

YEAR SIX

CURRICULUM

ENGLISH

Reading

At Catmose Primary, we aim to equip pupils with the knowledge and understanding of how to be fluent readers who have the ability to read with prosody when they leave Y6. Our reading curriculum from EYFS to Y6, provides the teaching and application opportunities to guide pupils through each important step in their learning of how to read fluently.

In KS2, wider reading comprehension skills are taught through guided reading and whole class reading lessons weekly. The National Curriculum objectives and KS2 Content Domains are used to ensure coverage of key reading skills and understanding. Teachers model these skills to pupils and provide opportunities for them to practise and apply independently. PiXL resources are used to compliment reading lessons and assessments.

Throughout the school, high-quality texts are chosen that are appropriately pitched for challenge and content. We aim to share important classics along with engaging readers in new texts that are 'firsts' in a series so that pupils can continue with sequels at home.

At Catmose Primary, we use banded reading books from EYFS to KS2. This links to the Letters and Sounds phonics phases and the National Curriculum spelling rules.

Pupils in Y6 are able to choose their own books from home, as long as they provide appropriate challenge. This is checked by the class teachers.

Colour band	Emerging	Expected	Exceeding/ Confident	Super confident
Grey (NC spelling rules)	Y5, Y6	Y4	Y3	Y2
Dark Blue (NC spelling rules)	Y6	Y5	Y4	Y3
Dark Red (NC spelling rules)		Y6	Y5	Y4
Black (NC spelling rules)			Y6	Y5
Black Plus (NC spelling rules)				Y6

Writing

Our writing curriculum is designed to develop fluent writers who can confidently share ideas and engage the readers. There are many aspects to writing that we ensure to give balance to throughout pupils' time at Catmose Primary.

Through the use of PiXL spelling resources in KS2, spelling patterns are taught and applied. Handwriting is taught and practised from Y2 onwards, allowing for EYFS and Y1 to fully perfect initial letter and sentence formation.

The grid below shows our genre coverage. Year groups will revisit previous genres and write more than what is stated below; this is our core coverage to ensure pupils learn about and write in a broad range of text types. We use the Primary Literacy Trust's progression in fiction and non-fiction writing documents to ensure there are increased expectations in each genre at different stages. National Curriculum objectives are cross-referenced to ensure coverage, along with Pie Corbett's Talk for Writing progression in writing document for year-by-year Grammar and Punctuation terminology and coverage.

Exciting and engaging stimuli are chosen for writing, often linked to the termly wider curriculum topics. This provides pupils with an enthusiasm to write and an opportunity to deepen and apply their learning from across the curriculum.

Genre coverage:

	Fictional narrative	Non-fiction	Poetry
UKS2	Historical context; Flashbacks; Film narrative; Different cultures; Dilemma stories; First person story; Fantasy; Contemporary; Science fiction; Narratives from different perspectives; Factual narrative; Short stories; Extended narrative; Scary story?	Y5 and 6: Discussion, Explanation, Instructions, Persuasive, Report, Recounts	Visual: Concrete poems Structured: Couplets; rap; Limerick; ballads; haiku/tanka/renga Free verse: monologue; conversation poem

MATHS

The school uses the White Rose curriculum which ensures a clear sequence of lessons which allows for a return to key units of work throughout the year (a spiral curriculum) Number is focused upon as the building block of early Mathematics.

The year overview for Year 6 can be viewed below.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Number: Fractions				Geometry: Position and Direction	
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Statistics
Summer	Geometry: Properties of Shape			Consolidation or SATs preparation		Consolidation, investigations and preparations for KS3						

SCIENCE

The Schools follows the Hamilton Trust Scheme of work for Science, using the bespoke Science Lab and resources.

The year overview for Year 6 can be viewed below.

<p>Light</p> <p>Crime Lab Investigation</p> <ol style="list-style-type: none"> Light specialists required Light travels in straight lines Up periscope Shadow giants It's a rainbow world A trick of the colourful light filters <p>Suggested for Autumn 1</p>	<p>Living Things and Their Habitats</p> <p>Classification Connoisseurs</p> <ol style="list-style-type: none"> Finding Linnæus Odd one out The sweetness of classification Classification in your back yard Quirky creatures New creature feature <p>Suggested for Spring 1</p>	<p>Animals Including Humans</p> <p>The Art of Being Human</p> <ol style="list-style-type: none"> Blood composition and function The heart Nutrient detective The circulatory system A healthy body: diet, exercise and lifestyle A healthy body: drugs and alcohol <p>Suggested for Summer 1</p>
<p>Electricity</p> <p>Electric Celebrations</p> <ol style="list-style-type: none"> Electrical festive challenge Playing with electricity Designs, ideas and circuit diagrams Create a dimmer switch Create festive lights prototype Entering the dragons' den <p>Suggested for Autumn 2</p>	<p>Evolution and Inheritance</p> <p>The Game of Survival</p> <ol style="list-style-type: none"> Inheritance detective Mutations and adaptations Extreme survival Meet the evolutionary pioneers Evolutionary trees and fossils The tale of the giraffe's neck <p>Suggested for Spring 2</p>	<p>Second Look Science</p> <p>The Science of Sport</p> <ol style="list-style-type: none"> Tantalising turf Sports kit and equipment enquiries Harnessing sports forces Human body and sports Sports talent Lighting up sport stadiums <p>Suggested for Summer 2</p>

Catmose Primary School 31 Knowledge Organiser

Revolution Year 6 Term 2

History vocabulary

- Continuity: An official continuation of a state
- Constitution: A set of laws or principles
- Constitutional monarchy: A system of government where the monarch's powers are limited by a constitution
- Constitutional reform: The process of changing the constitution
- Constitutional crisis: A situation where the constitution is being challenged
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Historical skills and sources

- Primary sources: Documents or objects created at the time of the event
- Secondary sources: Documents or objects created after the event
- Historical sources: Documents or objects created at the time of the event
- Historical sources: Documents or objects created after the event

What do I want to learn about?

Victorian era

The Victorian era was the time when Queen Victoria was on the throne. It lasted from 1837 until 1901. It was a time of huge change in Britain. The industrial revolution modernised transport, factories and farming, leading to the industrial revolution. Social change saw the start of the suffragette movement, the struggle for women's right to vote. Working conditions and education also improved during the Victorian era.

Life in Victorian Britain

Rich and poor

There was a huge difference between the rich and the poor. The rich lived in large houses with servants. The poor lived in small, crowded houses in cities called slums. They often worked long hours for very little money. Many poor people with their families lived in terrible conditions. They had to live and work in terrible conditions.

Schools

Queen Victoria first went to the school, and did not go to school. However, during her reign it became the law that children between 5 and 10 had to go to school. There could be 7000 pupils in one class. The schools were very strict and the children were taught to be obedient and to be obedient. Children were taught to be obedient and to be obedient.

Crime and punishment

With problems in areas where the Victorian era was taking a long time to solve. There were many people who were sent to prison. Many new prisons were built during Victorian times. Some prisons were built during Victorian times. Some prisons were built during Victorian times.

Art, sewing and cross stitch

Art study, William Morris, Victorian printmaker, inspired by nature.

Music singing

Listening to and commenting on music from the past. Victorian parlour songs and drawing-room ballads.

Music vocabulary

Conductors, Composers, Musicians, Pianists, Singers, Violins, Cellists, Trombones.

RE - Sikhism

Lord Gurus, Day of Gurbani, Saturday 14th November 2020.

Computing focus - Digital Literacy

Using Photoshop to edit images.

Timeline

British History axis: Victoria (1837-1901), Edwardian (1901-1914)

1819: Victoria is born. 1829: Robert Peel starts the police force. 1834: A new Poor Law is passed that stops people giving money to the poor. 1837: Victoria becomes Queen, the Houses of Parliament are built. 1840: Queen Victoria marries Prince Albert. 1842: The Mines and Collieries Act prevents underground work for women and girls, and boys under 10. 1851: The Great Exhibition opens at Crystal Palace. 1853: The Crimean War begins. 1859: Charles Darwin's 'On the Origin of Species' is published. 1861: Prince Albert dies. 1870: The Education Act makes the education compulsory for children between the ages of 5 and 13. 1879: Thomas Edison makes the first electric light bulb. 1891: The Elementary Education Act makes school free for all children up to the age of 15. 1901: Queen Victoria dies.

TERM 3

Year 6, Term 3

Catmose Primary School 31 Knowledge Organiser

Hola Mexico Year 6 Term 3

Key vocabulary

- Biosphere: A natural area of the living world which has its own climate, vegetation, and animals.
- Civilisation: A well-organised and developed society.
- Climate: The weather in a particular place over a period of time.
- Climate zone: Sections of the Earth that are divided according to the climate.
- Continent: A very large area of land that consists of many countries.
- Culture: The beliefs of a group or people or society.
- Diverse: Very varied or different.
- Equinox: A time when the length of the day and night are the same.
- Festival: A celebration or special event held to mark a particular occasion.
- Heritage: Traditions, languages or customs from the past that are important to a particular society.
- Human geography: The study of how people and societies have shaped the world.
- Indigenous: People, plants or animals that originated in a place.
- Land use: How the land in a country is used (eg farming, residential).
- Patron saint: A holy person who is specially chosen as a protector over a person, place, object or activity.
- Physical geography: Natural features of land.
- Region: A geographical area with its own unique features or characteristics.
- Time zone: One of the areas into which the world is divided when the time is calculated as being a particular number of hours behind or ahead of GMT (Greenwich Mean Time).
- Tradition: An activity, custom or belief that people have carried on to follow for a long time.
- Tropics: Parts of the world that are between two lines of latitude: the Tropic of Cancer and the Tropic of Capricorn.

What do I want to learn about?

Geographical skills and fieldwork

- Use an atlas, maps and globes to locate the UK and Mexico, 4000 at where they are in relation to certain points on the Earth (Equator, Tropic, Arctic and Antarctic Circles).
- Use the eight compass points to describe the location of the UK and Mexico in relation to each other.
- Compare the climate zones of each country and how these are dependent on their location on Earth.
- Locate major cities in both countries using lines of longitude and latitude.
- Compare the UK and Mexico using vocabulary such as human and physical geographical features and climate zones.
- Research and compare the average temperature or rainfall in different lines of latitude in Mexico. Plot these on a graph to show a pattern?

Historical enquiry skills

- Compare the lives of the ancient Maya to other ancient civilisations: you have learnt about the Stone Age, Iron Age, Bronze Age and Ancient Egypt, Ancient Greece and Ancient Rome.
- What are the similarities and differences in their ways of life?
- Consider Maya society and the tools and inventions: they had and compare for what life was like in the UK at that time (Stone Age to Roman rule).
- Research why the Maya civilization began to mysteriously decline.
- Find out the reasons why people speak Spanish in Mexico.

U.S.A. Mexico

Mexico

Mexico is a diverse landscape that includes mountains, rainforests and deserts. This means that the climate is very varied and there are a wide range of plants and animals found there, including many types of cacti and over 700 species of reptiles. Some people live in rural communities and others live in large cities. Mexico City is the capital. Mexico is home to nearly nine million people and has a vibrant and diverse population and rich cultural heritage.

Festivals and celebrations

Mexican people celebrate different festivals and special days across the year? They are a central part of Mexican culture and may involve music, food, dancing and special clothes.

Die de la Independencia (Independence Day)

This festival celebrates the start of Mexico's fight for independence from Spain in 1810. On 15th September, the President of Mexico rings a bell in the National Palace in Mexico City then shouts, "¡Que México!" from the balcony. The Mexican flag is waved, and people sing the national anthem. The following day, buses, schools, offices, and many businesses close and there are parties and parades for everyone to enjoy.

Die de los Muertos (Day of the Dead)

This festival takes place during the first two days of November. It is a positive celebration to remember loved ones who have died. Families set up brightly decorated altars with photographs of the deceased. Relatives place their loved ones' favourite foods on altars and skeleton costumes and skull-shaped bread are popular.

Fiesta de Santa Cecilia (Festival of Saint Cecilia)

Mexicans celebrate Saint Cecilia, the patron saint of musicians, on 22nd November. Musicians take part in operas or concerts and people celebrate with food and drink. Over 500 musicians perform a song called Los Melanctones that is dedicated to Saint Cecilia.

Music approaches

Maya and Mexican music. Musicology - notation. Singing in a different language.

DIY - Preparing and making central food

Following and evaluating recipes. Ensuring hygiene and food safety.

RE - Buddhism

Formulas Day 15th February 2021.

Computing

COBOL. Formulas Day 15th February 2021.

Maya

The Maya were a group of indigenous people who lived in Mexico and other parts of Central America over 3000 years ago. The Maya experts in farming, pottery, writing and maths. The Maya are probably most famous from the Maya calendar based on their understanding of maths and astronomy and their temples which still stand today. The most famous of these are at Chichen Itza. During the spring and autumn equinoxes, the Sun casts a shadow that illuminates down the steps of the El Castillo temple like a snake. There are still some Maya people today who follow the lifestyle, language and traditions of the ancient Maya.

In relation to world history

2500 BC, 0 AD, 1500 AD. Maya, Aztec, Inca, Spanish Conquest, Aztec-Spanish Period.

TERM 4

Year 6, Term 4

After liaison with our Federated Secondary College, French has been chosen as our main focus in MFL lessons. We follow 'Le Jolie Ronde' as a scheme of work.

RE

The following religious festivals and celebrations are focused upon each year. Children meet 6 faiths each year, building upon prior learning. Lessons focus upon learning about and learning from religion and beliefs, relating to own experience.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Ash Reception	Our World					
Beech Year One	Christianity - Harvest	Hinduism - Diwali	Islam - Milad un Nabi	Judasim - Purim	Sikhism - Naam Karan	Buddhism - Esala Perahera
Cedar Year Two	Hindusim - Navrati	Christianity - Christmas	Judasim - Hannukah	Buddhism - Losar	Sikhism - Anand Karaj	Islam - Jumu'ah
Oak Year Three	Hinduism - Ganesh Chaturthi	Sikhism - Guru Nanak Gurpurab	Islam - The Hajj	Christianity - Lent	Buddhism - Vesak	Judaism - Shavuot
Redwood Year Four	Hinduism - Janmashtami	Buddhism - Kathina	Sikhism - Vaisakhi	Christianity - Holy Week and Easter	Islam - Eid ul -Adha	Judaism - Shabbat
Silver Birch Year Five	Christianity - Sunday	Sikhism - Guru Arjan Gurpurab	Hinduism - Holi	Judaism - Passover	Islam - Ramadan	Buddhism - Dharma Day
Willow Year Six	Judasim - Yom Kippur	Sikhism - Bandi Chor Divas	Buddhism - Parinirvana	Islam - Lailat al Miraj	Hinduism - Kumbh Mela	Christianity - Pentecost

PSHE

We follow the Social and Emotional Aspects of learning along with CWP for relationships education.

Six themes are followed in weekly PSHE sessions:

Term 1	New Beginnings
Term 2	Getting One and Falling Out
Term 3	Going for Goals
Term 4	Good to be Me
Term 5	Relationships
Term 6	Changes
During Anti-bullying Week	Say no to Bullying

The link to the relationships curriculum is

Year 6 Puberty, Relationships and Reproduction Key Stage 2			
Scheme of Work			
Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety			
Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c,d,6f,6j,6l,6j) Changing Adolescent body (8a,8b)	Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Lesson 1 Puberty and Reproduction	Puberty Changes Teacher Guide Puberty Body Part cards Reproduction questions sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide
Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	Lesson 2 Communication in Relationships	Communication and Touch cards Pupil Questions template
Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	Lesson 3 Families, Conception and Pregnancy	Couple pictures How does a baby start? cards (one set per group) How does a baby start? whiteboard summary Pupil Questions from previous lesson - typed Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Reproductive System slides
Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	Lesson 4 Online Relationships	Relationship Question cards Communication Scenario cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk

MEET THE TEACHER

Each class teacher creates a PowerPoint to share the expectations for the year. The link to this presentation can be found below.

Welcome to Willow!



Miss Pedder, Mrs Scholes and Mrs Coyne