



Year 6 Curriculum Coverage

2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Home Learning White Rose Maths	<p>Place Value, +, -, X, -</p> <p>read and write numbers up to 10 000 000.</p> <ul style="list-style-type: none"> • identify the value of each digit in a number up to 10 000 000. • identify the value of a digit in numbers with three decimal places; • order numbers up to 10 000 000; • compare numbers by working out calculations; • round numbers to a required degree of accuracy; • calculate intervals across zero; • solve problems 	<p>Fractions & Geometry (position & Direction)</p> <p>describe coordinate positions in all four quadrants.</p> <ul style="list-style-type: none"> • translate shapes on coordinate axes using coordinate translation. • reflect and draw shapes on coordinate axes. 	<p>Decimals, Percentages</p> <ul style="list-style-type: none"> • compare and order fractions using a fraction wall to support them. • add and subtract fractions with unlike denominators using resources to support them. • multiply proper fractions or mixed numbers by whole numbers using resources to support; • divide a fraction 	<p>Algebra, Converting Units, Area & Volume, Ratio</p> <p>proportion, including percentages, pie charts, unequal quantities, fractions, scale, scale factor and enlargement. These skills are put into practice</p> <p>with a wide range of problem-solving activities. The final lesson in each pack brings together the skills learned in previous lessons and guides</p>	<p>Geo-Properties of Shapes, Statistics</p> <p>draw 2D shapes to given dimensions of length and angle.</p> <ul style="list-style-type: none"> • draw their own net of a simple 3D shape including construction tabs; • measure and calculate unknown angles in 2D shapes and around a point or on a straight line. • label the parts of a circle including radius and diameter. 	<p>Problem Solving & Investigations</p> <p>solve missing digit problems involving long multiplication.</p> <ul style="list-style-type: none"> • divide using a formal written method and use rounding depending on the context in multi-step calculations. • solve missing digit problems involving long division;

	<p>involving negative numbers in context;</p> <ul style="list-style-type: none"> • solve reasoning problems using all of the above. 		<p>by a whole number that is a divisor of the numerator;</p> <ul style="list-style-type: none"> • round a number with three decimal places to a specified degree of accuracy using a number line to support; • understand per cent and give percentage and decimal equivalents for half, quarters, fifths, tenths, twentieths, twenty-fifths, fiftieths and hundredths fractions. 	<p>the children to solve reasoning-type activities."</p>		<ul style="list-style-type: none"> • create comparison sentences involving long division calculations; • create their own word problems involving addition, subtraction, multiplication and division; • solve multi-step problems and check their answer using estimation; • sort and solve one, two and multi-step problems in a Venn diagram; • solve complex multi-step problems.
English	Narrative writing- using and applying skills	Recounts	Formal writing/ letters (complaint and response)	Explanations (read reference/ textbooks)	Fictional biographies inspired from the curriculum and autobiographies.	Poems that convey an image (rhyme)

						Learn by heart and perform a significant poem. (Night mail)
Science	<p>Animals including humans - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Living things and habitats - Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird. Describe the life process of reproduction in some plants and animals.</p>	<p>Evaluation and Inheritance - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in diverse ways and that adaptation may lead to evolution.</p>	<p>Light and shadows - 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. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Electricity - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</p>	Scientists and Inventors -
History	<p>Medieval Britain Tudors, Victorians Placing Victorian Britain into chronological context and its legacy and impact today - to learn about Christianity and the importance religion had on the royal family. Identify the significant</p>		<p>20th Century Britain World war 1, Continued development of concurrent civilisations around the world and their impact on later civilisations. Look at the Christmas Truce. Discuss the celebration of Christmas and why</p>		<p>20th Century and beyond comparative study, timeline</p>	

	role the church played on royal decisions.		soldiers chose to truce on this day.			
Geography		<p>Brazil</p> <p>The children will look at Brazil, the South American sub-continent and the journey of the Amazon and its effect on the landscape. Look at the geography of Brazil and the lifestyle of Brazil. In this unit students will cover Christianity. The unit revises how rivers erode, transport and deposit materials to produce particular landscape features as well the characteristics of a river in an equatorial climate. The children will investigate the human geography of the river including trade and economic impact. They will be encouraged to describe and explain links, patterns and processes using accurate vocabulary.</p>		<p>Climate</p> <p>The children will look at Brazil, the South American sub-continent and the journey of the Amazon and its effect on the landscape. The unit revises how rivers erode, transport and deposit materials to produce particular landscape features as well the characteristics of a river in an equatorial climate. The children will investigate the human geography of the river including trade and economic impact. They will be encouraged to describe and explain links, patterns and processes using accurate vocabulary.</p>		<p>Graphicacy</p> <p>The children will look at Brazil, the South American sub-continent and the journey of the Amazon and its effect on the landscape. The unit revises how rivers erode, transport and deposit materials to produce particular landscape features as well the characteristics of a river in an equatorial climate. The children will investigate the human geography of the river including trade and economic impact. They will be encouraged to describe and explain links, patterns and processes using accurate vocabulary.</p>
Computing	<p><u>Computing systems and networks – Communication</u></p> <p>In this unit, the class will learn about the World</p>	<p><u>Data and information – Spreadsheets</u></p> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create</p>		<p><u>Creating media – Web page creation</u></p> <p>Learners will be introduced to creating</p>	<p><u>Programming A – Variables in games</u></p> <p>This unit explores the concept of variables in</p>	<p><u>Programming B – Sensing</u></p> <p>This unit is the final KS2 programming</p>

	<p>Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes</p>	<p>their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create graphs and charts, and evaluate their results in comparison to questions asked.</p>	<p>websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>	<p>programming through games in Scratch. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, pupils will experiment with variables in an existing project, then modify them, then they will create their own project. In Lesson 4, pupils will focus on design. Finally, in Lesson 6, pupils will apply their knowledge of variables and design to improve their game in Scratch.</p>	<p>unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’). It offers learners the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for learners to build in and test in the programming environment, before transferring it to their micro:bit. Learners then take on three new projects in Lessons 2, 3, and 4, with</p>
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Islamic studies	<p>Wudhu, Tayammum, Salah</p> <p>Know the rulings of wudhu and tayammum.</p> <p>Know how to do tayammum and the surfaces on which tayammum can be performed.</p> <p>Learn the sunan of qira'ah.</p>	<p>Salah, Hajj and Umrah, Ziyarah</p> <p>To know the order of reciting Talbiyah, Fatiha and ameen. To understand the method in which to carry out Qada and Eid prayers.</p> <p>To list forbidden and permissible acts in Ihram.</p> <p>To understand what the 5 days of Hajj consist of.</p>	<p>Death, Jannah, Jahannam, Our beliefs regarding Allah</p> <p>To offer a contrasting description of good soul and a malicious soul on their journey after death. To be able to explain what questions will be asked in the grave.</p> <p>To list different qualities to attain Jannah.</p> <p>To be able to explain who the asharah mubasharah are.</p> <p>To extract details about the punishments of Jahnnam.</p> <p>To be able to list what our beliefs are regarding Allah. Discuss different beliefs in other religions and the significance to those beliefs.</p>	<p>Fiqh</p> <p>Water</p> <p>Recognise that water is of two types</p> <p>Describe when water is pure and when water is impure</p> <p>Impurities-</p> <p>Identify the definition of najasah (impurities)</p> <p>Understand the types of najasah and able to give examples for each one.</p> <p>Explain how to remove different types of stains from clothing</p>	<p>Fiqh-</p> <p>Maturity</p> <p>Identify what it means to become mature</p> <p>Identify at what age a girl can become mature</p> <p>List the colours of hayd</p> <p>Understand the minimum and maximum days of hayd</p> <p>Identify actions that are prohibited during hayd</p> <p>To recognise what should be done at the end of hayd to become pure</p> <p>To understand and explain all the rules regarding hayd and istihada</p> <p>To define nifaas</p>	<p>Fiqh-</p> <p>Ghusl</p> <p>List the 3 faraidh of ghusl</p> <p>Understand the rules regarding ghusl</p> <p>Waajibat of salaah</p> <p>Identify how many waajib acts there are in salah</p> <p>To understand and list all the waajib acts of salah</p> <p>Janazah</p>

Arabic	<p>My house, Location/ region, Local amenities, Handwriting practice, Arabic spellings</p> <p>MY HOUSE: To list different rooms you would find in a house, To be able to use attached pronoun 'MY' (e.g. my house, my kitchen), To describe and speak about their house using adjectives (e.g. In my house there is a big kitchen?)</p> <p>LOCATION/REGION: To list different locations (e.g. in town, on the coast, in a village), To speak about where they live using the verb 'i live' (e.g. I live in a small house in the village), To create their ideal home by describing how many rooms they would want in their home and what location would they like to have their home in.</p> <p>LOCAL AMENITIES: Introducing new vocabulary (park, cinema, swimming pool, museum, post office), To make a</p>	<p>Town, Directions, Transport, Handwriting practice, Arabic spellings</p> <p>TOWN: To create and describe their own town by adding amenities they have studied about and also do some research and add in some new amenities.</p> <p>DIRECTIONS: To understand different directions (north, south, east, west, left, right, straight on), To put up pictures of different amenities around the classroom and pupils have to follow the teacher's directions to move from one place to another) TRANSPORT: Introduce transport (car, bus, train, bike, plane, boat, by foot), To research and discuss different forms of travelling from the Arab world years ago and now (e.g. camels,</p>	<p>Arabic speaking country, Food and Drink, Handwriting practice, Arabic spellings</p> <p>ARABIC SPEAKING COUNTRY: Choose an Arabic speaking country (e.g. Lebanon) and discuss their daily routine and their school day. Ask the pupils to describe how they would feel if they moved to a different country and started a new life there. Discuss different ways of communicating if you could not speak their language. Do research of a country of your choice and create a leaflet about where that country is and what amenities and landmarks they have.</p> <p>FOOD AND DRINK: Introduction to food (apples, bananas, dates, melons, oranges, apricots) , Recap over colours</p>	<p>Food and drink, Breakfast items, Handwriting practice, Arabic spellings</p> <p>FOOD AND DRINK: To introduce drinks (coffee, water, tea, mint tea, orange juice, hot chocolate, milk), Give a role play to the pupils where they can ask each other about what food and drinks they like and what they do not like and how much healthy and unhealthy food they have in their daily life.</p> <p>BREAKFAST ITEMS: To introduce breakfast items (cereal, toast, bread, jam, butter, honey, fruit), To create basic sentences explaining what they ate for breakfast, To research and discuss what currencies other countries use on their menus in restaurants, Read through an Arabic menu and pupils need to pick out what they</p>	<p>Lunch items, Preferences and reasons, Assessments, Handwriting practice, Arabic spellings</p> <p>LUNCH ITEMS: Introduce lunch items (sandwiches, salami, cheese, chips, chicken, soup, egg), To create extended sentences using ' For lunch i have...';</p> <p>To put different food items into categories for breakfast and lunch.</p> <p>PREFERENCES AND REASONS: Recap preferences of 'I like/ I don't like...' with food and drink items,</p> <p>To describe why the pupil likes or dislikes a certain thing using the term 'because', To read a paragraph in Arabic about food and drink and pick out what sentences they understood and ask the pupils to try and see if they can relate to it in</p>	<p>Arabic speaking country, Reading and listening to Arabic texts, practice writing extended sentences</p> <p>To have a greater knowledge and insight into Arabic culture and food in particular.</p> <p>To be able to read a simple paragraph and understand what topic is being discussed in that paragraph using the skills they have learnt in previous lessons.</p> <p>To write a few sentences with different vocabulary using pronouns, adjectives, colours.</p>

	<p>sentence using attached pronoun 'my' to list different amenities in the country they are living in (e.g. In my town there is a swimming pool), To give a sentence in positive or negative (e.g. in my town there is a museum, in my town there is not a swimming pool)To discuss and talk about different amenities from different countries (e.g In Saudi Arabia there is.... or there is not a</p> <p>HANDWRITING PRACTICE / SPELLINGS: To write single letters, joined letters and 3 letter words.</p>	<p>horses, donkeys) HANDWRITING PRACTICE / SPELLINGS: To write single letters, joined letters and 3 letter words.</p>	<p>and adjectives to assist the pupils to make short sentences (green apple, heavy melon) , Show different foods for pupils to identify whether it is healthy or unhealthy HANDWRITING PRACTICE / SPELLINGS: To write single letters, joined letters and 4 letter words.</p>	<p>can understand from it, Using their research and the new vocabulary, the pupils have to create a menu with the price included for each food and drink item they have included. HANDWRITING PRACTICE/ SPELLINGS: To write 4 letter words</p>	<p>their daily life. HANDWRITING PARACTICE/ SPELLINGS: To write 5 letter words</p>	
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