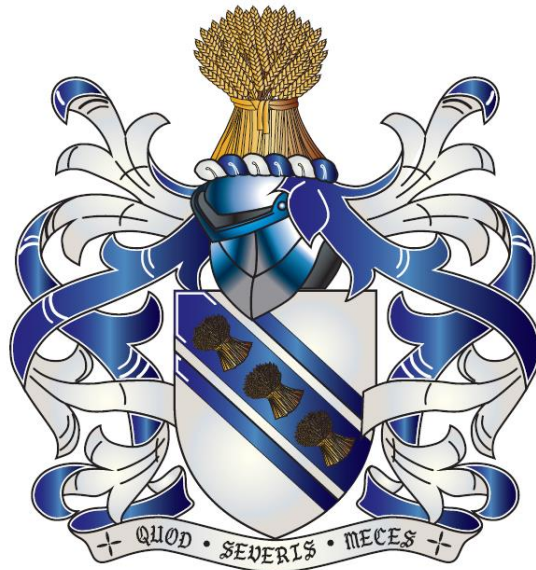


The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Year 6 Curriculum (2018-2019)








1. The Curriculum at The Bliss Charity School

At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative, topic-driven curriculum aims to deliver the aims of the early years foundation stage framework (<https://bit.ly/2HRJOYc>) and the national curriculum for key stage 1 and key stage 2 (<http://bit.ly/1ciqczz>) in an engaging, cross-curricular way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

Our curriculum is topic-based, with subject-specific content and objectives from the national curriculum threaded together into six termly topics per year group.¹ While there is some discrete subject-based teaching, most learning at The Bliss Charity School is linked together through the topics for each term.

2. Year 6 Topics – 2018-2019

	Term 1 <i>September 6th 2018</i> – <i>October 19th 2018</i>	Term 2 <i>October 30th 2018</i> – <i>December 19th 2018</i>	Term 3 <i>January 7th 2019</i> – <i>February 15th 2019</i>	Term 4 <i>February 25th 2019</i> – <i>April 5th 2019</i>	Term 5 <i>April 23rd 2019</i> – <i>May 24th 2019</i>	Term 6 <i>June 3rd 2019</i> – <i>July 24th 2019</i>
	<i>Healthy Body, Healthy Mind</i>	<i>The Battle of Britain</i>	<i>Evolution and Explorers</i>	<i>Black History</i>	<i>Planet Earth</i>	
Class 6						

3. Further information about the Year 6 curriculum

Termly class newsletters provide more detailed information about the content of the topics. Once published, these are emailed home to parents/carers and they are available on the 'Class 6' page in the 'Pupils' section of our school website (www.bliss.northants.sch.uk).

Whole-school newsletters provide further information about the children's learning in general. These are published throughout the year; they are emailed home to parents/carers and they are available on the 'Newsletters' page in the 'Parents' section of our school website.

Our *twitter* feed (@BlissCharitySch) is used to give an immediate insight into the children's day-to-day learning, celebrating successes and achievements throughout the school.

The subject-specific objectives that underpin the Class 6 topics are available below (section 5). These statements form the 'expected standards' for each subject in Year 6 – they are used by school staff to plan the Class 6 topics and to make assessments.

4. Published schemes used in Year 6

In Year 6, we use some published schemes of work to support the delivery of our curriculum:

Area of the curriculum	Name of the scheme	Overview
Spelling	<i>Read, Write Inc. Spelling</i>	<i>Read, Write Inc. Spelling</i> for Years 2 to 6 has been specially created to meet the higher demands of the national curriculum. Spelling rules are introduced by aliens from an exciting online spelling planet – see http://bit.ly/2vtgPf6
Handwriting	<i>Kinetic Letters</i>	<i>Kinetic Letters</i> is a systematic, holistic approach to the teaching of handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall – see http://kineticletters.co.uk/

¹ Class 6 complete five topics over six terms, with the final topic spread over Terms 5-6 due to other commitments, including: SATs week; secondary school transfer days and the summer play.

5. The 'expected standard' by the end of Year 6 at The Bliss Charity School

English - Reading: Year 6

Determine the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology), on most occasions.
Read the vast majority of Year 5/6 common exception words.
Read aloud with intonation that shows understanding.
Read age-appropriate books with confidence and fluency (including whole novels).
Work out the meaning of words from the context.
Identify the language associated with different viewpoints and how this can affect the meaning (e.g. some people believe ... On the other hand, one way of looking at this ...).
Retrieve information from non-fiction.
Use quotations and text references to support ideas and arguments.
Summarise main ideas, identifying key details and using quotations for illustration.
Identify the different layers of meaning in the text (e.g. a war story might depict a battle but also reveal insights into the regime of a nation/propaganda e.g. WWII and Hitler).
Explain and discuss understanding of what has been read, drawing inferences and justifying these with evidence.
Comment on how inferences can be different depending on the experiences of the reader (e.g. an evacuee or survivor of a war verses a soldier/dictator or someone who has not experienced war first hand).
Discuss how the historical/social/cultural context of a text can affect its meaning and how it can change over time.
Infer and deduce messages, moods, feelings and attitudes and reference ideas in the text including fiction, non-fiction and poetry.
Comment on how specific information, ideas or events within the story, can alter the reader's thoughts and opinions or the course of events
Identify a range of themes and conventions, demonstrating an understanding of their use.
Predict what might happen from details stated and implied.
Explain how language, structure and presentation contribute to meaning and effect of a text.
Evaluate how authors use language, including figurative language, considering the impact on the reader.
Make comparisons within and across books.
Demonstrate a positive attitude to reading, by frequently reading for pleasure (both fiction and non-fiction).
Read and demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Recall the wide range of poetry they have learnt by heart.

English – Spoken Language: Year 6

<i>The statements for Spoken Language (below) apply to all years. The content should be taught at a level appropriate to the age of the pupils. Teacher assessments must focus on each pupil's ability to communicate across a range of contexts and to a range of audiences. This includes work in pairs, small/large groups and as a whole class. Attention should also be paid to increasing pupils' vocabulary – see the National Curriculum for English (Appendix 1).</i>
Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English.
Participate in discussions, presentations, performances, role play/improvisations and debates.
Gain, maintain and monitor the interest of the listener(s).
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

English – Writing: Year 6

Create atmosphere, suspense and tension in descriptive writing.
Integrate dialogue into narrative to convey character and advance the action.
Use a variety of sentence lengths and clause structures/orders to add detail, clarify meaning, and create dramatic effects.
Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly.
Use a range of cohesive devices to link ideas within and across sentences and paragraphs (including adverbials and repetition for effect).
Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.
Use the passive voice to focus attention on the person or thing affected by the action.
Use modal verbs to indicate degrees of possibility, probability or certainty.
Understand and apply age-appropriate grammatical terminology accurately.
Use higher level punctuation correctly: commas for clarity (between clauses/phrases); commas for parenthesis; apostrophes for contraction; ellipsis to create a pause for effect; colons to introduce lists; and hyphens to avoid ambiguity.
Apply many spelling rules/patterns from Upper KS2 (Y5/6) correctly.
Correctly spell many example words from the Y5/6 PoS and most words from the Lower KS2 (Y5/6) 'Word List'.
Produce legible, fluent and joined handwriting.
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Produce legible, fluent and joined handwriting.

Mathematics²: Year 6

Demonstrate an understanding of place value, including large numbers and decimals.
Calculate intervals across zero.
Use negative numbers in context.
Round whole numbers to 10 000 000 to a required degree of accuracy.
Calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation.
Use formal methods to solve multi-step problems for + - x and ÷, deciding which operations and methods to use and why.
Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
Divide numbers up to 4 digits by a two-digit whole number using the formal methods of short or long division, and interpret remainders as appropriate for the context as whole numbers, fractions or by rounding.

² Only the 'pupil can' statements listed as 'performance indicators' (i.e. key objectives) have been included for mathematics.

Check answers to calculations with mixed operations and large numbers, choosing the most appropriate method, including estimation, and determining, in the context of a problem, an appropriate degree of accuracy.
Recognise, recall and use the relationship between fractions, decimals and percentages and express them as equivalent quantities.
Calculate using fractions, decimals or percentages.
Use written division methods in cases where the answer has up to two decimal places.
Solve problems which require decimal answers to be rounded to specified degrees of accuracy.
Calculate with measures.
Use, read and write standard units with up to three decimal places, including converting from smaller to larger units and vice versa.
Compare and classify geometric shapes based on increasingly complex geometric properties and sizes.
Use mathematical reasoning to find unknown angles and lengths in triangles, quadrilaterals and regular polygons.
Draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes,
Interpret data in pie charts.
Solve problems using pie charts and line graphs.
Calculate and interpret the mean as an average.
Solve problems involving the calculation of percentages and the use of percentages for comparison.
Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Substitute values into a simple formula to solve problems.
Use simple formulae.

Science: Year 6

Describe and evaluate my own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.
ask my own questions about the scientific phenomena I am studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary - including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information.
Use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate.
Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on my data and observations.
Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate my methods and findings.
Name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals.
Describe the effects of diet, exercise, drugs and lifestyle on how their bodies function.
Name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients.
Use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways.
Construct and interpret food chains.
Explain how environmental changes may have an impact on living things.
Describe how living things are classified into broad groups according to observable characteristics and similarities and differences, including micro-organisms, plants and animals.
Give reasons for classifying plants and animals based on specific characteristics.
Use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution.
Recognise that living things produce offspring, but normally offspring vary and are not identical to their parents.
Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.
Understand Darwin's theories and explain their origin.

Use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation, shape and size of shadows.
Use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard.
Recognise that light appears to travel in straight lines.
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.
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source.
Use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams.
Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
Describe the effects of simple forces that involve contact (air and water resistance, friction), and others that act at a distance (magnetic forces, including those between like and unlike magnetic poles; and gravity).
Identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force.
Describe the shapes and relative movements of the sun, moon, earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the earth's rotation and that this results in day and night.
Group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties.
Describe the characteristics of different states of matter and group materials on this basis; and can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle.
Identify, and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components.
Identify, with reasons, whether changes in materials are reversible or not.

Computing: Year 6

Understand plagiarism, copyright and the concept of data protection.
Design and create a program and debug it by collecting data and feedback from a group.
Independently select and use software to achieve a goal.
Collect, analyse, evaluate and present data and information using a digital device.
Select and combine a variety of software to achieve a long term goal (e.g. select software to plan, design, select, present, analyse, evaluate, improve and report on a long term project).
Evaluate feedback from a range of sources and a wider group of peers.
Design, write and debug programs and algorithms that respond to and learn from inputs.

RE: Year 6

Explain connections between questions, beliefs, values and practices in different belief systems.
Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.
Explain how and why differences in belief are expressed.
Suggest lines of enquiry to address questions raised by the study of religions and beliefs.
Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.
Recognise and explain diversity within religious expression, using appropriate concepts.
Express clear views about how sources of inspiration and influence make a difference to my beliefs and the beliefs of others.
Recognise and explain how issues related to religion and belief are relevant in my life.
Contribute to discussions and develop arguments about religious viewpoints and beliefs, and the challenges of commitment.

Art: Year 6

Record and collect visual and other information in my sketchbook to develop my ideas.

Use qualities of line, tone, colour, shape and texture with different materials and processes.

Choose and combine materials, techniques, visual and tactile elements, to suit my intentions, applying my knowledge to 2D and 3D work.

Beginning to analyse and comment on the ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople.

Modify and refine my work to reflect my own view of its meaning and purpose.

DT: Year 6

Develop a simple design specification to guide my thinking and recognise when my products have to fulfil conflicting requirements.

Use computer-aided design.

Make design decisions, taking account of constraints such as time, resources and cost.

Produce detailed lists of what I need and step-by-step plans.

Measure, mark, cut, shape, assemble, combine and finish materials and components accurately using techniques that involve several steps.

Show resourcefulness when tackling problems.

Adapt my design as necessary and refer to this in my evaluation, comparing my product to my design brief and stating how it could be improved further.

Investigate and analyse the impact that products have beyond their intended purpose.

Identify and analyse how pulleys, gears and cams work.

Identify and analyse how electrical circuits can create functional products.

Identify and analyse how to program a computer to control products I have made.

Identify and analyse how 3D textile products can be made from a combination shapes.

Know how food is processed into forms that can be eaten or used in cooking.

Know that different foods contain different substances that are needed for health.

Design, prepare and cook savoury dishes.

Use a range of food preparation techniques.

Geography: Year 6

Locate the world's countries including North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Identify the Prime/Greenwich Meridian and time zones.

Understand similarities and differences of the human and physical geography of a region of North or South America.

Describe and understand climate zones, biomes, and vegetation belts. I can describe and understand economic activity including trade links.

Use digital /computer mapping to locate countries and describe features studied.

Use the eight points of a compass, six figure grid references, symbols and key (including Ordnance Survey maps).

Use fieldwork to study the human and physical features of an area, including graphs and digital technology.

Use geographical evidence to draw conclusions, and give opinions about a place.

History: Year 6

Understand the similarities and differences between different periods of time and know some significant dates.

Beginning to make connections between features of past societies and periods.

Use own knowledge to describe the individual and special features of past societies and times.

Describe, give reasons and results for the main events and changes for the period that I am studying.

Show how features of the past have been retold and interpreted in different ways.

Understand how evidence is used to make historical claims.

Beginning to evaluate which sources of evidence are reliable and most useful for particular tasks.

Evaluate, pick out and put together information from a range of sources for the period that I am studying.

Beginning to produce structured narrative and analyses using important dates and historical terms.

Music: Year 6

Sing and/or play confidently on my own or in a group.
Sing or play a harmony part confidently and accurately.
Play more complex instrumental parts with rhythmic accuracy and good dynamic control.
Compose imaginatively using voices or instruments.
Use ICT to compose melody and accompaniment.
Select sounds and structures maturely to express ideas.
Create complex patterns that fit the chosen structure.
Confidently use musical devices including melody, rhythms, chords and structures.
Take a lead in composition and I know how to provide guidance for others.
Know how lyrics relate to the music and have cultural and social meaning.
Hear how harmonies, drones and melodic ostinati are used to accompany all types of music.
Persevere to improve my work.
Identify complex cyclic patterns.

PE: Year 6

Perform and create motifs in a variety of dance styles with accuracy and consistency.
Perform and create movement sequences with some complex skills and displaying accuracy and consistency.
Select and use a wide range of compositional skills to demonstrate ideas in dance.
Perform and create movement sequences with some complex skills and displaying accuracy and consistency.
Suggest ways to improve quality of performance showing sound knowledge and understanding.
Analyse fairly complex skills and can suggest ways to improve quality of performance showing sound knowledge and understanding.
Take the lead in my own warm up and demonstrate all round safe practice.
Describe how different types of exercise contribute to my health and fitness.
Use a wide range of throwing and catching techniques fluently.
Vary the pace, length and direction of my throws and shots, to outwit my opponent.
Shoot, pass and dribble with some accuracy in most sports.
Control movement with a ball in opposed situation whilst moving.
Demonstrate good control, strength, speed and stamina in a variety of athletic events.
Select different types of shots/passes increasingly well in the games I play.
Make the correct decisions when attacking or defending in a variety of games.
Combine accurate passing skills / techniques in game.
Advise and help others in their techniques and skills in game situations.
Watch others' performances and spot weaknesses and strengths.
Explain how different types of exercise contribute to my fitness and health.
Describe how I might get involved in other types of activities.

PSHE: Year 6

Follow the school's RESPECT rules, making a positive contribution to the life of the class and the school.
Demonstrate many of the metacognition attitudes and skills needed for the development of a 'growth mind-set' for lifelong learning.
Think carefully about an issue/question/situation and present my ideas/views clearly.
Understand that voting as a citizen in democracy is both a right and responsibility.
Know that it is important to consider my actions carefully because there are consequences for breaking rules and laws.
Recognise that we are all unique and that our different appearances, viewpoints and cultures have a positive impact on my community.
Aware that I have the right to be treated fairly and with respect, but I also have the responsibility to treat other people in the same way.
Realise the consequences of anti-social and aggressive behaviours on individuals and communities.

Take responsibility for my own behaviour and safety and I realise that actions have consequences.
Explain the consequences of sharing too much about myself online.
Explain the consequences of spending too much time online or on a game.
Recognise the signs and symptoms of physical bullying, verbal bullying and cyber bullying.
Know that bystanders have a role in preventing and tackling bullying.
State which support I need in a range of situations to feel safe at all times.
Discuss any unsafe feelings until the situation is resolved.
Know how to behave so that other people feel valued; cared for; and respected.
Know the ways in which boys and girls grow and develop in puberty.
Know which commonly available substances and drugs are legal and illegal, and their effects and risks.
Understand simple, safe routines to prevent the spread of bacteria and viruses.
Recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.
Manage my time to include regular exercise.
Differentiate between manageable and unmanageable debt.
Understand that managing money is complex but there are people who can help.

Languages: Year 6

Speak in sentences using familiar vocabulary, phrases and basic language structures.
Pronounce familiar words confidently to a range of audiences.
Understand a wider range of stories, songs, poems and rhymes.
Engage in a longer conversation using familiar vocabulary with a partner, responding to and asking a variety of questions and expressing opinions.
Developing my ability to understand some new words that are introduced into familiar written material and can use a dictionary independently.
Beginning to understand some similarities and differences between high frequency verb forms in English and another language.
Write phrases from memory and adapt these with help to create new sentences, to express my ideas clearly.
Use the basic grammar related to feminine and masculine forms.
Starting to understand some high frequency verb forms and use them in a given model.