## Franche Primary Year Six Curriculum

English			Art and Design (UKS2)	Design Technology
Reading <ul> <li>Read a broad range of genres</li> <li>Recommend books to others</li> <li>Make comparisons within/across books</li> <li>Support inferences with evidence</li> <li>Summarise key points from texts</li> <li>Identify how language, structure etc. contribute to meaning</li> <li>Discuss use of language incl. figurative</li> <li>Discuss and explain reading, providing reasoned justifications for views</li> </ul>	<ul> <li>Writing</li> <li>Use knowledge of morphology and etymology in spelling</li> <li>Develop legible personal handwriting style</li> <li>Plan writing to suit audience and purpose; use models of writing</li> <li>Develop character, setting and atmosphere in narratives</li> <li>Select grammar and vocabulary for effect</li> <li>Use a wide range of cohesive devices</li> </ul>	Grammar • Use appropriate style • Use passive voice for purpose • Use features to convey and clurify meaning • Use full punctuation • Use language of subject/ object Speaking and Listening • Use questions to build knowledge • Articulate arguments and opinions	<ul> <li>Review and revisit artists and collections in sketchbooks to reflect on work to date and make links between pieces of work and artists.</li> <li>Use materials and mediums confidently, happy to explore and comment on outcomes.</li> <li>Use a range of visual language confidently that reflects that breadth of the wider curriculum, artists studied and personal experiencesto describe own work and the work of others.</li> </ul>	<ul> <li>Use research and criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use annotated sketches, cross-section diagrams and computer-aided design</li> <li>Analyse and evaluate existing products and improve own work</li> <li>Use mechanical and electrical systems in own products, including programming</li> <li>Cook savoury dishes for a healthy and varied diet</li> </ul>
$ \frown  $	Ensure grammatical consistency     Mathematics	<ul> <li>Use spekenneguage to speculate, hypothesise and explore</li> <li>Use appropriate register and language</li> </ul>	Music (UKS2) <ul> <li>Perform with control and expression solo and in ensembles</li> <li>Improvise and compose using dimension</li> </ul>	<ul> <li>Geography</li> <li>Name and locate coultries, cities, regions and features of the UK.</li> <li>Understand latitude, longitude, hemispheres, tropics, the Prime/Greenwich Meridian and time zones</li> </ul>
<ul> <li>Number/Calculation</li> <li>Secure place value and rounding to 10,000,000 including negatives</li> <li>All written methods, including lon division</li> <li>Use order of operations (not indice</li> </ul>	<ul> <li>measures and conversions</li> <li>Calculate area of triangles and parallelograms</li> </ul>	Divide fractions by whole num-	sions of music Listen to detail and recall aurally Use and understand basic staff notation Develop and understanding of the histo- ry of music, including great musicians and composers	<ul> <li>Study a region of UK, Europe, and N or S America.</li> <li>Understand climate zones, vegetation belts, volcanoes and earthquakes, land use, economic activity, distribu- tion of resources.</li> <li>Use 4 and 6-figure grid references on OS maps.</li> <li>Use fieldwork to observe, measure and record human and physical features of the local area.</li> </ul>
<ul> <li>Identify factors, multiples and print</li> <li>Solve multi-step number problem</li> </ul>	<ul> <li>Classify shapes by properties</li> <li>Know and use angle rules</li> <li>Translate and reflect shapes, u all four quadrants</li> </ul> Data	<ul> <li>Solve problems using decimals and percentages</li> </ul>	History British History • An extended period study e.g. significant turning point in British History World War One	Modern Foreign Languages Listen and show understanding of more chal- lenging texts.
Introduce simple idea of unknown Science Biology	• Extend know	ducation /ledge and understanding of religions Chris- uism and Judaism	<ul> <li>Broader History study:</li> <li>Ancient Greece. Ie. A study of Greek life and achievement and their influence on the western world</li> </ul>	<ul> <li>Engage in conversations, expressing opinions Read aloud short texts with some unfamiliar language using accurate punctuation</li> <li>Write a wider range of phrases from memory and adapt them to create new sentences.</li> <li>Begin to conjugate irregular high frequency verbs.</li> </ul>
<ul> <li>Classification, including micro-o</li> <li>Health and Lifestyles, incl. circu</li> <li>Evolution and Adaptation</li> </ul> Physics	rganisms atory system • Use subject • Ask challeng • Express their and provide KEY CONFER God, God, To	specific vocabulary ing questions r own views in response to what they learn reasons to support those ideas PTS—Creation, Incarnation, Kingdom of orah, Karma, Dharma, Samsara, Moksha	Computing       (UKS2)         • To design, write and debug programs to accomplish specific goals and solve problems by decomposing them into smaller parts.         • Use repetition, sequence, selection and variables in programs and various forms of inputs and outputs.         • Use logical reasoning to explain how simple algorithms work.         • Understand and use the internet, recognising that it can also be used	<ul> <li>Physical Education</li> <li>Perform running, jumping, catching and throwing activities in isolation and in combination, in order to successfully beat the opponent</li> <li>Play competitive games , modified as appropriate, in</li> </ul>
<ul> <li>Light and Shadows; the eye</li> <li>Electricity: investigating circuits</li> </ul>	emotions Intercourse,	relaxation, mindfulness, exercise managing protection and choices cohol education	<ul> <li>for communication and collaboration.</li> <li>To consider the reliability of search technologies and appreciate how results are selected and ranked.</li> <li>Use a range of software on different digital devices to design and create content that accomplishes a goal.</li> <li>Use technology safely, respectfully and responsibly, keeping personal information private; recognising and knowing how to report acceptable and unacceptable behaviour.</li> </ul>	<ul> <li>competitive situations</li> <li>Creat and perform actions that show improved control, body tension, strength and flexibility in gym, dance and athletics</li> <li>Take part in Outdoor &amp; Adventurous activities, working effectively alone and with others</li> <li>Compare performances to achieve personal bests and identity and apply targets in order to improve</li> </ul>

and identify and apply targets in order to improve
Swim over 25m. Swim competitively, selecting appro-

priate strokes