

Year Six	Victoria Primary Academy	Key Stage 2
<p>Writing</p>		
<p>Narrative</p> <p>Write stories set in places pupils have been.</p> <p>Write stories that contain mythical, legendary or historical characters or events.</p> <p>Write stories of adventure.</p> <p>Write plays.</p> <p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p>	<p>Through reading identify vocabulary that enriches and enlivens stories.</p> <p>Speak to small and larger audiences at frequent intervals.</p> <p>Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</p> <p>Listen to and tell stories often so as to internalise the structure.</p> <p>Debate issues and formulate well-constructed points.</p>	<p>Evolution and inheritance</p> <p>Look at changes in animals over time.</p> <p>Look at adaptation to environments.</p> <p>Look at differences in offspring.</p> <p>Look at adaptation and evolution.</p> <p>Look at changes to the human skeleton over time.</p> <p>All living things</p> <p>Look at classification keys.</p> <p>Look at the life cycle of animals and plants.</p> <p>Look at reproduction in plants and animals, and human growth and changes.</p> <p>Look at the effect of diet, exercise and drugs.</p>
<p>Non-fiction</p> <p>Write instructions.</p> <p>Write recounts.</p> <p>Write persuasively.</p> <p>Write non-chronological reports.</p> <p>Write biographies.</p> <p>Write in a journalistic style.</p> <p>Write arguments.</p> <p>Write formally.</p>	<p>Mathematics</p> <p>Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.</p> <p>Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.</p> <p>Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.</p> <p>Explore numbers and place value so as to read and understand the value of all numbers.</p> <p>Add and subtract using efficient mental and formal written methods.</p> <p>Multiply and divide using efficient mental and formal written methods.</p>	<p>Chemistry</p> <p>States of matter</p> <p>Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.</p> <p>Materials</p> <p>Look at solubility and recovering dissolved substances.</p> <p>Examine changes to materials that create new materials that are usually not reversible.</p>
<p>Poetry</p> <p>Learn by heart and perform a significant poem.</p> <p>Write poems that convey an image (simile, word play, rhyme and metaphor).</p>	<p>Describe position, direction and movement in increasingly precise ways.</p>	<p>Physics</p> <p>Light</p> <p>Explain how light appears to travel in straight lines and how this affects seeing and shadows.</p>
<p>Reading</p> <p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p> <p>Listen to and discuss a wide range of texts.</p> <p>Learn poetry by heart.</p> <p>Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</p> <p>Take part in conversations about books.</p> <p>Use the school and community libraries.</p> <p>Look at classification systems.</p> <p>Look at books with a different alphabet to English.</p> <p>Read and listen to whole books.</p>	<p>Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.</p> <p>Use and apply measures to increasingly complex contexts.</p> <p>Gather, organise and interrogate data.</p> <p>Understand the practical value of using algebra.</p>	<p>Forces and magnets</p> <p>Look at transference of forces in gears, pulleys, levers and springs.</p> <p>Earth and space</p> <p>Look at the movement of the Earth and the Moon.</p> <p>Explain day and night.</p> <p>Working Scientifically</p> <p>Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)</p>
<p>Communication</p> <p>Engage in meaningful discussions in all areas of the curriculum.</p> <p>Listen to and learn a wide range of subject specific vocabulary.</p>	<p>Science</p> <p>Biology</p> <p>Plants</p> <p>Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.</p> <p>Evolution and inheritance</p> <p>Animals and humans</p> <p>Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.</p>	<p>Physics</p> <p>Electricity</p> <p>Look at appliances, circuits, lamps, switches, insulators and conductors.</p>

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<p>Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.</p>	<p>qualities.</p>	<p>Use a wide range of geographical sources in order to investigate places and patterns.</p>
<p>Art & Design</p>	<p>Evaluate</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>
<p>Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p>	<p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>
<p>Develop and share ideas in a sketchbook and in finished products.</p>	<p>Technical knowledge</p>	<p>History</p>
<p>Improve mastery of techniques.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>A local history study.</p>
<p>Learn about the great artists, architects and designers in history.</p>	<p>Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</p>	<p>A study of a theme in British history. History of interest to pupils.</p>
<p>Computing</p>	<p>Cooking and nutrition</p>	<p>Language</p>
<p>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>In the chosen modern language: - Speak - Read - Write.</p>
<p>Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</p>	<p>Geography</p>	<p>Look at the culture of the countries where the language is spoken.</p>
<p>Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</p>	<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p>	<p>Music</p>
<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Locate the geographic zones of the world.</p>	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p>
<p>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</p>	<p>Understand the significance of the geographic zones of the world.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p>
<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</p>	<p>Develop an understanding of the history of music.</p>
<p>Design & Technology</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p>	<p>Personal Development</p>
<p>Design</p>	<p>Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p>	<p>Study role models who have achieved success.</p>
<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p>	<p>Study those who have lost success and relate this to the eight areas of 'success'.</p>
<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p>	<p>Physical Education</p>
<p>Make</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</p>
<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic</p>		<p>Take part in gymnastics activities. Take part in athletics activities. Perform dances. Take part in outdoor and adventurous activity challenges both individually and within a team.</p>
		<p>Religious Education</p>
		<p>Study three of the major six religions not studied in depth in order to gain a brief outline.</p>
		<p>Additional Content</p>
		<p>Year 6 Music</p>
		<p>T1 I'll Be There</p>

T2 Classroom Jazz
 T3 A New Year Carol
 T4 Happy
 T5 You've Got a Friend
 T6 Reflect, Rewind, Replay

Global Dimension

Developing the Global Dimension. History, Geography, Citizenship focus. Whole school curriculum link to the Global Dimension. Linked to Edison CC units.

Where did it happen? When did it happen? History and Geography in the news. Ongoing unit throughout the year. All Key Stage Two

Y5/6 Edison CC Units

Why do some creatures no longer exist? Science Focus. David Attenborough's Big Egg. Evolution and inheritance. Geography - Madagascar and the Gallapagos. Why was Charles Darwin the most dangerous man in England in 1859? (9 week unit)

Has there ever been a better time to live here? History Focus. A study over time tracing how several aspects of national history are reflected in our locality. Possible aspects: political, military, economic and social. (6 week unit)

Earth From Space. Science Focus. What's out there? Earth and space. Working scientifically.(6 week unit)

The Lady of Shallott. Art Focus. Poetry, art and dance. Reading images, exploring poetry, exploring drama techniques, listening to Pavane. (3 week unit)

Together we can... Geography Focus. The Great UK Geographical challenge. Regions of the United Kingdom. (6 week unit)

Let's Go Round Again - year 6 science revisit. T1 Electricity and light. T2 Animals including humans. T3 Living Things and their Habitats. Ongoing units throughout the year.

Core Learning Skills

Developing Independence and Responsibility

Improving Own Learning and Performance

Developing Sense of Self Worth and Understanding Self and Others

Thinking Skills

Speaking And Listening

Year 6 P.E

T1 Real P.E Unit 4, Gymnastics.
 T2 Real P.E Unit 4, Dance.
 T3 Real P.E Unit 5, Hockey.
 T4 Real P.E Unit 5, Hockey.
 T5 Real P.E Unit 6, Netball.
 T6 Real P.E unit 6, Netball.

Year 6 R.E

T1,2 Sikhism
 T3,4 Stories of Faith
 T5, Words of wisdom
 T6, Religion and Response.