

# Curriculum Intent: Year Group 6 Cycle A

When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	The Amazing Americas		Mysterious Mayans		Invaders and Settlers	
Science	<p>Living Things</p> <p>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals;</p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Evolution</p> <p>I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago;</p> <p>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents;</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Animals incl. humans</p> <p>I can identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions.</p> <p>I can describe the ways in which nutrients and water are transported within animals including humans.</p>	<p>Electricity</p> <p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit;</p> <p>I can 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;</p> <p>I can use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Light I can recognise that light appears to travel in straight lines;</p> <p>I can 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;</p> <p>I can 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;</p> <p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	

# Curriculum Intent: Year Group 6 Cycle A

## Working Scientifically

### **ASKING QUESTIONS AND CARRYING OUT FAIR AND COMPARATIVE TESTS**

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Using test results to make predictions to set up further comparative and fair tests.

Children can:

- a with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences;
- b with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions;
- c explore and talk about their ideas, raising different kinds of scientific questions;
- d ask their own questions about scientific phenomena;
- e select and plan the most appropriate type of scientific enquiry to use to answer scientific questions;
- f make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them;
- g plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary;
- h use their test results to identify when further tests and observations may be needed;
- i use test results to make predictions for further tests

### **Observing and measuring changes**

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Using test results to make predictions to set up further comparative and fair tests.

Children can:

- i with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences;
- j with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions;
- k explore and talk about their ideas, raising different kinds of scientific questions;
- l ask their own questions about scientific phenomena;

# Curriculum Intent: Year Group 6 Cycle A

- m select and plan the most appropriate type of scientific enquiry to use to answer scientific questions;
- n make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them;
- o plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary;
- p use their test results to identify when further tests and observations may be needed;
- i use test results to make predictions for further tests

## **IDENTIFYING, CLASSIFYING, RECORDING AND PRESENTING DATA**

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Children can:

- a independently group, classify and describe living things and materials;
  - b use and develop keys and other information records to identify, classify and describe living things and materials;
  - c decide how to record data from a choice of familiar approaches;
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs

## **DRAWING CONCLUSIONS, NOTICING PATTERNS AND PRESENTING FINDINGS**

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

Children can:

- a notice patterns;
- b draw conclusions based in their data and observations;
- c use their scientific knowledge and understanding to explain their findings;
- d read, spell and pronounce scientific vocabulary correctly;
- e identify patterns that might be found in the natural environment;
- f look for different causal relationships in their data;
- g discuss the degree of trust they can have in a set of results;

# Curriculum Intent: Year Group 6 Cycle A

Independently report and present their conclusions to others in oral and written forms.

## **USING SCIENTIFIC EVIDENCE AND SECONDARY SOURCES OF INFORMATION**

Identifying scientific evidence that has been used to support or refute ideas or arguments.

Children can:

- a use primary and secondary sources evidence to justify ideas;
  - b identify evidence that refutes or supports their ideas;
  - c recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact;
  - d use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas;
- talk about how scientific ideas have developed over time

<p>Reading</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</p> <p>I can maintain positive attitudes to reading and an understanding of what I read by:</p> <ul style="list-style-type: none"> <li>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li>-increasing my familiarity with a wide range of books, including myths, legends</li> </ul>	<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</p> <p>I can maintain positive attitudes to reading and an understanding of what I read by:</p> <ul style="list-style-type: none"> <li>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li>-increasing my familiarity with a wide range of books, including myths, legends</li> </ul>	<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</p> <p>I can maintain positive attitudes to reading and an understanding of what I read by:</p> <ul style="list-style-type: none"> <li>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li>-increasing my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction</li> </ul>
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## Curriculum Intent: Year Group 6 Cycle A

	<p>and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>-recommending books that they have read to their peers, giving reasons for their choices</li> <li>-identifying and discussing themes and conventions in and across a wide range of writing</li> <li>-making comparisons within and across books</li> </ul> <p>I understand what I read by:</p> <ul style="list-style-type: none"> <li>-checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</li> <li>-asking questions to improve their understanding</li> <li>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li>-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>	<p>and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>-recommending books that they have read to their peers, giving reasons for their choices</li> <li>-identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> <p>I understand what I read by:</p> <ul style="list-style-type: none"> <li>-checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</li> <li>-asking questions to improve their understanding</li> <li>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li>-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>-identifying how language, structure and presentation contribute to meaning</li> <li>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<p>from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>-recommending books that they have read to their peers, giving reasons for their choices.</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- learning a wider range of poetry by heart.</li> <li>- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume s that the meaning is clear to an audience.</li> </ul> <p>I understand what I read by:</p> <ul style="list-style-type: none"> <li>-checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</li> <li>-asking questions to improve their understanding</li> <li>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li>-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
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# Curriculum Intent: Year Group 6 Cycle A

	<p>-identifying how language, structure and presentation contribute to meaning</p> <p>-retrieve, record and present information from non-fiction</p> <p>-I can participate in discussions about books that are read to me and those I can read for themselves, building on my own and others' ideas and challenging views courteously.</p> <p>-I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>-I can provide reasoned justifications for my views.</p>	<p>-distinguish between statements of fact and opinion</p> <p>-retrieve, record and present information from non-fiction</p> <p>-I can participate in discussions about books that are read to me and those I can read for themselves, building on my own and others' ideas and challenging views courteously.</p> <p>-I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>-I can provide reasoned justifications for my views.</p>	<p>-identifying how language, structure and presentation contribute to meaning</p> <p>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>-distinguish between statements of fact and opinion</p> <p>-retrieve, record and present information from non-fiction</p> <p>-I can participate in discussions about books that are read to me and those I can read for themselves, building on my own and others' ideas and challenging views courteously.</p> <p>-I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>-I can provide reasoned justifications for my views.</p>			
Spelling	<p>I can use morphology and etymology in spelling.</p> <p>I can use a dictionary to check the meaning of words using the first three or four letters of a word to</p>	<p>I can use morphology and etymology in spelling.</p> <p>I can use a dictionary to check the meaning of words using the first three or four letters of a word to</p>	<p>I can use morphology and etymology in spelling.</p> <p>I can use a dictionary to check the meaning of words using the first three or four letters of a word</p>	<p>I can use morphology and etymology in spelling.</p> <p>I can use a dictionary to check the meaning of words using the first three or four letters of a word to check</p>	<p>I can use morphology and etymology in spelling.</p> <p>I can use a dictionary to check the meaning of words using the first three or four letters of a word to</p>	<p>I can use morphology and etymology in spelling.</p> <p>I can use a dictionary to check the meaning of words using the first three or four letters of a word to check spelling,</p>

## Curriculum Intent: Year Group 6 Cycle A

	<p>check spelling, meaning or both of these in a dictionary</p> <p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p> <p>I can spell words ending in –ant, -ancy and –ent, -ence and –ency</p> <p>I can use a hyphen to join some prefixes to root words.</p> <p>I can spell homophones and near homophones.</p> <p>I understand how words are related by meaning as synonyms and antonyms.</p>	<p>check spelling, meaning or both of these in a dictionary</p> <p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p> <p>I can spell words ending in –able, -ably, -ible and –ibly.</p>	<p>to check spelling, meaning or both of these in a dictionary</p> <p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p> <p>I can add suffixes beginning with vowel letters to words ending in –fer.</p> <p>I can spell words with the /i/ sound spelt ei after c and the exceptions.</p>	<p>spelling, meaning or both of these in a dictionary</p> <p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p> <p>I can spell words which end in –cial and –tial and the common exceptions.</p>	<p>check spelling, meaning or both of these in a dictionary</p> <p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p> <p>I can spell words ending in –able, -ably, -ible and –ibly.</p>	<p>meaning or both of these in a dictionary</p> <p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p> <p>I understand how words are related by meaning as synonyms and antonyms.</p>
Writing	I can write legibly, fluently and with increasing speed by:	I can write legibly, fluently and with increasing speed by:	I can write legibly, fluently and with increasing speed by:	I can write legibly, fluently and with increasing speed by: -choosing which shape of a letter to	I can write legibly, fluently and with increasing speed by:	I can write legibly, fluently and with increasing speed by: -choosing which shape of a letter to

# Curriculum Intent: Year Group 6 Cycle A

	<p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>-choosing the writing implement that is best suited for a task.</p> <p>I can plan my writing by:</p> <p>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</p> <p>-noting and developing initial ideas, drawing on reading and research where necessary</p> <p>I can draft and write by:</p>	<p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>-choosing the writing implement that is best suited for a task.</p> <p>I can plan my writing by:</p> <p>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</p> <p>-noting and developing initial ideas, drawing on reading and research where necessary</p> <p>I can draft and write by:</p>	<p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>-choosing the writing implement that is best suited for a task.</p> <p>I can plan my writing by:</p> <p>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</p> <p>-noting and developing initial ideas, drawing on reading and research where necessary</p> <p>I can draft and write by:</p>	<p>use when given choices and deciding whether or not to join specific letters</p> <p>-choosing the writing implement that is best suited for a task.</p> <p>I can plan my writing by:</p> <p>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</p> <p>-noting and developing initial ideas, drawing on reading and research where necessary</p> <p>-in writing narratives, considering how authors have developed</p>	<p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>-choosing the writing implement that is best suited for a task.</p> <p>I can plan my writing by:</p> <p>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</p> <p>-noting and developing initial ideas, drawing on reading and research where necessary</p> <p>-in writing narratives, considering how authors have developed characters and settings in what I</p>	<p>use when given choices and deciding whether or not to join specific letters</p> <p>-choosing the writing implement that is best suited for a task.</p> <p>I can plan my writing by:</p> <p>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</p> <p>-noting and developing initial ideas, drawing on reading and research where necessary</p> <p>-in writing narratives, considering how authors have developed characters and settings in what I</p>
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## Curriculum Intent: Year Group 6 Cycle A

	<p>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-using a wide range of devices to build cohesion within and across paragraphs</p> <p>I can evaluate and edit by:</p> <p>-assessing the effectiveness of my own and others' writing</p> <p>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>-ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-precising longer passages</p> <p>-using a wide range of devices to build cohesion within and across paragraphs</p> <p>-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>-I can evaluate and edit by:</p> <p>assessing the effectiveness of my own and others' writing</p>	<p>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-using a wide range of devices to build cohesion within and across paragraphs</p> <p>I can evaluate and edit by:</p> <p>-assessing the effectiveness of my own and others' writing</p> <p>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>-ensuring the consistent and correct use of</p>	<p>characters and settings in what I have read, listened to or seen performed.</p> <p>I can draft and write by:</p> <p>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-using a wide range of devices to build cohesion within and across paragraphs</p> <p>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>I can evaluate and edit by:</p>	<p>-in writing narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed.</p> <p>I can draft and write by:</p> <p>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-using a wide range of devices to build cohesion within and across paragraphs</p> <p>- in narratives, describing settings, characters and atmosphere and</p>	<p>have read, listened to or seen performed.</p> <p>I can draft and write by:</p> <p>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-using a wide range of devices to build cohesion within and across paragraphs</p> <p>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>I can evaluate and edit by:</p> <p>-assessing the effectiveness of my</p>
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## Curriculum Intent: Year Group 6 Cycle A

	<p>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>-I can proof-read for spelling and punctuation errors.</p> <p>Vocabulary, grammar and punctuation</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>I can use expanded noun phrases to</p>	<p>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>-I can proof-read for spelling and punctuation errors.</p> <p>-I can perform their own compositions, using appropriate intonation, volume, and movement so</p>	<p>tense throughout a piece of writing</p> <p>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>-I can proof-read for spelling and punctuation errors.</p> <p>Vocabulary, grammar and punctuation</p> <p>I can use passive verbs to affect the presentation of information in a sentence.</p> <p>I can use relative clauses beginning</p>	<p>-assessing the effectiveness of my own and others' writing</p> <p>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>-ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>-I can proof-read for spelling and punctuation errors.</p>	<p>integrating dialogue to convey character and advance the action.</p> <p>I can evaluate and edit by:</p> <p>-assessing the effectiveness of my own and others' writing</p> <p>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>-ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the</p>	<p>own and others' writing</p> <p>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>-ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>-I can proof-read for spelling and punctuation errors.</p> <p>Vocabulary, grammar and punctuation</p> <p>I can use the perfect form of verbs to mark</p>
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## Curriculum Intent: Year Group 6 Cycle A

	<p>convey complicated information concisely.</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility.</p> <p>I can use layout devices (for example headings, subheadings, columns, bullets or tables) to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>	<p>that meaning is clear.</p> <p>Vocabulary, grammar and punctuation</p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use passive verbs to affect the presentation of information in a sentence.</p> <p>I can use a colon to introduce a list.</p> <p>I can punctuate bullet points consistently.</p> <p>I can use layout devices (for</p>	<p>with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.</p> <p>I can use devices which build cohesion within and between paragraphs (e.g. using adverbials of time, place or number; repetition of words or phrases; the use of adverbials and ellipsis).</p> <p>I can use commas to clarify meaning or avoid ambiguity in writing.</p> <p>I can use layout devices (for example headings, subheadings, columns, bullets or</p>	<p>Vocabulary, grammar and punctuation</p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use layout devices (for example headings, subheadings, columns, bullets or tables) to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>	<p>language of speech and writing and choosing the appropriate register</p> <p>-I can proof-read for spelling and punctuation errors.</p> <p>Vocabulary, grammar and punctuation</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>I can use passive verbs to affect the presentation of information in a sentence.</p> <p>I can use brackets dashes and commas to</p>	<p>relationships of time and cause.</p> <p>I can use hyphens to avoid ambiguity.</p> <p>I can use layout devices (for example headings, subheadings, columns, bullets or tables) to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>
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## Curriculum Intent: Year Group 6 Cycle A

		<p>example headings, subheadings, columns, bullets or tables) to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>	<p>tables) to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>		<p>indicate parenthesis.</p> <p>I can use layout devices (for example headings, subheadings, columns, bullets or tables) to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>	
Maths	<p><b>Place value</b></p> <p>-I can use negative numbers in context, and calculate intervals across zero</p> <p>-I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p>	<p><b>Statistics</b></p> <p>-interpret and construct pie charts and line graphs and use these to solve problems;</p> <p>-Solve problems involving selecting, processing, presenting and interpreting data, using ICT where appropriate;</p>	<p><b>Area and Perimeter</b></p> <p>-recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>-calculate the area of parallelograms and triangles</p> <p><b>fractions</b></p>	<p><b>Measuring</b></p> <p>-calculate, estimate and compare volume of cubes and cuboids using standard units. Extend to mm and km</p> <p>-recognise when it is possible to use formulae for area and volume of shapes</p>	<p><b>Shape</b></p> <p>-recognise, describe and build simple 3---D shapes, including making nets</p> <p>-illustrate and name parts of circles, including radius, diameter and circumference and know that the</p>	<p>Problem solving and consolidation.</p>

## Curriculum Intent: Year Group 6 Cycle A

	<p>-I can identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1 000 where the answers are up to three decimal places</p> <p>-I can round any whole number to a required degree of accuracy</p> <p>-I can solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>-I can solve number and practical problems that involve all of the above</p> <p><b>Addition and subtraction</b></p> <p>-I can perform mental</p>	<p>-construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts; draw conclusions</p> <p><b>Multiplication and division</b></p> <p>-I can perform mental calculations, including with mixed operations and large numbers</p> <p>-I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>-I can divide numbers up to 4-digit by a two-digit whole number using the formal written method of</p>	<p>I can compare and order fractions including fractions <math>&gt;1</math></p> <p>I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>I can associate a fraction with division and calculate decimal equivalents (e.g. 0.375) for a simple fraction (e.g. <math>\frac{3}{8}</math>)</p> <p>I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>I can multiply simple pairs of proper fractions, writing the answer</p>	<p>-solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>-calculate, estimate and compare volume of cubes and cuboids using standard units</p> <p>-use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>-solve problems involving the calculation and conversion of units of measure, using</p>	<p>diameter is twice the radius</p> <p>-draw 2-D shapes using given dimensions and angles</p> <p>-compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p><b>Position and direction.</b></p> <p>-describe positions on the full coordinate grid (all four quadrants)</p>	
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## Curriculum Intent: Year Group 6 Cycle A

	<p>calculations, including with mixed operations and large numbers</p> <p>-I can use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>-I can use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>-I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>-I can solve problems involving</p>	<p>short division where appropriate for the context</p> <p>divide numbers up to 4 digits by a two--digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>-I can use written division methods in cases where the answer has up to two decimal places</p> <p>-I can identify common factors, common multiples and prime numbers</p> <p>-I can use their knowledge of the order of operations to carry out calculations</p>	<p>in its simplest form</p> <p>I can divide proper fractions by whole numbers</p> <p><b>Decimals</b></p> <p>I can identify the value of each digit in numbers given to three decimal places</p> <p>I can associate a fraction with division and calculate decimal equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)</p> <p>I can multiply one--digit numbers with up to two decimal places by whole numbers</p> <p>-I can identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000</p>	<p>decimal notation up to three decimal places where appropriate</p> <p>-convert between miles and kilometres</p> <p><b>Ratio</b></p> <p>-I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>-I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>-draw and translate / rotate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p><b>Algebra</b></p> <p>-I can express missing number problems algebraically</p> <p>-I can find pairs of numbers that satisfy number sentences involving two unknowns</p> <p>-I can use simple formulae</p> <p>-I can generate and describe linear number sequences</p>	
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## Curriculum Intent: Year Group 6 Cycle A

	addition, subtraction	<p>involving the four operations</p> <ul style="list-style-type: none"> <li>-I can use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>-I can recognise that prime numbers have only two factors and identify prime numbers less than 100; find the prime factors of two---digit whole numbers</li> <li>-I can check calculations for accuracy using the rules of divisibility</li> <li>-I can solve problems involving addition, subtraction, multiplication and division</li> </ul>	<p>where the answers are up to three decimal places</p> <ul style="list-style-type: none"> <li>-I can use written division methods in cases where the answer has up to two decimal places</li> </ul> <p><b>Percentages</b></p> <ul style="list-style-type: none"> <li>-I can find fractions and percentages of whole---number quantities, e.g. <math>\frac{5}{8}</math> of 96, 65% of £260</li> <li>-I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> <li>-I can solve problems involving the calculation of percentages [for example, of measures, and</li> </ul>			
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## Curriculum Intent: Year Group 6 Cycle A

			such as 15% of 360] and the use of percentages for comparison			
Geography	<p>The Americas</p> <p>I can locate the world's countries using maps to focus on South America concentrating on environmental regions and key human and physical characteristics, countries and major cities.</p> <p>I can identify the position and significance of the equator, northern hemisphere and southern hemisphere.</p> <p>I can understand geographical similarities and differences through the study of human geography of a region of the UK and South America.</p> <p>I can describe the key aspects of physical geography.</p> <p>I can describe and understand the key features of human geography.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>I can use maps atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>					
Art	<p>Animal Sketching</p> <p>I can review and revisit ideas in my sketchbook.</p>		<p>Clay Tile</p> <p>I plan and design a sculpture.</p> <p>I can use tools and materials to carve,</p>		<p>Collage Boat</p> <p>I can create a colour palette, demonstrating mixing techniques.</p>	

## Curriculum Intent: Year Group 6 Cycle A

	<p>I can offer feedback using technical vocab.</p> <p>I can think critically about my art and design work.</p> <p>I can use digital technology as sources for developing ideas.</p> <p>I can use key vocab to demonstrate knowledge and understanding.</p> <p>I can use a variety of techniques to add effects.</p> <p>I can depict movement and perspective in drawings.</p> <p>I can use a variety of tools and select the most appropriate.</p>		<p>add shape, add texture, and pattern.</p> <p>I can develop cutting and joining skills.</p>		<p>I can use a range of paint to create visually interesting pieces.</p>	
History			<p>The Mayans</p> <p>I can find out about the Mayan civilisation and describe the key features of the period, including attitudes, beliefs and the everyday lives of men, women and children.</p>		<p>The Vikings</p> <p>I can find out about Britain's settlement by Anglo Saxons.</p> <p>I can find out about the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>	

## Curriculum Intent: Year Group 6 Cycle A

			<p>I can begin to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>I can begin to evaluate the usefulness of different sources.</p> <p>I can recognise when I am using primary and secondary sources if information to investigate the past.</p> <p>I can present, communicate and organise ideas from the past using detailed discussions and debates and different genres of writing.</p> <p>I can plan and present a self-directed project or research about the studied period.</p>		<p>I can select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>I can describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>I can present, communicate and organise ideas from the past using detailed discussions and debates and different genres of writing.</p>
D.T.		<p>Cooking – empanadas</p> <p>I understand and can apply the principles of a healthy and varied diet.</p> <p>I can cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>I can complete detailed analysis of other products on the market.</p>	<p>Computing – Valentine’s Day Microbit product.</p> <p>I can apply my understanding of computing to program, monitor and control my product.</p> <p>I can complete detailed analysis of other products on the market.</p> <p>I can consider my design criteria and altar my plans,</p>		<p>Catapults</p> <p>I can use mechanical systems in my products and explain how they work.</p> <p>I can consider my design criteria and altar my plans, considering the views of others,</p> <p>I can evaluate my product against my original design criteria, making changes as needed.</p> <p>I can carefully select from a range of tools</p>

## Curriculum Intent: Year Group 6 Cycle A

		<p>I can consider my design criteria and alter my plans, considering the views of others, I can evaluate my product against my original design criteria, making changes as needed. I can follow hygiene procedures. I can carefully select from a range of tools and equipment with growing confidence, explaining my choices. I can create a step-by step plan as a guide for making. I can use a range of tools and equipment safely, appropriately and accurately. I can use a wide range of materials and components.</p>	<p>considering the views of others, I can evaluate my product against my original design criteria, making changes as needed. I can carefully select from a range of tools and equipment with growing confidence, explaining my choices. I can select from a range of materials and components according to their functional properties and aesthetic qualities. I can create a step-by step plan as a guide for making. I can use a range of tools and equipment safely, appropriately and accurately.</p>			<p>and equipment with growing confidence, explaining my choices. I can select from a range of materials and components according to their functional properties and aesthetic qualities. I can create a step-by step plan as a guide for making. I can use a range of tools and equipment safely, appropriately and accurately. I can use a wide range of materials and components. I can measure and mark out to the nearest mm. I can cut, shape and score materials with precision and accuracy. I can refine and finish using techniques to improve the appearance of my product.</p>
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## Curriculum Intent: Year Group 6 Cycle A

		<p>I can cut, shape and score materials with precision and accuracy.</p> <p>I can assemble, join and combine materials and components with precision and accuracy.</p> <p>I can refine and finish using techniques to improve the appearance of my product.</p> <p>I can research to inform and develop a detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market.</p> <p>I can use my knowledge of a broad range of existing products to</p>	<p>I can use a wide range of materials and components.</p> <p>I can measure and mark out to the nearest mm.</p> <p>I can cut, shape and score materials with precision and accuracy.</p> <p>I can refine and finish using techniques to improve the appearance of my product.</p> <p>I can research to inform and develop a detailed design criterion to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market.</p> <p>I can use my knowledge of a broad range of</p>			<p>I can research to inform and develop a detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market.</p> <p>I can use my knowledge of a broad range of existing products to help generate my ideas.</p> <p>I can design products which have a clear purpose and indicate the design features that will appeal to the intended user.</p> <p>I can explain how particular parts of my products work.</p> <p>I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate ideas.</p>
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## Curriculum Intent: Year Group 6 Cycle A

		<p>help generate my ideas.</p> <p>I can design products which have a clear purpose and indicate the design features that will appeal to the intended user.</p> <p>I can explain how particular parts of my products work.</p> <p>I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate ideas.</p> <p>I can work in a broad range of relevant contexts.</p>	<p>existing products to help generate my ideas.</p> <p>I can design products which have a clear purpose and indicate the design features that will appeal to the intended user.</p> <p>I can explain how particular parts of my products work.</p> <p>I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate ideas.</p> <p>I can work in a broad range of relevant contexts.</p>			<p>I can work in a broad range of relevant contexts.</p>
<p>Music</p> <p>See Charanga</p>	<p>Developing Melodic Phrases</p>	<p>Understanding Structure and Form</p>	<p>Gaining confidence through performance</p>	<p>Exploring notation further</p>	<p>Using Chords and Structure</p>	<p>Respecting each other through composition</p>
<p>French</p>	<p><u>Inherited Characteristics</u></p>	<p><u>La Classification des animaux</u></p>	<p><u>Par une sombre nuit de tempête.</u> Speaking</p>	<p><u>En Vacances</u> Listening</p>		

## Curriculum Intent: Year Group 6 Cycle A

	<p><b>Listening</b> I can understand the main points and simple opinions in a spoken story, song or passage.</p> <p><b>Speaking</b> I can use spoken language confidently to initiate and sustain conversations and to tell stories. I can describe people, places, things and actions.</p> <p><b>Reading</b> I can read and understand the main points and some detail from a short written passage.</p> <p><b>Writing</b> I can write sentences and construct short texts using a model.</p> <p><b>Grammar</b> I can notice and manipulate agreements. I can understand some differences in sentence construction compared to English. I can use conjunctions and</p>	<p><b>Speaking</b> I can present to an audience (role-play, presentation, performance). I can use spoken language confidently to initiate and sustain conversations and to tell stories. I can describe people, places, things and actions.</p> <p><b>Writing</b> I can write a few sentences from memory, using knowledge of words, text and structure.</p> <p><b>Grammar</b> I can use different ways of forming a question. I can use 1st 2nd &amp; 3rd person singular of common verbs (avoir, être &amp; regular –er verbs e.g. habiter).</p>	<p>I can use spoken language confidently to initiate and sustain conversations and to tell stories. I can describe people, places, things and actions.</p> <p><b>Reading</b> I can read and understand the main points and some detail from a short written passage. I can read aloud from a text with good expression.</p> <p><b>Writing</b> I can write sentences and construct short texts using a model. I can use conjunctions and fronted adverbials to create complex sentences (in speech &amp; writing).</p> <p><b>Grammar</b> I can use ‘je vais + infinitive to refer to future plans.</p>	<p>I can understand the main points and simple opinions in a spoken story, song or passage. I can understand longer and more complex sentences e.g. descriptions, information, instructions.</p> <p><b>Speaking</b> I can describe people, places, things and actions.</p> <p><b>Grammar</b> I can use ‘je vais + infinitive to refer to future plans.</p> <p><b>Phonics</b> I can identify specific sounds, phonemes and words. I can use knowledge of sound-spelling links to write words accurately.</p>
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## Curriculum Intent: Year Group 6 Cycle A

	<p>fronted adverbials to create complex sentences (in speech &amp; writing).</p> <p>I can use 1st 2nd &amp; 3rd person singular of common verbs (avoir, être &amp; regular –er verbs e.g. habiter).</p> <p><b>Phonics</b></p> <p>I can identify specific sounds, phonemes and words.</p> <p>I can use knowledge of sound-spelling links to read and pronounce unfamiliar words.</p> <p>I can use knowledge of sound-spelling links to write words accurately.</p>					
<p>R.E.</p> <p>See Wigan Syllabus</p>	<p><b>Why, where and how do Hindu's worship?</b></p> <p>1. To enquire into and understand the beliefs about God in Hinduism.</p> <p>2. To enquire into the concept of God in Hinduism.</p>	<p><b>How are faith communities represented in the UK?</b></p> <p>1.To conduct an enquiry into the nature and character of religion and belief in the UK.</p>	<p><b>How do Christians follow Jesus?</b></p> <p>1. To gain an understanding of how following Jesus impacts on a Christian's way of life.</p> <p>2. To gain knowledge and understanding of</p>	<p><b>Can religion help to build a fair world?</b></p> <p>1. To determine what is fair and unfair in their own and other people's lives.</p> <p>2. To enable pupils to consider examples of injustice and poverty around</p>	<p><b>Who has made a difference because of their beliefs?</b></p> <p>1. To determine and discuss what qualities inspiring people demonstrate.</p> <p>2. To enquire into the difference Mother Teresa</p>	<p><b>Why do some people believe in life after death?</b></p> <p>1. To enable pupils to identify some ultimate questions.</p> <p>2. To enable pupils to ask questions and suggest answers to the question, 'What</p>

## Curriculum Intent: Year Group 6 Cycle A

	<p>3. To research different Hindu gods, determining their qualities in Hinduism.</p> <p>4. To explore the concept of worship.</p> <p>5. To gain knowledge and understanding of where, how and why people worship in Hinduism.</p> <p>6. To be able to recognise and explain the key features of a Hindu shrine and how they reflect Hindu belief.</p>	<p>2. To be able to identify religious communities represented in the UK.</p> <p>3. To research into a religious community represented in the UK, determining the distinctive features and key beliefs and practices of that faith community.</p> <p>4. To be able to identify and explain the symbols of the major religious communities represented in the UK.</p> <p>5. To identify some of the challenges faced by religious communities practising their faith in the UK.</p> <p>6. To identify some British and shared universal values</p>	<p>key Christian beliefs and make links with the actions and lifestyles of believers.</p> <p>3. To conduct an enquiry into the nature and importance of the Bible in Christian life by asking questions and researching answers.</p> <p>4. To identify different genres of books contained in the Bible.</p> <p>5. To learn how to look up a Bible reference.</p> <p>6. To enquire into the diverse role of a religious leader such as a vicar/priest in the Christian faith.</p> <p>7. To enable pupils to be able to identify and describe in a</p>	<p>the world and to determine what could be done about it.</p> <p>3. To enquire into whether religion can do anything to build a fairer world.</p> <p>4. Enquire into the work of Samaritan's purse and what they are doing to help those who live in poverty around the world.</p> <p>5. To enable pupils to organise a charitable event that raises money or helps a charity fighting injustice in the world.</p> <p>6. To look at why religions want to help to create a fairer world. Look and consider some of the teachings of Jesus and other religious leaders.</p> <p>7. To enable students to conduct</p>	<p>made to the lives of the people of India.</p> <p>3. To explore how faith influences people to make a difference in their own and other people's lives.</p> <p>4. To demonstrate knowledge and understanding of how people from religion and belief, stand up and make a difference to the lives of others.</p> <p>5. Explore the concepts of humanity, equality and faith through the lives of individuals.</p>	<p>happens when we die?'</p> <p>3. To enable pupils to reflect upon and share their own thoughts and feelings about death and the afterlife.</p> <p>4. To explore key religious beliefs about life after death.</p> <p>5. To explore the concept of judgment in relation to beliefs about life after death.</p> <p>6. To be able to explain and understand the purpose of funerals from the perspective of religion and belief.</p>
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## Curriculum Intent: Year Group 6 Cycle A

		and their importance in determining how we treat others in society today.	creative way the key festivals and events of the Christian calendar and explain how they are celebrated in the Christian community.	an enquiry into the work of a religious charity.		
P.E.	<p>Dance</p> <ul style="list-style-type: none"> <li>• I can create dances using a range of movement patterns.</li> <li>• I can perform dances from different times, places and cultures.</li> <li>• I can develop flexibility, strength, technique, control and balance.</li> </ul>	<p>Tennis</p> <ul style="list-style-type: none"> <li>-I can implement a broad range of skills.</li> <li>-I can learn how to use the skills acquired in different ways.</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• I can change speed and direction when moving between action, balance and shapes.</li> <li>• I can understand and perform movements with control, balance and flexibility.</li> <li>• I can work with others to perform a sequence.</li> <li>• I can teach movements to others.</li> </ul>	<p>Netball</p> <ul style="list-style-type: none"> <li>• I can implement a broad range of skills.</li> <li>• I can learn how to use the skills acquired in different ways.</li> <li>• I can play competitive games such as basketball, netball, hockey and rounders.</li> <li>• I can apply basic principles for attacking and defending.</li> <li>• I can use running, jumping, throwing and catching in team games.</li> </ul>	<p>Outdoor Adventures</p> <ul style="list-style-type: none"> <li>• I can take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• I can plan a route and series of clues for others.</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>I can show control and accuracy during athletics activities.</li> <li>• I can demonstrate increased stamina.</li> <li>• I can develop a variety of techniques to improve throwing and jumping.</li> <li>• I can compare performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
P.S.H.E.	Relationships		Living in the Wider World		Health and Well Being	

# Curriculum Intent: Year Group 6 Cycle A

<p>Personal Development</p>	<p><u>Families and Friendships</u>          what it means to be attracted to someone and different kinds of loving relationships          that people who love each other can be of any gender, ethnicity or faith about the qualities of healthy relationships          ways in which couples show their love and commitment to one another, including those who are not married or who live apart          what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults          that people have the right to choose whom they marry or whether they get married          that to force anyone into marriage is illegal. How and where to report forced marriage or ask for help if they are worried.  <u>Safe Relationships</u>          to compare the features of a healthy and unhealthy friendship          strategies to respond to pressure from friends including online          how to assess the risk of different online 'challenges' and 'dares'          how to recognise and respond to pressure from others to do something</p>	<p><u>Belonging to a community.</u>          What prejudice means          To differentiate between prejudice and discrimination          How to recognise acts of discrimination          Strategies to safely respond to and challenge discrimination          How to recognise stereotypes in different contacts and the influence they have on attitudes and understanding of different groups          How stereotypes are perpetuated and how to challenge this  <u>Media literacy and digital resilience.</u>          about the benefits of safe internet use e.g. learning, connecting and communicating          how and why images online might be manipulated, altered, or faked          how to recognise when images might have been altered          why people choose to communicate through social media and some of the risks and challenges of doing so          that social media sites have age restrictions and regulations for use          why some media and online content is not appropriate for children          how online content can be designed to manipulate people's emotions and encourage them to read or share things</p>	<p><u>Physical health and Mental Wellbeing</u>          that mental health is just as important as physical health and that both need looking after          to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support          how negative experience such as being bullied or feeling lonely can affect mental wellbeing          positive strategies for managing feeling that there are situations when someone may experience mixed or conflicting feelings          how feelings can often be helpful, whilst recognising that they sometimes need to be overcome          to recognise that if someone experience feeling that are not so good (most or all of the time) – help and support is available          identify where they and others can ask for help and support with mental wellbeing in and outside of school          the importance of asking for support from a trusted adult          about the changes that may occur in life including death, and how these can cause conflicting feelings          about strategies that can help someone cope with these feelings associated with change and loss  <u>Growing and changing</u></p>
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## Curriculum Intent: Year Group 6 Cycle A

	<p>unsafe or that makes them feel worried or uncomfortable</p> <p>how to get advice and report concerns about personal safety, including online</p> <p>what consent means and how to seek and give / not give permission in different situations</p> <p><u>Respecting Ourselves and Others</u></p> <p>about the link between values and behaviour and how to be a positive role model</p> <p>how to discuss issues respectfully</p> <p>how to listen to and respect others points of view</p> <p>how to constructively challenge points of view they disagree with</p> <p>ways to participate effectively in discussion online and manage conflict or disagreements</p>	<p>about sharing things online, including rules and laws relating to this</p> <p>how to recognise what is appropriate to share online</p> <p>how to report inappropriate online content or contact</p> <p><u>Money and Work</u></p> <p>about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>about value for money and how to judge if something is value for money</p> <p>how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>about common risks associated with money, including debt, fraud and gambling</p> <p>how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <p>how to get help if they are concerned about gambling or other financial risks</p>	<p>to recognise some of the changes as they grow up e.g. increasing independence</p> <p>about the transition to secondary school and how this might affect their feelings</p> <p>about how relationships may change as they grow up or move to secondary school</p> <p>practical strategies that can help manage times of change and transition e.g. practising the bus route to secondary school</p> <p>identify the links between love, committed relations and conception</p> <p>what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</p> <p>how pregnancy occurs i.e. when sperm meets an egg and the fertilised egg settles into the lining of the womb</p> <p>about the responsibilities of being a parent or carer and how having a baby changes someone's life</p> <p><u>Keeping Safe</u></p> <p>to identify types of images that are appropriate to share with other and those which may not be appropriate</p> <p>that images or texts can quickly be shared with others, even when only sent to one person, and what the impact of this might be</p>
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## Curriculum Intent: Year Group 6 Cycle A

						<p>what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</p> <p>how to report the misuse of personal information or sharing of upsetting content / images online</p> <p>about different age rating systems for social media, TV, films, games and online gaming</p> <p>why age restrictions are important and how they help people make safe decisions</p> <p>about the risk and effects of different drugs</p> <p>about the laws relating to drugs common to everyday life and illegal drugs</p> <p>to recognise why people, choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>about the organisations where people can get help and support concerning drug use</p> <p>how to ask for help if they have concerns about drug use</p> <p>about mixed messages in the media relating to drug use and how they might influence opinions and decisions</p>
Computing		Data I can design an electronic database to solve a particular	Coding – Microbits I can turn a complex programming task into an algorithm.	Digital Literacy I can demonstrate safe and respectful use of a range of different		Communication and networking. I can use filters when searching for digital content.

## Curriculum Intent: Year Group 6 Cycle A

		<p>question that I have raise. I can collect and enter the data for it and draw my conclusions.</p>	<p>I can identify the important aspects of a programming task. I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work. I can test and debug my program as I work on it and use logical methods to identify a cause of a bug. I can identify a specific line of code that is causing a problem in my program and attempt a fix. I can translate algorithms that include sequence, selection and repetition into code and nest</p>	<p>technologies and online services. I can identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. I can use critical thinking to help me stay safe online. I know the value of protecting my privacy and others online. I can use critical thinking to understand bias and misrepresentation when using online resources. I can explain in detail how accurate and reliable a webpage and its content is. I can compare a range of digital content sources and rate them in terms</p>		<p>I can design and create my online blogs. I can explain the difference between the internet nd the World Wide Web. I can explain what a WAN and a LAN is and describe how the access to the internet in school is possible.</p>
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## Curriculum Intent: Year Group 6 Cycle A

			<p>these structures within each other.</p> <p>I can use inputs and outputs within my coded such as sound, movement and buttons and represent the state of an object.</p> <p>I can interpret a program in parts and make logical attempts to put the separate parts together in an algorithm to explain the program as a whole.</p>	<p>of content quality and accuracy.</p> <p>I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.</p> <p>I can consider the intended audience carefully when I design and make digital content.</p>		
P4C	Links to palm oil / destruction of habitats.	Poverty and Fairness	'Amulet' Museum Ownership	Invasion 'conquistadors'	Migration	Are the Vikings misunderstood?
British Values	Respect	Tolerance	Democracy	Liberty		Rule of Law