

# Rokesly Junior School Curriculum Progression: Year 6



Term	Autumn	Spring	Summer
<b>English</b>	Non-chronological reports Report based on class country  Narrative poetry  Book study  Radio edit	Recount – newspaper reports Formal letter writing (persuasion and complaint)  Grammar focus using picture stimuli  Narrative- Legend  Explanation	Balanced argument  Play scripts / Shakespeare  Stories from other cultures  Persuasion / explanation Leaflet writing (Theme/ wildlife park)  Biography / Autobiography
<b>Maths</b>	<p><b>Place value</b>                      Ordering numbers up to 1,000,000                      Rounding                      Negative numbers</p> <p><b>Addition and subtraction</b>                      Multi-step problems</p> <p><b>Multiplication and division</b>                      Multiply and divide 4 digits by 2 digits.                      Common factors, multiples and primes</p> <p><b>Four operations</b>                      Multi-step problem solving</p> <p><b>Fractions</b>                      Simplifying                      Ordering                      Adding, subtracting, multiplying and dividing</p> <p><b>Decimals</b>                      Rounding to 2 decimal points                      Ordering                      Multiplying numbers with 2 decimal points</p> <p><b>Percentages</b>                      Write percentages as a fraction with 100 as the denominator                      Equivalent fractions, decimals and percentages</p>	<p><b>Geometry</b>                      2D and 3D shapes                      Draw and measure angles                      Build 3D shapes and nets                      Name parts of a circle                      Describe positions on all four quadrants                      Ratio</p> <p><b>Measurement</b>                      Mass, length, volume, capacity                      Converting units                      Solve problems involving calculation and conversion</p> <p><b>Measurement</b>                      Perimeter, area and volume                      Using formulae to calculate                      Area of triangles and parallelograms                      Calculate volume (cm<sup>3</sup>, m<sup>3</sup>)</p> <p><b>Statistics</b>                      Construct pie charts                      Calculate and interpret the mean</p> <p><b>Algebra</b>                      Use simple formulae                      Use to describe number sequences</p>	Consolidation of areas of maths using assessment data.  Maths investigations (KS2 SATS)  Maths investigations and more complex problem solving.  Consolidation work and preparation for KS3

<b>Science</b>	Physics: Electricity Physics: Light	Biology: Living things and their habitat Biology: Evolution and inheritance	Biology: Evolution and inheritance Biology: Animals including humans
<b>Computing</b>	<b>Online Safety</b> - What does media balance mean for me?  Data and information – Databases –Climate Change  <b>Online Safety</b> - What is cyberbullying and what can you do to stop it?  Computing systems + Networks Data and information – Flat-file databases  Website design	<b>Online Safety</b> - What are the important parts of an online news article?  Programming – Variable and games  South America/Rainforests Scratch - Variable in games  <b>Online Safety</b> - What is clickbait and how can you avoid it?  Consolidation of skills – Dragons Den Application of Skills -Dragons Den - Plan, Collaborate & Present	<b>Online Safety</b> - How do gender stereotypes shape our experiences online?  Animation – stop motion  <b>Online Safety</b> - How do you keep online friendships safe?  Digital creation – 3D modelling  Creating media – 3D Modelling
<b>History</b>	<b>Country Study (America)</b> <i>Why do people migrate and how does it affect America and the UK?</i>  <b>BHM</b> – Windrush	<b>Aspect/theme in British History (WW1)</b> <i>How were everyday lives affected by the war?</i>	<b>Aspect/theme in British History (Monarchy)</b> <i>How and why has the role of monarch changed?</i>
<b>Geography</b>	<b>Country Study (America)</b> <i>Why do people migrate and how does it affect America and the UK?</i> <i>How do populations differ from place to place?</i>	<b>Climate</b> <i>Why is our climate changing?</i> <i>How does climate affect the way people live?</i>	<b>Non-European contrasting civilisation (Mayan)</b> <i>What happened to the Mayan civilisation?</i> <i>How do we know about the ancient civilisations of America?</i>
<b>Art and Design</b>	Pencil drawing: line, shape and form Figure drawing Artists: Henry Moore, Jordan Casteel	Mechanical systems: Using papier-mâché to design and make a rain forest animal. Artists: Nixiwaka Yawana, John Dyer, Oenone Hammersty	Digital media: Creating a stop frame animation  Textiles: creating cushions inspired by Ancient Maya patterns Designer: Jay Mohler, Anita Lara
<b>Design and Technology</b>	Food and Nutrition: Nutrition requirements – using wartime recipes	Mechanical systems: Using papier-mâché to design, make and evaluate a rain forest animal. Artists: Nixiwaka Yawanawa, John Dyer, Oenone Hammersley	Textiles: Joining different fabrics. Designing and making cushions inspired by Ancient Maya patterns Designer: Jay Mohler, Anita Lara

<b>RE</b>	How should we live and who can inspire us? Comparing different faiths	What does it mean to belong to a religion? Islam	What do people believe about life? Christianity and Buddhism
<b>PSHCE</b>	Belonging to a Community: Valuing diversity  Respecting ourselves and others: Expressing opinions and respecting other points of view.  Physical health and Mental Wellbeing	Money and Work: Identifying links between money and work, money around the world  Keeping safe: Keeping personal information safe; regulations and choices.	Families and Friendships  Safe relationships Growing and Changing
<b>PE</b>	Athletics (running, jumping and throwing and develop flexibility, strength, technique, control and balance)  Gymnastics (develop flexibility, strength, technique, control and balance)  Netball (Invasion/attacking and defending)  Dance (develop flexibility, strength, technique, control and balance)	Hockey (competitive games/attacking and defending) adapting and assessing  Football adapting and assessing  Tag Rugby (throwing and catching) tactics  Circuits (Compare their performances)	Basketball (Invasion/attacking and defending) developing shooting skills competing  Cricket (striking and fielding)  Tournament  Swimming
<b>French</b>	<b>Our School</b> Telling the time- read and say half past the hour clock times. Places in our school- sentences about school. Tour of our school- use words/phrases to label a map of the school. School times and subjects- describe the structure of the school day using key vocabulary Break time- describe school activities. School diary- writing about the school days.  <b>Our World</b> World map- name the different continents and oceans. Famous rivers and continents- name and	<b>Creating a café</b> Revisit vocabulary for food and drinks. Describing what you have ordered- past tense verb forms. Create a menu for a café and expressing preferences for food and drinks.  <b>Then and Now</b> Recognise key places in a town. Numbers up to 39 and multiples of 10 up to 100. Names of shops and places in a town. Identifying signs, symbols and famous landmarks. Past and present tense.	<b>At the Theme Park</b> Comparing aspects of entertainment in England and France. Numbers up to 100. Giving opinions about films. Conduct an interview. Multimedia presentation.  <b>What's in the News?</b> Comparing English and French sources of news. News sources- read, identify and compare different types of news. Express a spoken opinion about the news. Participate in a simple conversation about TV programmes. News stories- read and understand the

	<p>locate famous rivers on a map.          Reading and answering questions.          Describing the weather in different countries and continents.          Describing a journey.</p>		<p>gist of a news story.          We are journalists- write an article.</p>
<b>Music</b>	<p><b>Rhythm and Pulse / Tempo</b></p> <p>How do pulse, rhythm and pitch work together?</p> <p>Create own rhythms - progress to playing alongside pulse</p> <p>Listen to a range of genres and identify pulse.</p> <p>Reading and writing rhythm patterns using rhythmic notation</p>	<p><b>Melody and Pitch</b></p> <p>Singing and Performing</p> <p>Listening to a range of genres</p> <p>Playing tuned instruments along with a song</p>	<p><b>Composition, Performance and Review</b></p> <p>Learn to play a song on a tuned instrument.</p> <p>Song writing</p>