

Dawpool C.E. (Aided) Primary School Year 6 Curriculum




DAWPOOL

Wisdom, Knowledge and Skills



The Abundant Life that Jesus offers



Dawpool Church of England (Aided) Primary School										Religious Education	
A Curriculum for Christ-Likeness											
Vision: The Dawpool Community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ. A school where Christian values flourish and where all children experience the abundant life that Jesus offers.											
Reading	Person of Jesus (Our Christian Values) Galatians 5:22-23 'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control'			Love of Jesus (Our HeartSmart Actions) Matthew 22:36-40 'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself'			Work of Jesus (Our Learning Values) Jeremiah 29:11 'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future.'			Art	
Writing											Design & Technology
Spelling & Grammar											Computing & E-safety
Speaking											Music
Maths											Physical Education
Science	Complete a Young Leaders Award			Understand Fundamental British Values			Learn a musical instrument			Modern Foreign Languages	
History	Compete in a sporting competition			Monitor a younger pupil			Perform a play to an audience				
Geography	Lead an Act of Worship			Watch a live orchestra			Visit the theatre			Early Years Curriculum	
	Visit a place of worship of a different faith			Participate in a musical concert			Visit an art gallery				

Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

Dawpool C.E (Aided) Primary School
School Lane
Thurstaston
Wirral
CH61 0HH

0151 648 3412

schooloffice@dawpool.wirral.sch.uk

www.dawpool-ce.eschools.co.uk

@DawpoolCofE



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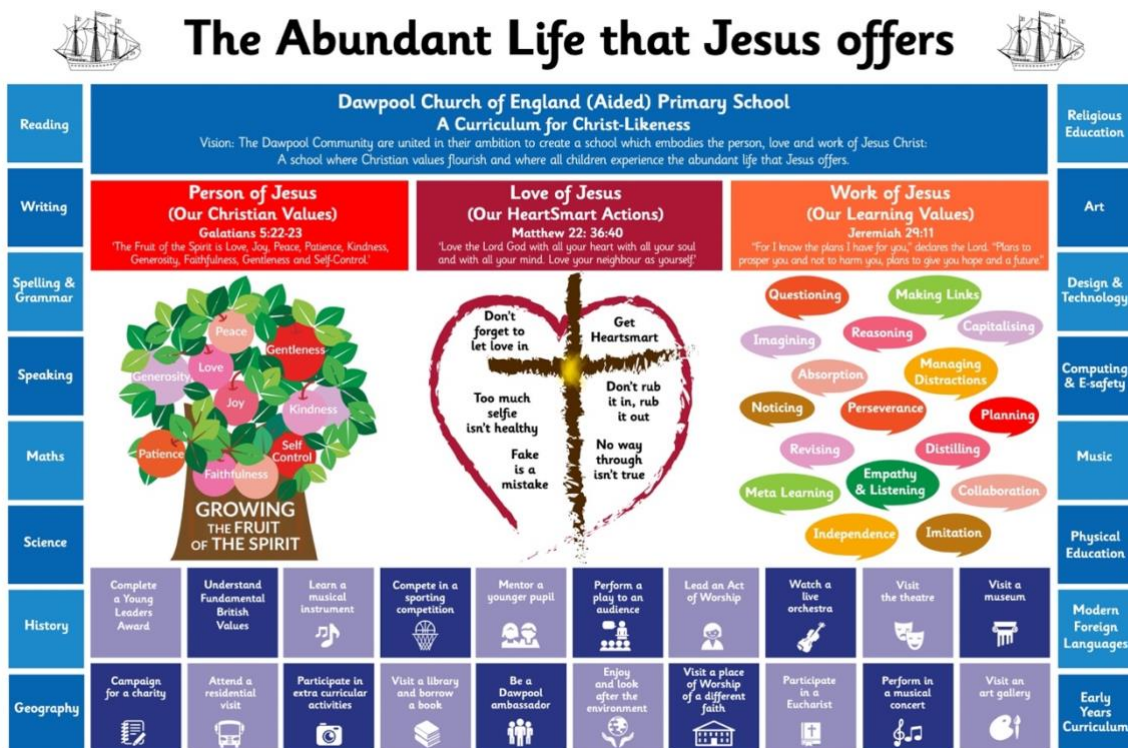
'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



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The Dawpool 'Curriculum for Christ-Likeness'



Vision Statement

'The Dawpool community are united in their ambition to create a school which **embodies the person, love and work of Jesus Christ:** a school which enables **Christian values to flourish** and where **all children** may **experience the abundant life that Jesus offers.**'

The Dawpool curriculum is designed to:

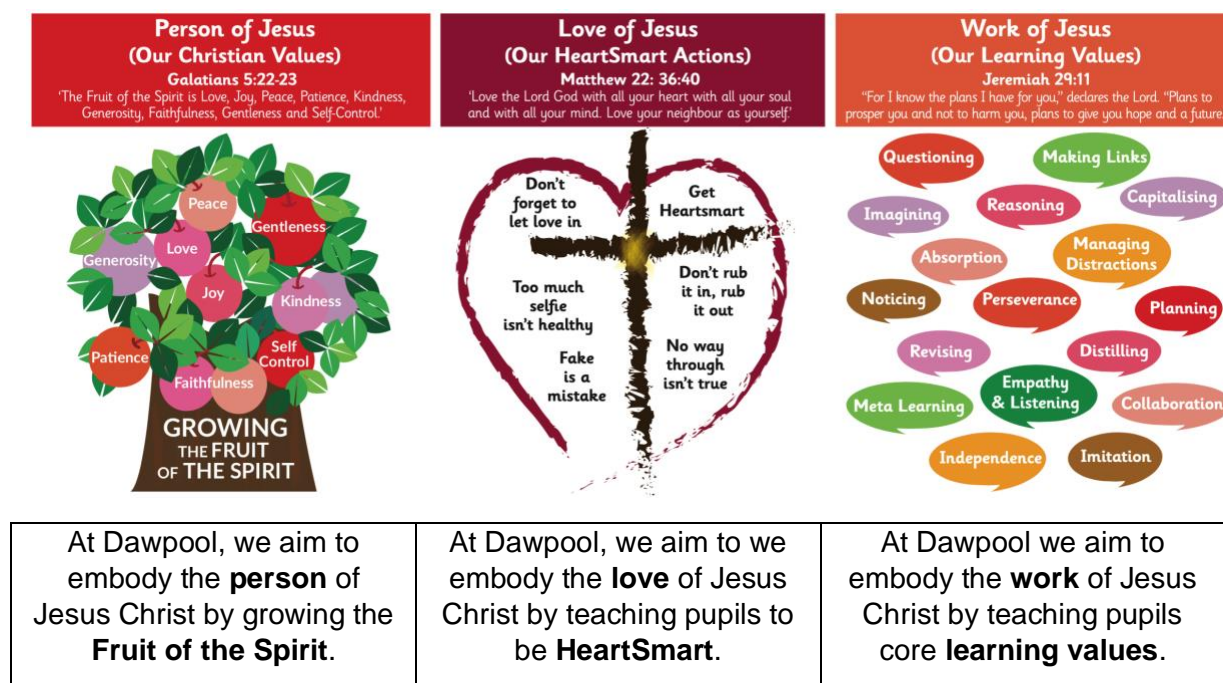
1. Embody the 'Person, Love and Work' of Jesus Christ.
2. Enable 'Christian Values to Flourish'.
3. Ensure that all pupils experience the 'Abundant Life that Jesus offers.'

These three overarching objectives relate directly to the core principles of our vision statement.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



The **Person, Love and Work of Jesus** are three golden threads that run through the heart of our curriculum



We know that all of these values were demonstrated by Jesus in his life. They are also rooted in pedagogy, such as Guy Claxton's '**Building Learning Powers**' and Rosenshine's '**Principles of Instruction**.'




In our curriculum planning we have taken each individual value - whether it be a **Fruit of the Spirit**, a **HeartSmart action** or a **Learning Value** - and directly referenced each one to the example of Jesus by providing a definition of the value, linking it to scripture and providing specific examples of how Jesus demonstrated it – see [The Curriculum for Christ-Likeness](#). By teaching the children how to emulate these values we enable **Christian values to flourish** through our curriculum.

Dawpool's focus on developing Christian and learning values through the curriculum encourages children to stretch themselves **spiritually, morally, intellectually, imaginatively and actively**. The impact of Dawpool's Curriculum for Christ-Likeness is that pupils are curious, confident and resilient learners who develop a sense of character and enjoy their learning. The Dawpool Curriculum places emphasis on **character development** and **wider flourishing**, recognising that these are fundamental to any **sustained academic success**.

The image below provides an overview of what the **Person, Love and Work of Jesus** looks like at a classroom level. Whether it be a Science lesson or a History lesson, there are familiar **characteristics of effective learning**:

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



<p>Person of Jesus (Our Christian Values) Galatians 5:22-23 'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control.'</p> 	<p>Love of Jesus (Our HeartSmart Actions) Matthew 22: 36-40 'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself'</p> 	<p>Work of Jesus (Our Learning Values) Jeremiah 29:11 'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future'</p> 
<p>A strong focus on all of our Christian Values, with specific emphasis on:</p> <ul style="list-style-type: none"> Loving God, loving and accepting ourselves and loving and responding well to others A joy of learning A peaceful classroom environment Kindness and generosity towards others Gentle interactions Patience and understanding Excellent behaviour and positive attitudes 	<p>A strong focus on all of our Heart Smart actions, with specific emphasis on:</p> <ul style="list-style-type: none"> Positive relationships High levels of praise Love and care for others Learning from mistakes Fostering a growth mindset & perseverance Equal opportunity for all pupils Nurturing positive self-esteem 	<p>A strong focus on all of our Learning Values, with specific emphasis on:</p> <p>Making Links</p> <ul style="list-style-type: none"> Presenting new material using small steps Providing models Providing scaffolds for difficult tasks <p>Questioning</p> <ul style="list-style-type: none"> Asking questions Checking for understanding <p>Revising</p> <ul style="list-style-type: none"> Daily, weekly and monthly reviews <p>Interdependence</p> <ul style="list-style-type: none"> Guiding pupil practice Obtaining a high success rate Supporting independent practice

Jesus' greatest commandment (Matthew 22:36-40) is central to the life of Dawpool: Loving God, loving and accepting ourselves and loving and responding well to others.

The next part of our curriculum is to ensure that all pupils experience the '**Abundant Life that Jesus Offers**'. This is defined as enabling **all children** to experience the **full curriculum** – it's not narrowed for any child. We aim to nurture children's **God-given talents** and provide for their **intellectual, emotional, personal, social, spiritual and physical development**.

We provide a **subject-specific curriculum** in which we have mapped out the **knowledge and skills** that we want children to learn at each stage (See the '**Wisdom, Knowledge and Skills**' documents for each year group and the subject specific documents).

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**The Subject Specific Curriculum**

Reading	Writing	Spelling & Grammar	Speaking	Maths	Science	History	Geography
Religious Education	Art	Design & Technology	Computing & E-safety	Music	Physical Education	Modern Foreign Languages	Early Years Curriculum

For each subject, we have carefully established the expectations for timetabling, planning, marking and assessment to ensure that the curriculum is delivered fully to all pupils – see the **Curriculum Implementation Handbook**.

Where possible, subjects are delivered through topics which are designed for maximum engagement and ensure all pupils benefit from a **rich, broad, balanced** curriculum presented in an **interesting, exciting and imaginative** manner with lots of opportunities for **first-hand experience, practical work, investigation and learning through play**. The curriculum is enriched with **visits, visitors**, and extensive use of our **unique environment**.

Our '**local curriculum**' provides for an informal programme of **enrichment and extra-curricular activities** which is made up of those activities that we feel all children should experience at least once during their time in school, but in reality, there is likely to be several opportunities for each child. Such activities include: completing a young leaders award, learning a musical instrument, mentoring a younger pupil and leading an Act of Worship.

The Local Curriculum

Complete a Young Leaders Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mentor a younger pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum
Campaign for a charity	Attend a residential visit	Participate in extra curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Enjoy and look after the environment	Visit a place of Worship of a different faith	Participate in a Eucharist	Perform in a musical concert	Visit an art gallery

Therefore, Dawpool's full curriculum incorporates the **Person, Love and Work of Jesus** as three **golden threads** running through the curriculum with **Jesus'**

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greatest commandment at its heart. It includes our **subject-specific curriculum** and our **local curriculum of enrichment and extra-curricular activities**.

Year 6 Curriculum Topics

Where appropriate, the vocabulary, knowledge and skills for Year 6 are delivered through the following broad topics:

	Autumn	Spring	Summer
Y6	Anglo Saxons Vikings	World War 1 China (cross-curricular)	Map Skills World Biomes

Year 6 Enrichment



Year 6 Reading Spine

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English Curriculum	Reading for Pleasure	No Outsiders
Beowulf - Michael Morpurgo	<u>Archaic:</u>	King of the Sky
Falling Angels	The Highwayman, Alfred Noyes (Poem)	The Only Way is Badger
The Silver Sword - Ian Serrallier	<u>Archaic Poetry:</u>	Leaf
I am David	Charge of the Light Brigade, Alfred Lord Tennyson	The Island

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War Poetry	The Listeners, Walter de la Mere	Introducing Teddy
The Dragon Kite	The Tyger, William Blake	A Day in the Life of Marlon Bundo
The Silver Sword - Ian Serrallier	<u>Non-Linear:</u> A Christmas Carol, Charles Dickens	
Moondial Helen Cresswell		
The Secret Garden	<u>Complexity of the Narrator:</u> War Horse, Michael Morpurgo	
Tom's Midnight Garden	<u>Complexity of Plot/Symbol</u> Poems: Silver, Walter de la Mare In Flanders Fields, John McCrae The Eagle, Alfred Lord Tennyson The Listeners, Walter de la Mare The Lady of Shallot, Alfred Lord Tennyson <u>Resistant Texts:</u> The Arrival, Shaun Tan	

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	(picture book)	
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A Year 6 Reader at Dawpool

Word Reading

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.
- I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.
- I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.
- I can express a personal point of view about a text, giving reasons linked to evidence from texts.
- I can raise queries about texts.

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- I can make connections between other similar texts, prior knowledge and experience and explain the links.
- I can compare different versions of texts and explain the differences and similarities.
- I listen to others' ideas and opinions about a text.
- I can build on others' ideas and opinions about a text in discussion.
- I can explain and comment on explicit and implicit points of view.
- I can summarise key information from different parts of a text.
- I can recognise the writer's point of view and discuss it.
- I can present a personal point of view based on what has been read.
- I can present a counter-argument in response to others' points of view.
- I can provide reasoned justifications for my views.
- I can refer to the text to support opinion.
- I can distinguish between statements of fact and opinion.
- I can find information using skimming to establish the main idea.
- I can use scanning to find specific information.
- I can text mark to make research efficient and fast.
- I can organise information or evidence appropriately.

Greater Depth in Reading

- I can explain the structural devices used to organise a text.
- I can comment on the structural devices used to organise the text.
- I can read several texts on the same topic to find and compare information.
- I can explain the main purpose of a text and summarise it succinctly.
- I can draw inferences from subtle clues across a complete text
- I can recognise the social, historical and cultural impact on the themes in a text.
- I can comment on the development of themes in longer novels.
- I can compare and contrast the styles of different writers with evidence and explanation.
- I can evaluate the styles of different writers with evidence and explanation.
- I can prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.
- I can compare and contrast the language used in two different texts.
- I can identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
- I can evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
- I can identify how writers manipulate grammatical features for effect.
- I can analyse why writers make specific vocabulary choices.

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- I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.
- I can explain how and why a text has impact on a reader.
- I can identify how characters change during the events of a longer novel.
- I can explain the key features, themes and characters across a text.
- I can compare and contrast characters, themes and structure in texts by the same and different writers.
- I can explain the author's viewpoint in a text and present an alternative point of view.
- I can explain an opinion, referring to the text to justify it; (Point, evidence, explanation).
- I can present a counter-argument in response to others' points of view using evidence from the text and explanation (Point, evidence, explanation)
- I can use a combination of skimming, scanning and text marking to find and collate information.
- I can re-present collated information.

A Year 6 Writer at Dawpool

Transcription

Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

- I can write legibly, fluently and with increasing speed by
 - ❖ choosing which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters.
 - ❖ choosing the writing implement that is best suited for the task.

Composition

- I can identify the audience for and purpose of the writing.

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- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.



Year 5/6 Statutory Spelling List

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

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Vocabulary, Grammar and Punctuation

Text

I can link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**

- I can use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

- I can use the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- I can use the colon to introduce a list and use of semi-colons within lists
Punctuation of bullet points to list information
- I can use hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Terminology

- subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Greater Depth in Writing

- I can choose the appropriate style and form for the purpose and audience of my writing.
- I can use techniques to engage the reader, for example, personal comments, opening hook, flashback.
- I can write paragraphs with a clear focus.
- I can write paragraphs with different structures and lengths.
- I can link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.
- I can use different sentence structures and lengths to suit the purpose and audience of my writing.

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- I can use a range of sentence types for impact and specific effect on the reader.
- I can control complex sentences, manipulating the clauses to achieve specific effects.
- I can use punctuation to convey and clarify meaning, including the colon and semi-colon.
- I can make precise and specific word choices according to the text type and audience.
- I can summarise longer texts precisely, identifying the key information.
- I can use the passive voice confidently, for example, to create suspense, or in a science investigation, or an historical or geographical report.
- I can use the subjunctive in the most formal writing to express a wish or a suggestion for the future.

A Year 6 Speaker at Dawpool

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I ask questions to develop ideas and take account of others' views.
- I explain ideas and opinions giving reasons and evidence.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I make contributions to discussions, evaluating others' ideas and responding to them.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.
- I can express possibilities using hypothetical and speculative language.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the context.
- I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
- I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

Greater Depth in Speaking

- I can adapt spoken language confidently according to the demands of the context. .
- I understand that there are different registers and levels of formality within Standard English and that this is dependent upon the context.
- I can make considered choices about the required register and vocabulary I need to use to engage my audience, according to the context.

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- I can ask pertinent questions to develop and extend ideas.
- I can articulate ideas and opinions, using evidence and explanation in support
- I participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining my ideas.
- I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.
- I can debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.
- I can explore complex ideas and feelings in a range of ways, both succinct and extended.
- I can maintain generally controlled and effective organisation of talk to guide the listener.
- I can perform my own compositions, using appropriate intonation, volume and expression to engage my audience.
- I can perform poems or plays from memory, making deliberate choices about how I convey ideas about characters, contexts and atmosphere, to engage a specific audience.

A Year 6 Mathematician at Dawpool

Number, place value, approximation and estimation/rounding

- I can read, write, order and compare numbers up to 10,000,000.
- I can determine the value of each digit in numbers up to 10,000,000.
- I can round any whole number to a required degree of accuracy.
- I can use negative numbers in context, and calculate intervals across zero.
- I can solve number problems and practical problems with the above.

Calculations

- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify common factors, common multiples and prime numbers.
- I can perform mental calculations, including with mixed operations and large numbers.
- I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.



- I can divide numbers up to 4 digits by a 2 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.
- I can divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.
- I can solve problems involving addition, subtraction, multiplication and division.
- I can use my knowledge of the order of operations to carry out calculations involving the four operations.

Fractions, decimals and percentages

- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
- I can compare and order fractions, including fractions >1 .
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in the simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.
- I can identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.
- I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.
- I can use written division methods in cases where the answer has up to 2 decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and proportion

- I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.
- I can solve problems involving the calculation of percentages and the use of percentage comparisons.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

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Algebra

- I can express missing number problems algebraically.
- I can use simple formulae.
- I can generate and describe linear number sequences.
- I can find pairs of numbers that satisfy an equation with two unknowns.
- I can enumerate possibilities of combinations of two variables.

Measurement

- I can 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 of up to 3 decimal places.
- I can convert between miles and kilometres.
- I recognise that shapes with the same areas can have different perimeters and vice versa.
- I can calculate the area of parallelograms and triangles.
- I recognise when it is possible to use the formulae for the area of shapes.
- I can calculate, estimate and compare volume of cubes and cuboids, using standard units.
- I recognise when it is possible to use the formulae for the volume of shapes.
- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.

Geometry – properties of shapes

- I can compare and classify geometric shapes based on the properties and sizes.
- I can describe simple 3D shapes.
- I can draw 2D shapes given dimensions and angles.
- I recognise and build simple 3D shapes, including making nets.
- I can find unknown angles in any triangles, quadrilaterals and regular polygons.
- I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- I can illustrate and name parts of circles, including radius, diameter and circumference.
- I know the diameter is twice the radius.



Geometry – position and direction

- I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.
- I can describe positions on the full co-ordinate grid (all four quadrants).
- Statistics
- I can interpret and construct pie charts and line graphs and use these to solve problems
- I can calculate and interpret the mean as an average.

Greater Depth in Mathematics

- I can compare, order and convert between fractions, decimals and percentages, for example, in contexts related to science, history or geography learning
- I can move beyond squared and cubed numbers to calculate problems such as $X \times 10^n$ where n is positive.
- I can use $=$, \neq , $<$, $>$, \leq , \geq correctly.
- I can multiply all integers, (using efficient written methods) including mixed numbers and negative numbers.
- I can recognise an arithmetic progression and find the n th term .
- I can use a formula for measuring the area of a shape, such as a rectangle and triangle to work out the area of an irregular shape in the school environment
- I can use the four operations with mass, length, time, money and other measures, including the use of decimal quantities.
- I can create a scaled model of an historical or geographical structure showing an acceptable degree of accuracy using known measurements.
- I can calculate the costs and time involved of a visit to a destination in another part of the world relating to on-going learning in history or geography.
- I can collect my own data on a personal project and present information in formats of my choosing, using charts, graphs and tables, and answer specific questions related to my research.

A Year 6 Scientist at Dawpool

Working scientifically

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurately and precisely using a range of equipment.

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- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I can use the outcome of test results to make predictions and set up a further comparative fair test.
- I can report findings from enquiries in a range of ways.
- I can explain a conclusion from an enquiry.
- I can explain causal relationships in an enquiry.
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- I can read, spell and pronounce scientific vocabulary accurately.

Biology

Living things and their habitats

- I can classify living things into broad groups according to observable characteristics and based on similarities & differences.
- I can describe how living things have been classified.
- I can give reasons for classifying plants and animals in a specific way.

Animals, including humans

- I can identify and name the main parts of the human circulatory system.
- I can describe the function of the heart, blood vessels and blood.
- I can discuss the impact of diet, exercise, drugs and life style on health.
- I can describe the ways in which nutrients and water are transported in animals, including humans.

Evolution and inheritance

- I can describe how the earth and living things have changed over time.
- I understand that some people will explain adaptation over time to evolution.
- I can explain what people mean by evolution.
- I can explain how fossils can be used to find out about the past.
- I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).
- I can explain how animals and plants are adapted to suit their environment.

Physics

Light

- I can explain how light travels.
- I can explain and demonstrate how we see objects, including how we see colour.

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- I can explain why shadows have the same shape as the object that casts them.
- I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.
- I can explain how light refracts ,

Electricity

- I can explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
- I can compare and give reasons for why components work and do not work in a circuit.
- I can draw circuit diagrams using the correct symbols.

Greater Depth in Science

- I can use information from different sources to answer a question and plan a scientific enquiry.
- I can make a prediction that links with other scientific knowledge.
- I can plan in advance which equipment I will need and use it appropriately.
- I can link my conclusions to other scientific knowledge.
- I can explain how some living things adapt to survive in extreme conditions.
- I can analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet.
- I am beginning to understand about the nature of DNA.
- I can readily group animals into reptiles, fish, amphibians, birds and mammals.
- I can make a diagram of the human body and explain how different parts work and depend on one another.
- I can compare the organ systems of humans to those of other animals.
- I can use the ray model to explain the size of shadows.
- I can explain the danger of short circuits and what a fuse is.

Year 6 Scientific Vocabulary

LIGHT	ELECTRICITY	HUMANS	INHERITANCE/ ADAPTATION/ EVOLUTION
light source	circuit	food groups	inheritance
transparent	components	respiration	characteristics

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



translucent	symbol	circulation	offspring
opaque	electrons	ribs / ribcage	hereditary
prism	motor	diaphragm	generation
spectrum	battery / cell	pulse rate	genetic
rainbow	buzzer	heart	environmental
refraction	wire	left/right atrium	DNA
reflection	brighter / dimmer	left/right ventricle	genes
shadow	series circuit	oxygen	chromosomes
angle of incidence	parallel circuit	carbon-dioxide	Adaptation
angle of reflection	conductor	oxygenated deoxygenated	adaptive traits
	insulator	inhalation/ exhalation	habitat
variable	resistance	blood vessels	environment
Iris, cornea, lens, retina, optic nerve	resistor	vein	behaviour
	variable resistor	artery	camouflage
	amps	capillary	prey / predator
	ammeter	lung	mutation
	volts	trachea	variation
	voltmeter	bronchus	evolution
		bronchioles	fossils
		alveoli	palaeontologists
Scientists			
Sir Isaac Newton		Charles Darwin	
Alessandro Volta		Mary Anning	
Benjamin Franklin		Gregor Mendel	
		Alfred Russel Wallace	

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A Year 6 Historian at Dawpool

All topics must begin with chronological knowledge, identifying the period of history on the corridor timeline.

<u>The Vikings</u>	
<u>The Viking and Anglo-Saxon struggle for the kingdom of England</u>	
<ul style="list-style-type: none">• I know when and where the first invaders came from• I know where they settled and the Anglo-Saxon kingdoms• I know about Anglo-Saxon settlements and daily life (homes, justice system).• I know about Anglo-Saxon beliefs and their conversion to Christianity• I know about key archaeological finds such as Sutton Hoo and how we can learn about the past	<ul style="list-style-type: none">• I know and be able to locate the Viking homelands• I know about Viking culture and daily life, including their beliefs• I know why the Vikings were such successful explorers, raiders and settlers (Knowledge of longships and warriors)• I know about Viking raids on Britain (Lindisfarne)• I know about the Viking and Anglo-Saxon struggle for Britain including Danelaw, Danelaw and key kings.
<u>WW1: A turning point in British and world history</u>	
<ul style="list-style-type: none">• I know the situation in Europe and the wider world in 1914 (including maps).• I know the long and short term causes of WW1: Militarism, Alliances, Imperialism, Nationalism and the assassination of Archduke Franz Ferdinand.• I know about Trench warfare and the conditions experienced by soldiers. Personal study on individual soldiers and those awarded the VC.• I know about Propaganda (vs truth) through studying posters, artwork and war poets.• I know key events of WWI such as the Christmas Truce of 1914 and the Battle of the Somme.• I know the outcome of the war and the key points of the Treaty of Versailles	

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- I can place features of historical events and people from the past societies and periods in a chronological framework.
- I can summarise the main events from a period of history, explaining the order of events and what happened. (Vikings and Anglo-Saxons and WW1)
- I can summarise how Britain has had a major influence on the world.
- I can identify and explain differences, similarities and changes between different periods of history.
- I can identify and explain propaganda.
- I can describe a key event from Britain's past using a range of evidence from different sources.
- I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.
- I can explain some of the times when Britain has been invaded.
- I can explain historical sources
- I can recognise how place names can inform us of past settlements

Year 6 Historical Vocabulary

Historical	A-Ss & VIKINGS	WW1	WW1
primary source	territory	militarism /naval	POW
secondary source tertiary source	settlement /settlers	imperialism /empire	western front eastern front
timeline	invaders	colonies	theatres of war
Artefact	longboat / drakaar	nationalism	assassination
Chronology	longhouse	alliance	Trench & parts
Evidence	chieftain	treaty /truce	gas mask
archaeology	Danegeld	entente	ammunition
CHINA	Danelaw	recruitment	artillery -shell etc
Dynasties	monastery/ monk	propaganda	duckboard
Terracotta warriors	raiders	censorship	frontline
Great Wall	Thing / Althing	annexation	dugout
Emperor empire	Jarls/ karls/ Thralls	revolution	No-man's land
Forbidden City	names of gods	refugee	VC -Victoria Cross

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A Year 6 Geographer at Dawpool

All topics must begin with location knowledge:

Upper KS2 – The Americas

Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

Include physical features: rivers, lakes, mountains, coasts etc

<u>Climate Zones</u> (Links to adaptation in Science)
<ul style="list-style-type: none">• I Know different climate zones (temperate, rainforest, desert, polar, mountain) their location in the world.(Equator, poles, northern or southern hemisphere).• I Know their temperature and rainfall and how this impacts on flora and fauna.• I know vegetation belts, rivers, deserts, mountains and topographical features.
<u>Map skills</u>
<ul style="list-style-type: none">• I know and use the 8 points of the compass• I know and use 4 and 6 figure grid references, map symbols, keys and contour lines to show relief• I know how to use an OS map.• I Know how time zones work and calculate differences around the world.

- I can use Ordnance Survey symbols and 6 figure grid references.
- I can answer questions by using a map.
- I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
- I can describe how some places are similar and dissimilar in relation to their human and physical features.
- I can name the largest desert in the world and locate desert regions in an atlas.
- I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.
- I can explain how time zones work and calculate time differences around the world.

**Year 6 Geographical Vocabulary**

CHINA TOPIC	MAP SKILLS		WORLD BIOMES
Currency	grid reference	Naismith's Rule	Polar
Topography	co ordinates	location	Arctic /Antarctic
Population	grid squares	compass direction	Tropical
Coastline	OS - ordinance survey	latitude longitude	Desert
Climate	northings	equator	temperate
Terrain	eastings	Tropics	rainforest
continent	map symbols	Poles	Mediterranean
natural hazards	features	coastal	grassland
In-port / export	Route	mountain	temperatures
rivers	Relief	Time zones	arid
mountains	Scale	destination	altitude
wildlife	height	direction	rainfall
vegetation	contour / shape	distance	humidity
		Greenwich	precipitation

A Year 6 Theologian at Dawpool

- Good News:

I can compare and contrast the teaching of Jesus as 'Light of the World' with at least two other 'I am' sayings of Jesus John's gospel. I can suggest how Christians explain them as good news.

- God:

I can say how a belief in God as omniscient; omnipotent and omnipresent inspires and influences Christians. I can suggest some puzzling questions these beliefs raise

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and begin to consider answers.

- Christian Community:

I can identify three ways believers might live as Christians and describe the impact their life might make. I can evaluate their decisions and suggest the effect this might have on others?

- Incarnation:

I can explain how different artists show what is important about incarnation. I can explain how different global communities explain what is important about incarnation.

- Kingdom of God:

I can say how the belief in the Kingdom of God inspires and influences Christians across the world.

- Forgiveness:

I can make links with some Biblical teaching on forgiveness, repentance and justice and how it may be expressed in a Christian's life through key beliefs and action.

I can raise some questions about the material studied.

- Salvation:

I can talk about some of the things that are the same and some that are different for Christians in church life. I can describe the main features of the religious buildings I have visited with reference to signs of 'salvation' in the church building. I can explain how members of the faith community use the church & why they consider it a holy place. I can explain how Christians understand that they are rescued and suggest why this is important to them.

- Resurrection:

I can describe how the resurrection and ascension of Jesus are good news for Christians. I can describe how the resurrection gives hope to Christians.

- Discipleship:

I can make links with Jesus' teaching on 'salt, light and riches' in the Sermon on the Mount and how it may be expressed in a Christian's life.

- Holy Spirit:

I can suggest how and why the Holy Spirit has become an influence in a Christian's life after the day of Pentecost. I can explain briefly how Catholics and Pentecostals think differently about the Holy Spirit work today.



- Creation:

I can talk about some of the differing ideas Christians have about the origins of the world. I can explain why Christians may have differing ideas about how the origins of the world.

- World Religion: Hinduism

How does the Hindu celebration of Diwali show their understanding of God? How does a belief in reincarnation affect a Hindus' life?

- Cross Religious Theme:

How can religious communities live together in peace? What are the challenges?

Year 6 Theological Vocabulary

metaphoric/metaphor	justice	naval	Pentecost
symbol/symbolic	Freedom	pulpit	Holy Spirit
omnipresent	values	chancel	reincarnation
omnipotent	Christingle	disciple	Ramayana
omniscient	salvation	Sermon (on the Mount)	Trimurti: Brahma, Vishnu, Shiva
commandment	denomination	ascension	names of gods

A Year 6 Artist at Dawpool

<u>Skills and Gustav Klimt</u>
<p>Skills</p> <ul style="list-style-type: none"> • To know how to define, identify and use different types of line • To know how to create tone using pencil shading • To know colour theory and why it is important to artists <p>Gustav Klimt</p> <ul style="list-style-type: none"> • I know about the life and work of symbolist painter Gustav Klimt (biographical) • I know how to sketch in the style of klimt • I know and use symbolism in the style of Klimt

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- I know about Klimt's 'golden period' and key works such as: "The Kiss" and "Adele Bloch Bauer" and can produce pieces in this style.

Georgia O'Keeffe

- I know who Georgia O'Keeffe was and her contribution to art.
- I know features of Georgia O'Keeffe's style.
- I know how to sketch and paint in the style of Georgia O'Keeffe.

Claude Monet and impressionism

- I know what impressionism is and how it evolved.
- I know facts about the life and work of Claude Monet.
- I know and can create pieces in the style of Monet's cityscapes and landscapes.
- I know about Monet's series of pictures Eg. Haystacks.
- I know about the artwork Monet produced at his garden at Giverny and can create work in the same style.

The Art of Asia

- I know what and when Mehndi, rangoli and mandala patterns are used and know how to create my own. (India)
- I know about Chinese calligraphy and blossom art and know how to draw bamboo. (China)
- I know about Blossom and Manga Art and can create my own pieces in this style. (Japan)

- I can explain why I have used different tools to create art.
- I can explain why I have chosen specific techniques to create my art.
- I can explain the style of my work and how it has been influenced by a famous artist.
- I can over print to create different patterns.
- I can use feedback to make amendments and improvement to my art.
- I can use a range of e-resources to create art.

Year 6 Art Vocabulary

drawing	line	Klimt	Monet
pastel	form	gilding	impressionism
acrylic	texture	mosaic	seascapes
fine line	refine	fresco	response
water colour	colour wheel	montage	Giverny

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oil paint	primary	frieze	recreate
shading	secondary	pattern	reflection
hatching	tertiary	symbolism	Other Cultures
curved hatching	decoration	portrait	calligraphy
cross hatching	collage	landscape	ink
tone	textile	realism	brushstrokes
shape	silhouette	detail	blossom
techniques	shadow	abstract	willow pattern
Artists		experimentation	mango
Paul Nash & Richard Nevinson		propaganda	mehndi
Georgia O'keefe		censorship	rangoli
Claude Monet			mandala
Gustav Klimt			

A Year 6 Designer at Dawpool

<u>Viking Shields</u>
<ul style="list-style-type: none"> I know how to investigate and analyse viking shield designs. I know how to design a viking shield. I know how to make a viking shield using templates, different methods of attaching and decorative designs. I know how to evaluate my finished shield.
<u>Christmas Stockings (sewing)</u>
<ul style="list-style-type: none"> I know how to investigate and analyse different stockings. I know different ways to join fabric (Eg. running stitch, blanket stitch, back stitch). I know how to decorate in different ways: fabric, sequins, buttons, ribbon, bows. I know how to design a stocking. I know how to make a stocking. I know how to evaluate a stocking.
<u>Kites (China Topic Link)</u>
<ul style="list-style-type: none"> I know how to design a kite based on a design criteria. I know how to build and test a prototype.

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- I know how to make a kite.
- I know how to evaluate a kite.

- I can use market research to inform my plans and ideas.
- I can follow and refine my plans.
- I can justify my plans in a convincing way.
- I can show that I consider culture and society in my plans and designs.
- I show that I can test and evaluate my products.
- I can explain how products should be stored and give reasons.
- I can evaluate my product against clear criteria.

Year 6 Design Vocabulary

investigate	frame	2D / 3D	glue gun
design	materials	ribbon	split pin
function	equipment	streamer	double sided tape
purpose	fabric	glitter	velcro
aesthetic	decorative	sequin	dowel
evaluate	embellish	collage	cardboard
review	adornment	running stitch	layers
analyse	textile	overstitch	needle
template	fasten	blanket stitch	pins
prototype	secure	back stitch	thread



A Year 6 Computer User at Dawpool

Algorithms and programming

- I can design a solution by breaking a problem up.
- I recognise that different solutions can exist for the same problem.
- I can use logical reasoning to detect errors in algorithms.
- I can use selection in programs.
- I can work with variables.
- I can explain how an algorithm works.
- I can explore 'what if' questions by planning different scenarios for controlled devices.

Information technology

- I can select, use and combine software on a range of digital devices.
- I can use a range of technology for a specific project.

Digital literacy

- I can discuss the risks of online use of technology.
- I can identify how to minimise risks.

A Year 6 Safe Computer User at Dawpool

Knowledge and understanding

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- I understand the potential risk of providing personal information online.
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- I understand that some material on the internet is copyrighted and may not be copied or downloaded.



- I understand that some messages may be malicious and know how to deal with this.
- I understand that online environments have security settings, which can be altered, to protect the user.
- I understand the benefits of developing a 'nickname' for online use.
- I understand that some malicious adults may use various techniques to make contact and elicit personal information.
- I know that it is unsafe to arrange to meet unknown people online.
- I know how to report any suspicions.
- I understand I should not publish other people's pictures or tag them on the internet without permission.
- I know that content put online is extremely difficult to remove.
- I know what to do if I discover something malicious or inappropriate.

Skills

- I follow the school's safer internet rules.
- I can make safe choices about the use of technology.
- I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- I can create strong passwords and manage them so that they remain strong.
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- I can competently use the internet as a search tool.
- I can reference information sources.
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.

Year 6 Computing Vocabulary

Coding	control	average	Databases
action	object	count	audience
code design	selection	random tool	blog -post -page

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debug	timer	advance mode	collaborative
function	sequence	cells	icon
output	Online Safety	dice	Text Adventure
simulation	phishing	formula wizard	concept map
command	password	rows	sprite
event	spoof website	timer	Networks
input	PEGI rating	Copy & paste	internet
flowchart	digital footprint	move cells tool	world wide web
repeat	Spreadsheets	spin tool	router
algorithm	column	equals tool	wireless
	formula	chart	local /wide area network LAN/WAN

A Year 6 Musician at Dawpool

- I can sing in harmony with increasing confidence.
- I can perform parts from memory.
- I can take the lead in a performance.
- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- I can analyse features within different pieces of music.

Year 6 Music Vocabulary

Makaton	pulse	phrases	Neo Soul
BSL – British sign language	texture	dimensions of music	Improvise / improvisation
style	pitch	riff	Urban gospel
melody	temp	ostinato	Jazz
compose	dynamics	solo	Blues
improvise	timbre	unison	Motown

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rhythm	structure	groove	gender equality
cover	harmony	hook	civil rights

Year 6 International Speaker at Dawpool

Spoken language

- I can hold a simple conversation with at least 4 exchanges.
- I can use my knowledge of grammar to speak correctly.

Reading

- I can understand a short story or factual text and note the main points.
- I can use the context to work out unfamiliar words.

Writing

- I can write a paragraph of 4-5 sentences.
- I can substitute words and phrases
- I can use a bilingual dictionary or glossary to look up words.

A Year 6 Sports Person at Dawpool

Games

- I can play to agreed rules.
- I can explain rules.
- I can umpire.
- I can make a team and communicate plan.
- I can lead others in a game situation.

Gymnastics

- I can combine my own work with that of others.
- I can link sequences to specific timings.

Dance

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- I can develop sequences in a specific style.
- I can choose my own music and style.

Athletics

- I can demonstrate stamina.

Outdoor and adventurous

- I can plan a route and a series of clues for someone else.
- I can plan with others taking account of safety and danger.

Year 6 PE Vocabulary

Athletics	Dance/gymnastics	warm up	foul
athlete	rhythm	stretch	guard
baton	dynamics	pulse rate	possession
discus	sequence	muscles	rebound
hammer	movements	ligaments	opposition
hurdles	spatial awareness	oxygen	mark
javelin	choreograph	blood	tackle
lap	style	cramp	shoot
relay	routine	lactic acid	defend
sprint	repetition	Games	attack
personal best	improvise	intercept	puck
track/field	mirror	mark	pitch
equipment	freestyle	pass	teamwork
obstructions	change	throw	inning
bases	pace	dribble	

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Cross-Curricular Topic on Asia: CHINA

Geography:

- I Know how to use maps, atlases, globes, and computer mapping.
- I Know key topographical features such as hills, mountains, coasts and rivers.
- I know key cities and other features of human impact.

History:

- I know the legacy of ancient China and some of the key inventions.
- I know about Chinese dynasties and The First Emperor who built the Great Wall and Terracotta Warriors.

Science:

- I know significant flora and fauna and how they have adapted to their environment.