

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 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 <i>'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control.'</i> | | | Love of Jesus (Our HeartSmart Actions) Matthew 22:36-40 <i>'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself.'</i> | | | Work of Jesus (Our Learning Values) Jeremiah 29:11 <i>'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.'</i> | | | Religious Education | |
| Writing | | | | | | | | | | | Art |
| Spelling & Grammar | | | | | | | | | | | Design & Technology |
| Speaking | | | | | | | | | | | Computing & E-safety |
| Maths | | | | | | | | | | | Music |
| Science | 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 | Physical Education |
| History | 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 finish after the environment | Visit a place of Worship of a different faith | Participate in a festival | Perform in a musical concert | Visit an art gallery | Modern Foreign Languages |
| Geography | | | | | | | | | | | Early Years Curriculum |

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).

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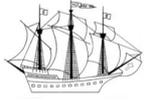
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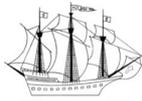


| | |
|--|----------|
| | 1 |
| The Dawpool ‘Curriculum for Christ-Likeness’ | 4 |
| Year 6 Curriculum Topics | 8 |
| Year 6 Enrichment | 8 |
| Year 6 Reading Spine | 8 |
| A Year 6 Reader at Dawpool | 10 |
| Word Reading | 10 |
| Comprehension..... | 10 |
| Greater Depth in Reading | 11 |
| A Year 6 Writer at Dawpool | 12 |
| Transcription | 12 |
| Composition | 12 |
| Year 5/6 Statutory Spelling List..... | 14 |
| Vocabulary, Grammar and Punctuation | 15 |
| Greater Depth in Writing | 15 |
| A Year 6 Speaker at Dawpool | 16 |
| Greater Depth in Speaking..... | 16 |
| A Year 6 Mathematician at Dawpool..... | 17 |
| Number, place value, approximation and estimation/rounding..... | 17 |
| Calculations..... | 17 |
| Fractions, decimals and percentages | 18 |
| Ratio and proportion | 18 |
| Algebra | 19 |
| Measurement | 19 |
| Geometry – properties of shapes | 19 |
| Geometry – position and direction..... | 20 |
| Greater Depth in Mathematics..... | 20 |
| A Year 6 Scientist at Dawpool | 20 |
| Working scientifically | 20 |
| Biology | 21 |
| Physics..... | 21 |
| Greater Depth in Science..... | 22 |
| Year 6 Scientific Vocabulary..... | 22 |
| A Year 6 Historian at Dawpool | 24 |
| The Vikings | 24 |
| The Viking and Anglo-Saxon struggle for the kingdom of England | 24 |
| WW1: A turning point in British and world history | 24 |
| Year 6 Historical Vocabulary | 25 |
| A Year 6 Geographer at Dawpool | 26 |
| Climate Zones | 26 |
| Map skills | 26 |
| Year 6 Geographical Vocabulary..... | 27 |
| A Year 6 Theologian at Dawpool..... | 27 |
| Year 6 Theological Vocabulary..... | 31 |

‘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)



| | |
|--|----|
| A Year 6 Artist at Dawpool..... | 32 |
| Skills and Gustav Klimt | 32 |
| Georgia O’Keeffe..... | 32 |
| Claude Monet and impressionism | 32 |
| The Art of Asia..... | 32 |
| Year 6 Art Vocabulary | 33 |
| A Year 6 Designer at Dawpool | 34 |
| Viking Shields | 34 |
| Christmas Stockings (sewing) | 34 |
| Kites (China Topic Link)..... | 34 |
| Year 6 Design Vocabulary | 34 |
| A Year 6 Computer User at Dawpool..... | 35 |
| Algorithms and programming..... | 35 |
| Information technology..... | 35 |
| Digital literacy | 35 |
| A Year 6 Safe Computer User at Dawpool | 35 |
| Knowledge and understanding | 36 |
| Skills | 36 |
| Year 6 Computing Vocabulary | 37 |
| A Year 6 Musician at Dawpool | 37 |
| Year 6 Music Vocabulary | 38 |
| Year 6 International Speaker at Dawpool..... | 38 |
| A Year 6 Sports Person at Dawpool | 38 |
| Games | 38 |
| Gymnastics..... | 39 |
| Dance | 39 |
| Athletics | 39 |
| Outdoor and adventurous | 39 |
| Year 6 PE Vocabulary | 39 |
| Cross-Curricular Topic on Asia: CHINA..... | 40 |



The Dawpool ‘Curriculum for Christ-Likeness’

The Abundant Life that Jesus offers

| | | | | | | | | | | |
|--------------------|--|---------------------------------------|--|---|-------------------------|--------------------------------------|--|----------------------------|------------------------------|--------------------------|
| Reading | Dawpool Church of England (Aided) Primary School 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. | | | | | | | | | Religious Education |
| Writing | 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 |
| Spelling & Grammar | <p style="text-align: center;">GROWING THE FRUIT OF THE SPIRIT</p> | | | <p style="text-align: center;">Don't forget to let love in Get Heartsmart</p> <p style="text-align: center;">Too much selfie isn't healthy Don't rub it in, rub it out</p> <p style="text-align: center;">Fake is a mistake No way through isn't true</p> | | | | | | Design & Technology |
| Speaking | | | | | | | | | | Computing & E-safety |
| Maths | | | | | | | | | | Music |
| Science | | | | | | | | | | Physical Education |
| History | | | | | | | | | | Modern Foreign Languages |
| Geography | Early Years 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 |

Vision Statement

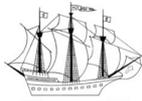
'The Dawpool community are united in their ambition to create a school which **embodies the person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where **all children** may **experience the abundant life that Jesus offers.**'

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

| | | |
|--|---|---|
| <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>GROWING THE FRUIT OF THE SPIRIT</p> | | |

| | | |
|--|--|--|
| <p>At Dawpool, we aim to embody the person of Jesus Christ by growing the Fruit of the Spirit.</p> | <p>At Dawpool, we aim to we embody the love of Jesus Christ by teaching pupils to be HeartSmart.</p> | <p>At Dawpool we aim to embody the work of Jesus Christ by teaching pupils core learning values.</p> |
|--|--|--|

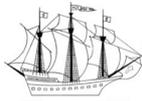
We know that all of these values were demonstrated by Jesus in his life. They are also rooted in pedagogy, such as Guy Claxton's '**Building Learning Powers**' and Rosenshine's '**Principles of Instruction**.'

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)



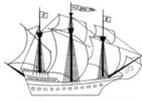
| <p>Person of Jesus (Our Christian Values) Galatians 5:22-23 <i>'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control.'</i></p>  | <p>Love of Jesus (Our HeartSmart Actions) Matthew 22: 36-40 <i>'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself.'</i></p>  | <p>Work of Jesus (Our Learning Values) Jeremiah 29:11 <i>'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.'</i></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**.

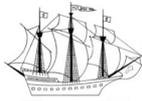
Our **‘local curriculum’** provides for an informal programme of **enrichment and extra-curricular activities** which is made up of those activities that we feel all children should experience at least once during their time in school, but in reality, there is likely to be several opportunities for each 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’**

‘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)



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

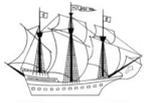


Year 6 Reading Spine

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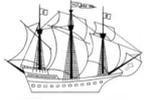
| English Curriculum | Reading for Pleasure | No Outsiders |
|-----------------------------------|---|------------------------|
| Beowulf - Michael Morpurgo | <u>Archaic:</u> The Highwayman, Alfred Noyes (Poem) | King of the Sky |
| Falling Angels | | The Only Way is Badger |
| The Silver Sword - Ian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

‘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)



| | | |
|-----------------------------------|--|-----------------------------------|
| 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> | |
| Tom's Midnight Garden | War Horse, Michael Morpurgo | |
| | <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) | |
|--|----------------|--|

A Year 6 Reader at Dawpool

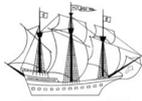
Word Reading

- 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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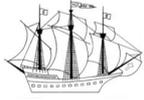


- I can make connections between other similar texts, prior knowledge and experience and explain the links.
- I can compare different versions of texts and explain the differences and similarities.
- I listen to others' ideas and opinions about a text.
- I can build on others' ideas and opinions about 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.

'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)



- 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.

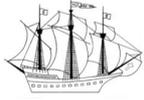
Handwriting

- 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.

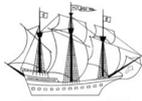
Composition

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

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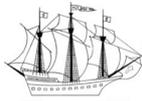
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to 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 | |

'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)



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*]

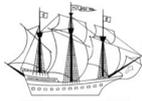
Terminology

- 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.

'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)



- 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.

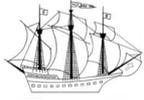
A Year 6 Speaker at Dawpool

- 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.

'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)



- 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

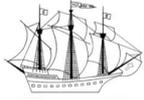
Number, place value, approximation and estimation/rounding

- 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.

'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)



- 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.

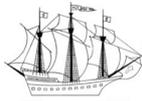
Fractions, decimals and percentages

- 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

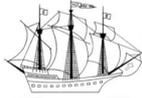
- I can express missing number problems algebraically.
- I can use simple formulae.
- I can generate and describe linear number sequences.
- I can find pairs of numbers that satisfy an equation with two unknowns.
- I can enumerate possibilities of combinations of two variables.

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

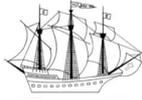
- I can compare, order and convert between fractions, decimals and percentages, for example, in contexts related to science, history or geography learning
- I can move beyond squared and cubed numbers to calculate problems such as $X \times 10^n$ where n is positive.
- I can use $=$, \neq , $<$, $>$, \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

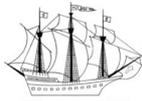
- I can describe how the earth and living things have changed over time.
- I understand that some people will explain adaptation over time to evolution.
- I can explain what people mean by evolution.
- I can explain how fossils can be used to find out about the past.
- I can explain about reproduction 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

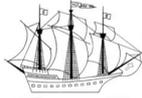
| LIGHT | ELECTRICITY | HUMANS | INHERITANCE/ ADAPTATION/ EVOLUTION |
|--------------|-------------|-------------|--|
| light source | circuit | food groups | inheritance |
| transparent | components | respiration | characteristics |

‘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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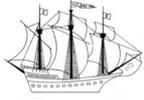


A Year 6 Historian at Dawpool

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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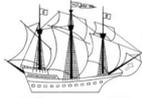


- I can place features of historical events and people from the past societies and periods in a chronological framework.
- I can summarise the main events from a period of history, explaining the order of events and what happened. (Vikings and Anglo-Saxons and WW1)
- I can summarise how Britain has had 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

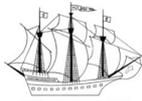
Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

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.

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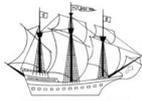
**Year 6 Geographical Vocabulary**

| 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**Life as a Journey**

- I know that pilgrimage is a special journey made by people of faith.
- I know that the life journey of people in the Bible influences the behaviour and choices of Christians today.
- I know that some Christians are persecuted and a life of faith is a challenge.
- I can tell you about my life journey so far.
- I can describe the impact of religion on people's lives.
- I can describe the key features of Christian life and the impact that being a Christian has on a person's life.

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- I can recognise the similarities and differences between pilgrimage journeys in Christianity and other faiths.
- I can tell you why people of faith make pilgrimages, identify several places of pilgrimage and describe the religious practices that take place there.

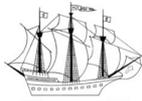
Advent

- I know that Advent is a time of preparation and the season of hope and that during Advent the church spends time focussing on the promise of Jesus' return.
- I know Christians believe that Jesus is the promised Messiah, but Jewish people do not.
- I know different denominations within Christianity hold differing beliefs about the importance and status of Mary.
- I know the themes of Advent tell the 'big story' of God's salvation plan.
- I can explain how Jesus fulfilled the Old Testament prophecies.
- I can use religious vocabulary to describe the symbolism, practices, beliefs and themes of the season of Advent.
- I can express my opinion about what I think the message of John the Baptist would be today.
- I can talk about what my hopes and dreams are for the future.

The Exodus

- I know that the Exodus is a significant event in Jewish and Christian history and that for Jewish people the events of the Exodus and Passover are very important.
- I know that the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover.
- I know that Christianity is rooted in Judaism and Jesus celebrated the Passover.
- I know that Christians remember the Passover and the Last Supper during the Eucharist.
- I can retell the Exodus story highlighting the connections to the Seder meal and make links between the Passover, Last Supper and the Eucharist.
- I can tell you why Passover is a festival of memory and freedom and express my opinions about freedom, what it is and what it is not.
- I can tell you about the similarities and differences between the importance placed on the Passover by Jews and Christians and explain why the Passover is not forgotten.

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The Eucharist

- I know that the Eucharist is an important celebration celebrated by Christians worldwide.
- I know that there is a direct link between the life and words of Jesus and the Eucharist.
- I can make links between Christian beliefs, the Eucharist and the Last Supper.
- I can use good religious vocabulary to show understanding of why Christians celebrate the Eucharist.
- I can identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist and suggest reasons why.
- I can talk about the way in which the Eucharist service answers questions about Christian beliefs.
- I can explain what the words remembrance, holy, sacrifice, mercy, salvation and faith mean to Christians and to me.
- I can ask thoughtful questions about the words and actions of the Eucharist service that improve my learning.

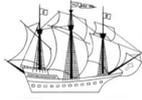
Jesus

- I know the names that are given to Jesus to describe his character and purpose.
- I know that Christians believe Jesus is the Messiah and that he came to rescue all people.
- I can explain the connection between incarnation and salvation.
- I know that Muslims believe that Jesus is one of the five greatest messengers of God, that Hindus believe Jesus was a holy man, a wise teacher and a 'god', that many Buddhists refer to Jesus as an 'enlightened man', that Jews believe Jesus was a teacher and a healer but not the Messiah and that people of no faith generally acknowledge that Jesus was a wise, moral teacher.
- I can use the right words to describe what Christians believe about Jesus.
- I can ask good questions to improve my learning and express my own opinion about 'Who was Jesus?' and say what others think in answer to the question 'Who was Jesus?'
- I can use the Bible to find evidence to answer the question 'Who was Jesus?'
- I can use the right words to describe Muslim, Hindu, Buddhist and Jewish beliefs about Jesus.

Ascension and Pentecost

- I know that Ascension and Pentecost are key events in Christianity.

'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)



- I know that Christians believe that people's lives can be transformed by the Holy Spirit.
- I can tell you about the distinctive Christian beliefs connected with Ascension and Pentecost and retell the stories.
- I can describe the lives of people who have been transformed by the Holy Spirit.
- I can tell you about what inspires me.
- I can use these events to answer fundamental questions about God.

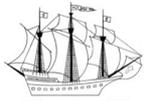
God

- I know that Christians believe God is Father, Son and Holy Spirit, the Trinity.
- I know that Bible stories are used to answer questions about God and I can retell them.
- I know that there are similarities and differences between the names given to God by people of all world faiths.
- I can talk with understanding and use religious language to explain the Trinity.
- I can identify Christian beliefs about God in prayers and worship songs.
- I can identify the similarities and differences between beliefs about God across world faiths.
- I can express my own opinion and ask big questions.
- I can identify and talk using religious vocab about Muslim and Hindu beliefs about God.
- I can talk with understanding and knowledge about the opinions and ideas of people with the World View that God does not exist.

People of Faith

- I know that Christian people try to live out the teaching of the Bible and follow Jesus' example.
- I know that Christians try to build God's kingdom through their words and actions.
- I know that Muslims are required to live their lives according to the words of the Qur'an and teachings of Muhammad, someone living a Buddhist lifestyle follows the Eightfold Path and Hindu beliefs are rooted in the teachings of the Vedas.
- I know the names and life stories of a few extraordinary people of faith and some similarities and differences between the ways in which people of faith live.
- I can tell you who, from the people we have studied, inspires me and why.

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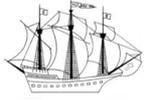
- I can interpret Bible stories and talk about how that story explains what it means to have faith.
- I can use appropriate religious vocabulary to talk about the characteristics of a person living out their faith.
- I can explain how some of the teachings of the Bible impact on the life of a Christian.

I can describe some of the ways following the Eightfold Path impacts on the life of a Buddhist.

Year 6 Theological Vocabulary

| | | | |
|-------------------------|-----------------------|---------------------|-------------------------|
| Baptism | Confirmation | pilgrimage | rites of passage |
| Holy Land | Advent | prophet | prophecy |
| John the Baptist | Messiah | annunciation | incarnation |
| Mary | Moses | Exodus | Israel |
| freedom | slavery | Seder | Passover |
| Eucharist | Holy Communion | Last Supper | remembrance |
| holy | sacrifice | mercy | salvation |
| sacrament | faith | Messiah | Prince of Peace |
| Saviour | resurrection | redeemer | servant |
| Ascension | Pentecost | Trinity | Holy Spirit |
| inspiration | God | Father | Son |
| Trinity | Celtic | Faith | ministry |
| mission | kingdom of God | vocation | |

'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)



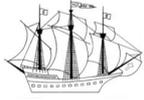
A Year 6 Artist at Dawpool

| Skills and Gustav Klimt |
|--|
| <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• I know about Klimt's 'golden period' and key works such as: "The Kiss' and "AdeleBloch Bauer' and can produce pieces in this style. |
| Georgia O'Keeffe |
| <ul style="list-style-type: none">• I know who Georgia OKeeffe 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 |
| <ul style="list-style-type: none">• I know what impressionism is and how it evolved.• I know facts about the life and work of Claude Monet.• I know and can craete pieces in the style of Monet's cityscapes and landscapes.• I know about Monet's series of pictures Eg. Haystacks.• I know about the artworl Monet produced at his garden at Giverny and can create work in the same style. |

| The Art of Asia |
|--|
| <ul style="list-style-type: none">• 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.

'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)

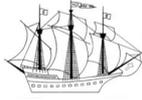


- I can over print to create different patterns.
- I can use feedback to make amendments and improvement to my art.
- I can use a range of e-resources to create art.

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 |
| 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 | | | |

'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)



A Year 6 Designer at Dawpool

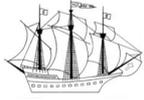
| |
|--|
| <u>Viking Shields</u> |
| <ul style="list-style-type: none"> • I know how to investigate and analyse viking shield designs. • I know how to design a viking shield. • I know how to make a viking shield using templates, different methods of attaching and decorative designs. • I know how to evaluate 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. • 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 |

‘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)



| | | | |
|------------------|-------------------|-----------------------|------------------|
| 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

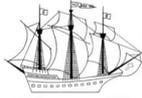
- I can select, use and combine software on a range of digital devices.
- I can use a range of technology for a specific project.

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

'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)

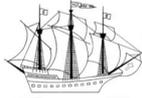


Knowledge and understanding

- 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.

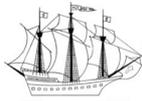
Year 6 Computing Vocabulary

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

'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)



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 |
| 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

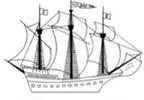
- I can write a paragraph of 4-5 sentences.
- I can substitute words and phrases
- I can use a bilingual dictionary or glossary to look up words.

A Year 6 Sports Person at Dawpool

Games

- I can play to agreed rules.
- I can explain rules.

‘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)



- 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

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

Athletics

- I can demonstrate stamina.

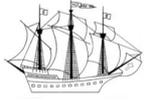
Outdoor and adventurous

- 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 |

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| | | | |
|---------------|------------|--------------|----------|
| 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 | |

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.