



Stockport Grammar Junior School –Curriculum Information for Parents 2023-2024

Year 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Mathematics	<p>In place value, we will read, write and order numbers up to 8 digits, round integers and look at negative numbers. We will continue to practise the four rules of operations, including long multiplication and division, as well as the order of operations. We will also look at special numbers: factors, multiples, squares, cubes and primes. Within our fraction work, we will compare, order and find equivalent fractions, revise how to add, subtract, multiply and then learn to divide, all including mixed number fractions.</p> <p>With decimals, we will round to the nearest tenth / hundredth and then multiply and divide by integers. We will complete this section by finding equivalent fractions, decimals and percentages.</p> <p>Our shape work will focus on revising finding the perimeter, area and volume of rectilinear shapes. We learn a little algebra at this point: using function machines, substituting amounts into simple equations and solving problems with two unknowns. Entrance exam practice will take place within lessons throughout the term.</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 multiplication and division involving 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 of averages will be revisited and we will also continue to consolidate learning of position on a 4-quadrant coordinate</p>	<p>At the start of the term the children will continue to develop their understanding of ratio, including proportion and the use of scale factors.</p> <p>Our shape work will focus on the different types of angles and how to calculate them, as well as finding angles within polygons. We will look at drawing circles and constructing various polygons using angles. We will also look at the different nets of 3D shapes. Our topic will conclude with using coordinates in all 4 quadrants and how shapes can be translated and reflected within them.</p> <p>Our term will conclude with us working through a themed project called White Rose Tours to include: looking at climate around the world and using the data in different ways; working out distances between various places and converting between miles and km; deciding the best and most economical form of transport to use; choosing which accommodation to stay in,</p>			

		grid, with polygons being plotted, translated and reflected.	depending on how much money they want to spend; and calculating times around the world. From all of the above information, the children will plan a holiday based on a certain budget.
English	<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: Descriptive Detail, Figurative Language, Accurate and Advanced Punctuation, Varied Sentence Structure and Effective 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 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.</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 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.</p>	<p>No Outsiders – The children will be exploring 'outsiders' throughout history in society such as: Victorian circus 'freaks', the Suffragettes, refugees and other individuals and groups who have experienced discrimination. 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>
Science	<p>Children will learn about classification</p>	Electricity: children will investigate electricity and	Electricity: children will continue with this unit of work.
			Keeping Healthy (cont'd): children will learn the importance of a healthy lifestyle focusing on diet,

	<p>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>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>Keeping Healthy: 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>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>Light: children will learn how light travels, light diagrams, experiment with reflections and shadows and investigate refraction.</p>
Humanities	<p>Geography Protecting our Environment In this 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>Geography Our World in the Future: children will learn about sustainability and development of the local area. They will explore how life may be different in the future.</p>	<p>Geography Amazon 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 is being damaged and how it can be protected. This builds on previous work the children have done on rainforests and climate.</p> <p>History The Maya 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 or numbers and writing.</p>	<p>Impact of War/Local History In this unit, the children will research and compare the impact of the First and Second World Wars on England and Stockport. The focus will be on the Home Front and how the wars impacted on the community.</p>	
Art/Design Technology	2D Drawing to 3D Making	Pop Art and Lino Prints	Pulleys & Control Technology with Crumble (3)	

	<p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome.</p> <p>Build a Trebuchet and Control Mechanisms with Crumble(2)</p> <p>The children will build a working miniature trebuchet, evaluate and refine their product in order to fire a missile as far as possible. They will then extend their programming knowledge and utilise different sensors on their Crumble models to solve problems.</p>		<p>The children will complete an extended art project and experience lino-printing, taking inspiration from Andy Warhol's 'Endangered Species' exhibition.</p>	<p>The children will complete an extended Design Technology project and explore pulleys before attempting to solve a real-life problem set in Nepal, where a farmer's produce needs to be transported down a mountain to market. They will then work on controlling a Crumble buggy, navigating it around a simple maze.</p>
Computing	<p>Topics of study will be computers and networks. Children will also look at how binary code is used in computing. Finally, they will be introduced to spreadsheets.</p>		<p>Pupils will use technology to create digital art.</p> <p>They will also learn new programming skills to create an animated scene, then carry out independent programming tasks.</p> <p>Children will also be learning how to use software to create music.</p>	<p>Children will apply various skills they have learnt throughout the year to complete a project which includes research, programming and presentation.</p>
<p>My Online Life:</p> <p>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>				
R.E.	<p>Buddhism: What do we mean by a 'good' life? Children will explore Buddhist culture and values with focus on the Eightfold Noble Path and the Four Noble Truths.</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?</p> <p>We shall be looking at Christianity, focusing on Jesus and asking: Why do Christians believe Good Friday is good?</p> <p>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?</p>	<p>The key question is: Is there one journey or many? What do Hindus believe about the cycle of life, death and rebirth?</p> <p>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.</p> <p>Focus question: What is Hajj and why is it important to Muslims?</p> <p>This unit enables pupils to explore the Five Pillars of Islam and how these beliefs and values impact</p>

			on the life of a Muslim. Pupils should have opportunities to deepen their understanding by considering the pilgrimage to Mecca and completing Hajj. They should explore what it means to be a Hajji, reflecting on the personal journey a Muslim will make both physically and spiritually.
P.E/ Swim	<p>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.</p> <p>In swimming, children will refine strokes and develop racing techniques, including starts, underwater transitions, turns and finishes. We will also be developing our distance streamlined kick for each stroke.</p>	<p>In gymnastics, pupils will learn about body tension and posture for balance. They will create individual, partner and group routines.</p> <p>In swimming, the focus will be on stroke technique and competitive starts, underwater transitions, turns and finishes for all strokes.</p>	<p>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.</p> <p>In swimming, we will work towards improving our stamina in a lane format. Lastly, we will be working towards improving our water polo skills to ensure that we are competent and comfortable completing a game of water polo over a length and a prolonged period of time.</p>
Games	Pupils will test their key skills under pressure, in game situations. They 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 explored through children's experience in house competitions.
PSHE	<p>We plan to focus our curriculum on building children's self-esteem, learning attitude, wellbeing and building strategies for dealing with worry and anxiety.</p> <p>Through our 1 Decision programme, Year 6 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. We will explore</p>	<p>Following the introduction of first aid theory, we will explore practical aspects of what we have learned.</p> <p>We will focus on the British values, making comparisons with our Golden Rules and school values – here, protected characteristics and discrimination will be explored.</p> <p>We will also discuss responsibility and stealing.</p>	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, with a focus on transition to senior school.

	some elements of puberty and adolescence. Finally, we will explore some basic first aid theory.	Making links with science, we will explore alcohol and its effects.			
French	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	<table border="1"> <tr> <td>Pupils will revise Year 5 and year 6 oral questions and answers. Pupils will practise restaurant role play vocabulary including prices.</td> <td>Pupils will learn free time vocabulary and present tense verbs.</td> </tr> </table>	Pupils will revise Year 5 and year 6 oral questions and answers. Pupils will practise restaurant role play vocabulary including prices.	Pupils will learn free time vocabulary and present tense verbs.
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Music	<p>Latin American Dance Music:</p> <ul style="list-style-type: none"> Samba Bossa Nova Tango Cha Cha Cha <p>Dance</p> <ul style="list-style-type: none"> movement and pulse <p>Time Signatures & Conducting Basics</p> <p>Singing – the basics</p> <ul style="list-style-type: none"> Singing together Making a great sound 	<p>Introduction to the Spring Show</p> <p>Pirates of the Curry Bean</p> <ul style="list-style-type: none"> Following a Score Learning Group Songs – Start and Finish <p>Christmas and Show Songs</p>	<p>Pirates of the Curry Bean – A Musical</p> <p>Music for the Spring Show, including home learning on GC</p> <ul style="list-style-type: none"> Continue learning songs, adding dynamics and dramatic movement. Understand the importance of clarity of diction, characterisation and communication during performance. Dancing in time to music. Choreography. Performance techniques. How to sing whilst doing actions or moving. Vocal health, singing well, improving tone quality. 	<p>Classical Style and the Classical Period:</p> <ul style="list-style-type: none"> Classical Composers – Haydn, Mozart, Beethoven Music in a social and historical context How to follow a score The development of Sonata Form The Classical Orchestra and its instruments The development of the piano <p>Musical Elements Combined:</p> <ul style="list-style-type: none"> Notation – Rhythm and pitch Melody – pitch and shape Texture & Timbre Tempo & Dynamics Scales & Chords <p>Nationalism in Music:</p> <ul style="list-style-type: none"> Learn to sing the British National Anthem What does the text mean? Importance of melody line, tempo, dynamics and use of chords in God Save the King 	

	<ul style="list-style-type: none"> • Pitch – focus on the changing voice • Carol Service <p>Show Auditions - October</p>		<p>Rhythm and notation skills via Harry Potter puppet pals and own compositions</p> <p>Musical Elements:</p> <ul style="list-style-type: none"> • Pitch • Tempo • Dynamics • Rhythm • Texture • Timbre 	<p>Singing:</p> <ul style="list-style-type: none"> • God Save the King • Song for End of Year Prizegiving (cont.) <p>Music in the Media</p> <ul style="list-style-type: none"> • Revise Musical Elements • Adverts and the Power of Music • Create Your Own Radio Jingle (keyboard) <p>Debate: Is Music a Language?</p>
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