



## Stockport Grammar Junior School –Curriculum Information for Parents 2021-2022 Year 6

|                    | AUTUMN 1  | AUTUMN 2 | SPRING 1   | SPRING 2 | SUMMER 1  | SUMMER 2 |
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| <b>Mathematics</b> | <p>This term we will consolidate prior learning and then look at application and reasoning. Number work will include place value using 6 digit numbers and decimal numbers to 3 decimal places. Column addition and subtraction with 5 digits, long and short multiplication will be covered. BIDMAS, negative numbers, fractions and percentages will be further developed, including multiplication of fractions. Work on measurement will include 24 hour time, conversions, Roman numerals, perimeter, area and volume. We will also look at 3D shapes in Geometry.</p> |          | <p>Year 6 will continue to focus on the teaching of new skills with an emphasis on application to reasoning and problem solving.</p> <p>We will look at reading and writing numbers with up to 7-digits.</p> <p>multiplication and division will involve long method with decimal numbers as well as mental strategies; using partitioning to mentally multiply 2-digit numbers with one decimal place by whole 1-digit numbers</p> <p>We will explore 2D shapes, particularly quadrilaterals, in relation to their diagonals and interior angles; circles are also taught, along with relevant terminology.</p> <p>Mental and written addition and subtraction methods, including solving word problems with money and decimals.</p> <p>Factors and multiples will be taught and how they fit in with number patterns.</p> <p>Data representation and manipulation, including line graphs, pie charts and the use and calculation</p> |          | <p>Year 6 will study: Place value in large numbers and decimal fractions, addition and subtraction of decimals, finding percentages, ordering operations, algebra, scaling, solving multiplication and division word problems, mean average, coordinates in four quadrants, fraction arithmetic, ratio problems, 2d shape, perimeter, area, volume, 24h time intervals, tables, graphs and charts.</p> <p>We will continue to have a real focus on problem solving and reasoning where children will have to make decisions and explain their process, applying the skills they have learned.</p> |          |

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|                       |  | <p>of averages will be revisited and we will also continue to consolidate learning of position on a 4-quadrant coordinate grid, with polygons being plotted, translated and reflected.</p> <p>Year 6 will study: 7 digit place value, column subtraction, multiplication of decimals and fractions, 2d shapes including quadrilaterals, calculating missing angles, properties of circles, common factors and multiples, long division, addition and subtraction word problems, mean average, interpreting data, plotting coordinates in 4 quadrants, long multiplication and ratio.</p>   |   |
| <p><b>English</b></p> | <p>The focus for this term is to develop pupils' descriptive writing skills through reading and responding to a range of narrative texts, commencing with 'The Nowhere Emporium' by Ross Mackenzie. Children will extend and refine their abilities to create effective settings and character, and to develop atmosphere and interest in their writing with purpose and audience in mind. They will learn to write and self-evaluate their writing to a set of five key criteria, 'The Fabulous Five,' which include: <b>D</b>escriptive Detail, <b>F</b>igurative Language, <b>A</b>ccurate and Advanced Punctuation, <b>V</b>aried Sentence Structure and <b>E</b>ffective Vocabulary choices.</p> <p>In the following unit, children will hone their ability to independently compose and review several extended, timed pieces of narrative writing incorporating skills taught whilst extending their knowledge and application of a</p> | <p>Heroes and Villains' is the focus for our unit of work for Spring. In Spring 1, children will be exploring the traditional tale, Hansel and Gretel and 'Older Literature' through William Shakespeare's 'Macbeth'. They will be reading and responding actively – including via drama techniques- to different versions of the story. In Spring 2, we will have a non-fiction focus. In both units, children will explore and explain the meaning of new vocabulary encountered from the context of the text and explain its effect on the reader and reasons why the author may have selected these words, phrases and techniques. We will continue to develop inferential reading skills, analysing characters' feelings, thoughts and motives. We will compare characters and recognise and compare themes within and across texts. Children will develop their skill level in using justify, evidence and explain points and inferences they make. They</p> | <p>No Outsiders – The children will be exploring 'outsiders' throughout history in society such as: Victorian circus 'freaks', the Suffragettes, and other individuals and groups that have experienced discrimination.</p> <p>Texts and other media that will be used include The Greatest Showman, Showstopper, Frankenstein, The Island and Cirque Du Freak. Children will continue to develop their inferential and deductive reading and their character analysis skills. They will also have the opportunity to write non-chronological reports, poetry, balanced arguments and narrative based on the settings, characters and events in the text.</p> |

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|                   | range of sentence structures to engage the reader. Key grammar concepts needed to write effectively and to support comprehension of texts read are continuously reviewed and extended across Autumn 1 and 2.   |   | will progress and hone their extended writing skills, including accurate application of spelling, punctuation and grammar across a range of written fiction and non-fiction pieces.  |   |
| <b>Science</b>    | <p>Children will look at habitats and how they change through the year. They will learn about classification and how to group living things. Children will see that living things change over time. They will examine how living things produce offspring of the same kind and will look to identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.</p> | <p>Children will investigate electricity and associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will use/interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'. They will also investigate renewable forms of energy.</p> | <p><b>Electricity:</b> children will investigate electricity and associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will use/interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'. They will also investigate renewable forms of energy.</p> <p><b>Keeping Healthy:</b> children will learn the importance of a healthy lifestyle focusing on diet, sleep and exercise and things that may be harmful to them. They will also study the major organs with an emphasis on the heart.</p> | <p><b>Keeping Healthy:</b> We will continue with our Keeping Healthy topic.</p> <p><b>Light:</b> children will learn how light travels, light diagrams, experiment with reflections and shadows and investigate refraction.</p> |
| <b>Humanities</b> | In the first unit, the children will research and compare the impact of the First and Second World Wars on England and Stockport. The  |   | <p><b>History</b></p> <p><b>Local History study:</b> children will learn about the history of Stockport and SGS.</p>   | <p><b>Geography</b></p> <p><b>Amazon- continued:</b> Children will find out about the Amazon region of South America, considering what it is like to live in the region as well as how it</p>                                   |

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|                              | <p>focus will be on the Home Front and how the wars impacted on the community.</p> <p>In the second unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</p>                              | <p><b>Geography</b><br/> <b>Our World in the Future:</b> children will learn about sustainability and development of the local area. They will explore how life may be different in the future.</p>   | <p>is being damaged and how it can be protected. This builds on previous work the children have done on rainforests and climate.</p> <p><b>History-</b><br/> This will then lead on to our topic of the Mayans. We will look at life as a Maya, their trade systems, their complex religious and social hierarchy, and their unique system of numbers and writing.</p> |
| <b>Art/Design technology</b> | <p>In art, children will study Pre-Raphaelite artists including Edward Burne-Jones. They will produce a textured collage using a range of media, reflecting contrasts and conflict in the Victorian period.</p> <p>In DT, children will explore levers, pulleys, gears and motors to help an acrobat fly and a Nepalese farmer transport his tomatoes down a mountain without damage.</p> | <p>In art, children will experience lino-printing, taking inspiration from Andy Warhol's 'Endangered species' exhibition.</p> <p>In DT, children will design, make and evaluate a lighting system which responds to changes in light levels</p> | <p>In DT the children will create their own Crumble Robot buggy and be challenged to program it to navigate obstacles. In Art, they will continue looking at the 'Endangered Species' work by Andy Warhol and create a 3D model of an endangered animal.</p>   |
| <b>Computing</b>             | <p>Topics of study will be computers and networks, followed by developing spreadsheets and digital art.</p> <p><b>My Online Life:</b><br/> Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.</p>  | <p>Children will learn new programming skills and create an animated scene. They will also undertake independent programming tasks.</p>   | <p>Pupils will apply various skills they have learnt throughout the year to complete a project which includes research, programming and presentation.</p>  |
| <b>R.E.</b>                  | <p>Buddhism: What do we mean by a 'good' life?</p> <p>Christianity – God: How do Christians mark the 'turning points' on the journey of life?</p>   | <p>The key question this term is: Is life like a journey? We shall be looking at Christianity, focusing on Jesus and asking: Why do Christians believe Good Friday is good?</p>   | <p><b>The key questions this term focus on Islam and Hinduism.</b><br/> <b>What is Hajj and why is it important to Muslims?</b><br/> This unit enables pupils to explore the Five Pillars of Islam and how these beliefs and values impact on the life of a Muslim.</p>  |

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|                  |   |  | In the second part of the term, we shall be looking at the Church and asking: If life is like a journey, what's the destination?   | <b>Is there one journey or many? What do Hindus believe about the cycle of life, death and rebirth?</b><br>This unit enables pupils to explore Hindu beliefs about reincarnation and consider how these beliefs might impact on a Hindu's view about the purpose of human existence. |
| <b>P.E/ Swim</b> | In the lessons, children will take part in a range of fitness tests, develop their knowledge of stretching and flexibility and improve their key movement skills.<br><br>In swimming, children will refine strokes and develop racing techniques, including starts, turns and finishes.   | Gymnastics: Pupils will learn about body tension and posture for balance. They will create individual, partner and group routines.<br><br>Stroke Technique and competitive starts, underwater transitions, turns and finishes for all strokes. | In swimming we will work towards improving our stamina in a lane format. Lastly, we will be work towards improving competitive starts, underwater transitions, turns and finishes, Increasing distance throughout the term.<br><br>In PE Athletics will be the focus. All pupils will practice the 60m, 120m, 300m, 600m, long jump, high jump, Nerf torpedo, turbo javelin & ball throw, hurdle technique. Shuttle relay. |  |
| <b>Games</b>     | Pupils will test their key skills under pressure in game situations. Pupils will learn to perform effectively as part of a team. Pupils will develop a tactical understanding and learn to deal with both winning and losing.   | Games will include football and hockey for boys and netball and football for the girls. Pupils will have the opportunity to use the taught skills in both inter house matches and games against local schools.                                 | In Games pupils have opted for two sports from cricket, rounders and tennis. All the different sports will focus on improving their striking and fielding. In both cricket and rounders, the tactical side of the game will be looked at through house competitions.   |  |
| <b>PSHE</b>      | In returning to school life, we plan to focus our recovery curriculum on building children's self-esteem, wellbeing and build strategies for dealing with worry and anxiety.<br><br>Through our 1 Decision programme, Year 6 will look at British Values and how they fit into and affect everyday life in Britain. We will look at how to safely make friends and interact online, responsible in-app purchases and how to deal with exam related worries and stress.<br><br><b>ADD FIRST AID THEORY</b> | <b>ADD FIRST AID PRACTICAL</b><br>We will focus on the British values, making comparisons with our school values.<br><br>We will also discuss responsibility and stealing. Making links with science, we will explore alcohol and its effects. | There will be a continued focus on mental health with the class mindfulness sessions. We will also look at water safety, and explore further, the physical and emotional changes that come with adolescence.<br><br>Towards the end of term, we will look at water safety outdoors and stealing.   |  |

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| <b>French</b> | Revision of Year 5 general conversation questions. My town and directions/my home.   |   | Food and drink. Café/restaurant/shop role-plays. Numbers 1-100 and prices.   | School -to discuss what subjects you like and do not like at school and give a reason why in French. Start to tell the time by learning how to say time by the hour.  | Sports -Children will prepare to talk about which sports they like, say what they think of different sports and give reasons for their preferences. |
| <b>Music</b>  | Latin American Dance Music<br><br>Time Signatures & Conducting Basics<br><br>Singing | Latin American Dance Music 2<br><br>Harry Potter Puppet Pals & notation<br><br>Following a Score<br><br>Christmas Songs | In music, children will explore: <ul style="list-style-type: none"> <li>● Rhythm and notation skills via Harry Potter puppet pals and own compositions</li> <li>● Music for the Summer Show, including home learning on GC</li> <li>● Classical Style and the Classical Period: <ul style="list-style-type: none"> <li>● Classical Composers – Haydn, Mozart, Beethoven</li> <li>● Music in a social and historical context</li> <li>● How to follow a score</li> <li>● The development of Sonata Form</li> <li>● The Classical Orchestra and its instruments</li> <li>● The development of the piano</li> </ul> </li> </ul> | <i>Goldilocks and the Three Bears</i> – Musical Continue learning songs, adding dynamics and dramatic movement. Understand the importance of clarity of diction and communication during performance. Vocal health, singing well, improving tone quality. Performance techniques.<br><br>Notation, melody, tempo, dynamics, scales and chords.<br>Nationalism in Music:<br>Learn to sing the British National Anthem<br>What does the text mean?<br>Importance of melody line, tempo, dynamics and use of chords in <i>God Save the Queen</i><br><br>Singing: <i>Goldilocks</i> <ol style="list-style-type: none"> <li>1. <i>God Save the Queen</i></li> <li>2. <i>I'd Like to Teach the World to Sing</i></li> </ol> Tuned vs Un-tuned. What is "defined pitch"? |   |

