

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 Overview (2021-2022)



1. The Curriculum at The Bliss Charity School

- **Intent** – How is the curriculum at Bliss designed and why has it been structured in this way?

The curriculum at The Bliss Charity School is topic-based. Delivering the aims of the [Early Years Foundation Stage Framework](#) and the [National Curriculum](#) in a cross-curricular way gives pupils a broad and balanced education, as well as a range of enriching and memorable learning experiences.

Linking objectives and subjects together in this way is not only highly engaging for the children, it also provides them with a ‘connected’ body of knowledge, skills and language which enables them to ‘know more’ and be able to ‘do more’.

Underpinning the curriculum at Bliss is the school’s unique ‘Metacognition Programme’ which has been specifically designed to enable pupils to maximise their learning potential and develop the cultural capital needed to self-regulate and succeed as both learners and members of modern Britain.

| Attitudes | | | | | Skills | | | | |
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| Curious  | Empathetic  | Enthusiastic  | Independent  | Open minded  | Applying  | Aware of Learning Styles  | Collaborating  | Communicating  | Creating  |
| Pride in myself and others  | Reflective  | Resilient  | Responsible  | Risk Taker  | Making Choices and Decisions  | Questioning  | Reasoning  | Researching  | Self Managing  |

- **Implementation** – How is the curriculum taught?

Our curriculum is topic-based, with subject-specific content and objectives threaded together into termly topics in each year group. In most instances, the over-arching theme for each topic is derived from an aspect of the Early Years Foundation Stage Framework or the National Curriculum, which has then been developed to teach knowledge and skills from other subjects. While there is some discrete subject-based teaching, most learning at The Bliss Charity School is topic-based.

- **Impact** – What outcomes does the curriculum at Bliss lead to?

An interesting, fun and relevant topic-based curriculum equips children with both the enthusiasm and information needed to make good progress and attain highly. By linking objectives and subjects together through enjoyable over-arching themes, pupils are not only motivated to learn, they also acquire a depth of knowledge and language that can then be applied to the development of key skills.

As a result, outcomes for pupils are very good and ahead of national averages at all statutory assessment points:

- Typically, pupils enter the school with broadly average knowledge, understanding and skills. Rapid progress is then made through the reception year and cohorts go on to exceed the national attainment for a Good Level of Development on exit from the EYFS.
- Pupils then make good progress through KS1: the vast majority of pupils meet the national phonics screening benchmark at the end of Year 1 and these good early reading skills help most children to work at the expected standard or higher, resulting in cohort attainment ahead of the national average at the end of Year 2.
- Good progress is achieved in Years 3-6 so that high levels of attainment from KS1 are maintained through KS2. In the last three years (2017-2019¹), progress through KS2 has been in-line with the national averages

¹ All statutory assessments were cancelled in 2020 and 2021 due to the coronavirus pandemic.

for children with similarly high starting points, leading to attainment in reading, writing and mathematics – at both the expected standard and the higher standard – that is in the highest 20% of all schools.

2. Year 6 Topics – 2021-2022

|  | Term 1 September 2 nd 2021 – October 22 nd 2021 | Term 2 November 2 nd 2021 – December 17 th 2021 | Term 3 January 4 th 2022 – February 11 th 2022 | Term 4 February 22 nd 2022 – April 1 st 2022 | Term 5 April 20 th 2022 – May 27 th 2022 | Term 6 June 6 th 2022 – July 21 st 2022 |
|--|---|---|--|--|--|---|
| Class 6 | <i>Birds of Prey</i> | <i>The Battle of Britain</i> | <i>Black History</i> | <i>Victorian School</i> | | <i>Healthy Body, Healthy Mind</i> |
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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](#) of the school website.

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, age-related objectives that underpin the Class 6 topics are available below (section 5). These objectives are used by school staff to plan their 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:

| Curriculum Area | Scheme Name | Overview |
|--------------------|--|--|
| Spelling | Read, Write Inc. Spelling | <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. |
| Handwriting | Kinetic Letters | <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. |
| Physical Education | Real PE (inc. Real Gym & Real Dance) | <i>Real PE</i> is a unique, child-centred approach that transforms PE teaching, engaging and challenging every child. The <i>Real PE</i> programme is based on the Fundamental Movement Skills (FMS) of agility, balance and coordination, inclusive competition and broader essential holistic skills (creative, cognitive, social and personal development). |
| PSHE | Protective Behaviours | <i>Protective Behaviours</i> is a practical approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs – EWS) and to develop strategies for self-protection. |

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| PSHE | <u>3D PSHE</u> | PSHE is taught using a published scheme by <i>Dimensions Curriculum Ltd.</i> called <i>3D PSHE</i> . Aligned to the <i>PSHE Association</i> framework and divided into three core areas (Health and Wellbeing, Relationships and Living in the Wider World), <i>3D PSHE</i> exceeds the statutory requirements for Health Education and Relationships Education, and has an emphasis on developing mental, physical and emotional health. |
| Music | <u>Charanga</u> | The <i>Charanga</i> 'Music School Scheme' is based on: <ul style="list-style-type: none"> • Listening and appraising • Musical activities — creating and exploring • Singing, playing instruments and performing |
| French | <u>Catherine Cheater Scheme of Work for French</u> | The <i>Catherine Cheater Schemes of Work for French</i> (Years 3-6) focus on five strands: oracy, literacy, intercultural understanding, knowledge about language and language learning strategies. |

5. Age-related expectations at the end of Year 6 at The Bliss Charity School

| English - Reading: Year 6 |
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| Determine the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology), on most occasions – see age-appropriate section of the NC Appendix 1. |
| Read most of the Year 5/6 common exception words – see age-appropriate section of the NC Appendix 1. |
| Read aloud with intonation that shows understanding. |
| Read age-appropriate books with confidence and fluency (including whole novels). |
| Work out the meaning of most 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 quickly and accurately. |
| Use quotations and text references to support ideas and arguments. |
| Summarise main ideas, identifying key details and using quotations for illustration. |
| Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. |
| 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, using evidence from the text to support opinions. |
| 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

The statements for Spoken Language (below) apply to all years. The content is taught at a level appropriate to the age of the pupils.

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| 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. |

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| 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

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| Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). |
| In narratives, describe settings, characters and atmosphere. |
| Integrate dialogue in narratives to convey character and advance the action. |
| Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). |
| Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. |
| Use verb tenses consistently and correctly throughout their writing. |
| Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). |
| Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. |
| Maintain legibility in joined handwriting when writing at speed. |

Mathematics: Year 6

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| Read, write and order numbers with up to three decimal places and determine the value of each digit. |
| Calculate intervals across zero. |
| Round whole numbers to 10 000 000 to a required degree of accuracy. |
| Use formal methods to solve multi-step problems for + - x and \div , deciding which operations and methods to use and why. |
| Multiply multi-digit numbers up to 4 digits (including decimals) 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. |
| 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. |
| Use metric conversions to solve a range of problems. |
| 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 bar charts, 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.

Science: Year 6

Describe and evaluate my own and other people's scientific ideas, 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 data and observations.

Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate 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.

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.

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 every day 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

Make connections between different beliefs and practices of all religions.

Make links and compare stories, beliefs and practices from different religions, including differences and similarities.

Understand and evaluate the diversity of belief in different religions, nationally and globally.

Articulate and apply the different responses to ethical questions from a range of different religions

To reflect and respond to the significance of meaning behind different beliefs and practices.

Respond thoughtfully to a range of sacred writings, stories and provide good reasons for differences and similarities in different texts.

Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives, recognising that those with no faith also have a belief system.

Discuss and apply their own and others' ideas about ethical questions, and to express their own ideas clearly in response.

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.

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.

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| 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. |
| Design, prepare and cook savoury dishes. |
| Use a range of food preparation techniques. |

Geography: Year 6

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| Locate the world's countries, including those in North America 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 between the human and physical geography of a region of North America or South America. |
| Describe and understand climate zones, biomes, and vegetation belts. |
| 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

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| 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

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| 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 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. |
| Identify complex cyclic patterns. |

PE: Year 6

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| Perform and create motifs in a variety of dance styles with accuracy and consistency. |
| Perform and create movement sequences with some complex skills, displaying accuracy and consistency. |
| Select and use a wide range of compositional skills to demonstrate ideas in dance. |

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| Suggest ways to improve quality of performance showing sound knowledge and understanding. |
| Analyse more complex skills and 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 situations whilst moving. |
| Demonstrate good control, strength, speed and stamina in a variety of athletic events. |
| Select different types of shots/passes increasingly well in games. |
| Make the correct decisions when attacking or defending in a variety of games. |
| Combine accurate passing skills/techniques in games. |
| Advise and help others with their skills/techniques in games. |
| Watch others' performances and spot weaknesses and strengths. |
| Explain how different types of exercise contribute to my fitness and health. |

PSHE²: Year 6

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| Identify the skills they need to develop to make their own contribution in the working world in the future. |
| Recognise how people manage money and learn about basic financial capability. |
| Make connections between their learning, the world of work and their future economic wellbeing. |
| Look after their money and realise that future wants and needs may be met through saving. |
| Show initiative and take responsibility for activities that develop enterprise capability. |
| Recognise that people can feel alone and misunderstood and learn how to give appropriate support. |
| Talk, write and explain their views on issues that affect the wider environment. |
| Reflect on how to deal with feelings about themselves, their family and others in a positive way. |
| Begin to set personal goals. |
| Take action based on responsible choices. |
| Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. |
| Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends. |
| Recognise that when the body changes during puberty it can affect feelings and behaviour. |
| Recognise when physical contact is acceptable and unacceptable. |
| Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene. |
| Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle. |
| Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. |
| Recognise that positive friendships and relationships can promote health and wellbeing. |
| Identify how to find information and advice through help lines. |
| Recognise how new relationships may develop. |
| Reflect on the many different types of relationships that exist. |
| Judge what kind of physical contact is acceptable or unacceptable in relationships. |
| Manage changing emotions and recognise how they can impact on relationships. |
| Talk with a wide range of adults. |

Languages: Year 6

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| 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. |

² Including 'Health Education', 'Relationships Education' and 'Sex Education'.

Engage in a longer conversation using familiar vocabulary with a partner, responding to and asking a variety of questions and expressing opinions.

Developing ability to understand new words that are introduced into familiar written material.

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.