p><u>Content</u>  Place value up to 10,000,000 and rounding.  Place value in numbers with 3 decimal places, <math>\times/\div</math> 10, 100, 1000.  Mental multiplication and division.  Negative numbers, find intervals across 0.  Multi-step problems in context.  Long and short multiplication  Short division, including by 11 and 12.  Use four operations to reason and solve puzzles.  Multiply and divide decimals by whole numbers.  Solve ratio problems.  Find fractions and percentages of nos and measures including money.  Find areas and perimeters  Find missing angles round a point, line, vertically opposite and in triangles.</p>	<p><u>Content</u>  Use a calculator to convert fractions to decimals; read recurring displays.  Realise when a calculator has produced a rounding error.  Begin to use the memory (M+, M- and MR) keys.  Make, explain and justify estimates of large numbers.  Use a calculator to make estimates.  Estimate the position of a point between two numbers on an empty number line.  Estimate answers to calculations by making approximations.  Use world Time Charts to solve problems. Use timetables and the relationship between Units of time to solve problems.</p>

# Science

## LIGHT

### Content

Crime Scene for light  
How light travels  
How shadows are formed  
Reflections  
Mirror images  
Spectrum  
Parts of the eye  
Mind mapping  
End of Unit Test

### Skills focus

Investigative skills  
Observation skills  
Ray diagrams  
Recording information  
Graph work  
Analysing information.  
Research skills  
Recalling information  
Applying knowledge  
Cooperating in a team

## HUMAN BODY

### Content

Organs in body  
Circulatory system  
Lung capacity  
Heart rate with exercise  
Drugs  
Smoking  
Healthy Diet  
Mind mapping  
End of Unit Test

### Skills focus

Research skills  
Observation skills  
Recording data  
Measuring data  
Analysing data  
Reading data from graphs and tables  
Recalling information  
Applying knowledge

## ELECTRICITY

### Content

Simple circuits  
Faults in circuits  
Fuses  
Switches  
Parallel and series circuits  
Saving electricity  
Cost of electricity  
Alternative sources of power  
Building an electronic game  
Mind mapping  
End of Unit Test

### Skills focus

Drawing circuit diagrams  
Building circuits  
Observing and comparing circuits  
Planning investigations  
Fair testing  
Prediction  
Making comparisons  
Writing valid conclusion  
Research skills  
Debating skills  
Recalling facts  
Applying knowledge  
Cooperating in a team

## EVOLUTION

### Content

Similarities and differences between people.  
Plant adaptations  
Animal adaptations  
Charles Darwin  
Natural Selection  
Design a new predator  
Fossil hunters  
Mary Anning  
Mind mapping  
End of Unit test

### Skills focus

Recording variation  
Sorting information  
Interpreting data  
Research skills  
Investigative work  
Recalling facts  
Applying knowledge  
cooperating in a team

## CLASSIFICATION

### Content

Biodiversity  
Collecting creatures  
Classifying objects  
Dichotomous keys  
Carl Linneus  
Kingdoms  
Microbes  
Edward Jenner  
Fungi and experiments  
Mind mapping  
End of Unit Test

### Skills focus

Sorting information  
Collecting data  
Analysing data  
Observation Skills  
Research skills

## DINOSAURS

### Content

Design a dinosaur using plasticine.  
Adaptations of dinosaurs  
Absorption of colours  
experiment  
Dinosaur habitats  
Theories for extinction  
Report back on findings  
Cold and Warm blooded (investigation)

### Skills focus

Making designs  
Research work  
Observation skills  
Investigative work  
Predictions

<h1>History</h1>	<b><u>THE AZTEC WAY OF LIFE</u></b>		<b><u>LIFE FOR CHILDREN IN VICTORIAN TIMES</u></b>		<b><u>THE DEPRESSION PRE WAR YEARS AND WORLD WAR TWO</u></b>	
	<p><u>Content:</u>  Life in Tenochtitlan  Buildings  Customs  Gods  Calendar  Glyphs  The Spanish/Aztec encounter</p> <p><u>Skills focus:</u>  Chronology (BC and AD)  Artefact analysis</p>		<p><u>Content:</u>  Who was queen Victoria?  When was the Victorian era?  Comparison of young Victoria and Old Victoria  Life in Victorian times  Life of a poor child in the 1840s  Life of a rich child in the 1840s  Important figures in Victorian times  Schooling  Compare and contrast living conditions of rich and poor  The Railways  Employment</p> <p><u>Skills focus:</u>  Infer information from an artefact  Research</p>		<p><u>Content:</u>  Key events of the 1930s  Pre-war social conditions  The outbreak of WWII  The Blitz  The Phoney War  Evacuation  Rationing  The Homefront  Anne Frank  The effects of WWII on our local area  The end of WWII</p> <p><u>Skills focus:</u>  Artefact analysis</p>	
<h1>Geography</h1>	<b><u>MOUNTAINS PHYSICAL GEOGRAPHY</u></b>	<b><u>MOUNTAINS HUMAN GEOGRAPHY</u></b>	<b><u>GLOBAL TRADE</u></b>	<b><u>RIVERS</u></b>	<b><u>COASTS PHYSICAL GEOGRAPHY</u></b>	<b><u>COASTS HUMAN GEOGRAPHY</u></b>
	<p><u>Content:</u>  Types of environment  What is a mountain?  What is a mountain range?  The 8 highest mountains in the world  Features of a mountain  Structure of the Earth  Formation of mountains  How are mountains shown on maps?  Mountain climate</p> <p><u>Skills focus:</u>  Using an atlas  Interpreting height on a map  Map skills  Drawing and interpreting climate graphs</p>	<p><u>Content:</u>  Mountain tourism and its impact on the local area  Conflict over land use  The interaction between human processes and the environment  Tourism  Andes case study</p> <p><u>Skills focus:</u>  Interpreting a map  Interpreting geographical sources  Role play  Presenting information</p>	<p><u>Content:</u>  What is trade? – Examples at different scales  How trade became global  Food trade  Trade links – case study of a hoodie  UK exports</p> <p><u>Skills focus:</u>  Interpret graphs and tables  Present information as graphs  Understanding scale</p>	<p><u>Content:</u>  UK rivers  World rivers  Rivers of Africa  The journey of a river  Waterfalls  Meanders  V shaped valleys  Erosion  Transportation  Habitats and species</p> <p><u>Skills focus:</u>  Landform drawings  Using an atlas to locate physical features</p>	<p><u>Content:</u>  What is a coast and where are they found?  Recognise coasts on a map  Waves and tides  Processes of erosion  Deposition  Longshore drift  Formation of caves, arches, stacks and stumps  Bays and headlands</p> <p><u>Skills focus:</u>  Interpreting maps  Map symbols  4 and 6 figure grid references  Drawing and labelling diagrams</p>	<p><u>Content:</u>  Coastal defence  Harbours/ports  Human interference; Piers, beach replenishment etc...  Impact of holiday resorts  Pollution  Power of the ocean  Why has the shape of Britain changed?  European case study</p> <p><u>Skills focus:</u>  Debate</p>

<p><b>Religious Studies</b></p>	<p><b><u>CREATION STORIES</u></b>          Compare and contrast creation stories          Identify types of creation stories          Why do Jews and Christians have the same creation story?</p>	<p><b><u>THE CHRISTMAS STORY</u></b>          The Christmas story          Compare the two Gospel accounts of the Christmas Story          Christmas traditions in Britain and around the world.</p>	<p><b><u>JUSTICE AND FREEDOM</u></b>          Different religious concepts of freedom and justice          How religious beliefs have influenced human rights and non-violent protest movements          How can concepts of freedom and justice conflict?</p>	<p><b><u>CRUCIFIXION</u></b>          Key aspects of the Easter story          Was Jesus' death part of God's plan?          Free will          Determinism          Biblical evidence          How choices are influenced by external factors</p>	<p><b><u>ETERNITY</u></b>          What is eternity?          Popular          Concepts of eternity from religious and non-religious world views</p>	
<p><b>Computing</b></p>	<p><b><u>E-SAFETY AND APPLICATION DESIGN</u></b></p>	<p><b><u>APPLICATION DESIGN, SCRATCH AND PUBLISHER</u></b></p>	<p><b><u>SPREADSHEETS, DATA ENTRY, FORMATTING, FORMULAE AND GRAPHS</u></b></p>	<p><b><u>CODE COMBAT AND HOUR OF CODE</u></b></p>	<p><b><u>PARTS OF A COMPUTER, NETWORKING AND EMAILING</u></b></p>	<p><b><u>WORDPROCESSING</u></b></p>
<p><b>Modern Foreign Language (FRENCH)</b></p>	<p>General greetings.          Alphabet and spelling one's name. Introducing oneself and giving our age.          Colours.          European Day of Languages.          Birthdays          Months and days of week.          Family and pets vocab.          Saying where we live.          Numbers 0-100.          Role-plays in pairs. Presentations as famous people.          Start weather vocabulary.</p>		<p>Complete weather.          Numbers-200.          L'Euro-Paying and buying with Euros.          Hobbies and opinions on hobbies.          School subjects. My timetable in French.          Clothes and fashion show.          End of term self- assessment and role-plays.          Easter vocab and traditions.</p>		<p>Clothes and fashion show.          Countries and nationalities.          Dictionary skills.          End of term self-assessment and role-plays.          Languages portfolio to be completed.</p>	

**Modern  
Foreign  
Language  
(SPANISH)**  
CAROUSEL WITH  
FOOD/CERAMICS

Introduction to studying foreign languages- advantages and where is Spanish spoken.  
 Simple greetings-hello and goodbye.  
 Classroom instructions.  
 Asking how others are and replying.  
 Introducing yourself and asking and giving our name.  
 Naming various colours. Giving opinions on different colours.  
 Numbers: 1-12.  
 Asking people's age and giving our age.  
 Months of the year.  
 Numbers: 13-31.  
 Role-plays in pairs/small groups-for assessment.  
 Asking when other people's birthday is and giving our birthday date.  
 Revision of-name, age, birthday date and counting to 31.  
 Classroom instructions.  
 Days of the week.  
 Saying today's date.  
 Naming various pets and saying what pets we have. Giving opinions on different pets.  
 Vocab on family and saying how many brothers/sisters we have.  
 Classroom language and classroom instructions.  
 Mini written assessment. Self-assessment.

Xmas traditions in Spain, Xmas vocab / Easter traditions in Spain and Easter vocab.

**Food/Ceramics**  
CAROUSEL

**FOOD:**

**Designing and Making food project: Cake stall baking**

**Areas covered:**

- Food room health and safety
- Understanding a design brief and specification
- Researching existing products
- Basic baking skill development
- Scone and cupcake making
- Evaluation of products
- Advertising

**CERAMICS :**

Principles of pottery : Health & Safety & 3 Golden rules of ceramics

**Making:**

- Take one picture competition at the National Gallery:  
<https://www.nationalgallery.org.uk/paintings/pintoricchio-penelope-with-the-suitors>

The project will be pupil lead – they will pick out elements of the painting and decide on a final ceramic outcome which we will work on together between Sept 6<sup>th</sup> and October 3<sup>rd</sup> when work will be submitted

- Throwing pots on the wheel

**Glazing:**

- mixing glazes
- slip trailing
- bubble glazing
- Paper resist

<p style="text-align: center;"><b>Music</b></p>	<p><b><u>ROMANTIC ERA</u></b> Learning about some of the composers and their best-known works</p> <p style="text-align: center;"><b><u>EXPLORING STRUCTURE</u></b></p> <p>Symphony Concerto</p>	<p><b><u>YEAR 6 PRODUCTION</u></b></p> <p>Auditions for, and allocation of, singing and speaking roles</p> <p style="text-align: center;"><b><u>CHRISTMAS</u></b></p> <p>Choir: Yrs 3456 song for Christmas service Choir Yrs 5678 song for Senior service</p>	<p><b><u>JAZZ AND BLUES</u></b></p> <p>Exploring beat and rhythm Beginnings of Blues 12 bar blues Composition</p> <p>Choir: 3456: 2/3 songs for Bromley Festival Choir: 5678: 2/3 songs for Bromley Festival</p>	<p style="text-align: center;"><b><u>EXPLORING PERFORMANCE</u></b> <b><u>YEAR 6 PRODUCTION</u></b></p> <p>Exploring performance Putting on a show Memorising songs Learning dance routines</p> <p>Choir: 3456 : 2 or 3 songs for Bromley Festival Choir: 5678: 2 or 3 songs for Bromley Festival</p>
<p style="text-align: center;"><b>Games/P.E</b></p>	<p>Girls: Games – Netball, Football, Cross Country and Hockey P.E. Fitness / Swimming</p> <p>Boys: Rugby, Cross Country P.E. Fitness / Swimming</p>		<p>Girls: Netball, Football, Cross Country P.E. Gymnastics / multi skills</p> <p>Boys: Football, Cross Country P.E. Gymnastics / multi skills</p>	<p>Girls: Rounders, Athletics, Cross Country P.E. Tennis, Swimming</p> <p>Boys: Cricket, Athletics, Cross Country P.E. Tennis / Swimming</p> <p>Biathlon training.</p>
<p style="text-align: center;"><b>Wellbeing</b></p>	<p>Rights and responsibilities in the school environment Understanding democracy Environmental awareness and responsibility Climate change Sustainability issues Drugs Education Attitudes to alcohol Keeping safe in my local area – Saying no to knives Anti-bullying</p>		<p>Earning money Value for money Lending and borrowing money Achieving goals Deductions and expenses Poverty/Rich and poor nations</p> <p>Trade across the world Global footprints Food shortages and hunger Fairness and responsibility</p>	<p>National, religious and ethnic identities in the UK Different types of relationships Stereotyping and judgement Put-downs and conflict Reporting the news Ending friendships Forgiveness</p> <p>Puberty and reproduction Relationships and reproduction Common responses to change Transition and moving on</p>