

Year 6 Breadth of Study

Life Skills

Remember	Understand	Apply	Analyse	Evaluate	Create
Recall facts and basic concepts	Explain ideas or concepts	Use information in new situations	Draw connections amongst ideas	Justify a stand or decision	Produce new or original work
<i>Define, define, describe, duplicate, explain, identify, illustrate, list, locate, memorise, recite, repeat, state, tell, quote</i>	<i>Classify, describe, discuss, explain, identify, interpret, paraphrase, recognise, report, select, summarise, translate</i>	<i>Articulate, demonstrate, dramatise, execute, interpret, implement, operate, prepare, relate, sketch, solve, teach, use</i>	<i>Categorise, compare, conclude, connect, contrast, distinguish, examine, illustrate, organise, questions, take apart, test</i>	<i>Appraise, argue, critique, defend, grade, judge, plan out, prioritise, reframe, select, support, value, weigh</i>	<i>Assemble, author, collaborate, construct, design, develop, formulate, invent, investigate, modify, rewrite, role-play,</i>

Core Subjects

English	Mathematics (Maths)	Science
The St. Stephen's English curriculum is comprehensive, reflects the national curriculum requirements and is divided up into three strands: Reading; Writing and Spoken Language. Please see separate English Breadth of Study	The St. Stephen's Year 6 Maths curriculum follows the White Rose programme, as well as a bespoke set of objectives within number fluency, mental maths and arithmetic. Please see separate Maths Breadth of Study	The St. Stephen's Science curriculum is comprehensive, reflects the national curriculum requirements and is layered. Please see separate Science Breadth of Study

Foundation Curriculum

Art and Design (Art)	Design and Technology (DT)	Geography
<i>Curriculum Aims</i>	<i>Curriculum Aims</i>	<i>Curriculum Aims</i>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> About great artists, architects and designers in history. How to continue to create sketch books to record their observations and use them to review and revisit ideas at a more sophisticated level. <p>Recommended units of work to achieve these objectives include: <i>John Virtue - London Skyline</i></p>	<p>Design</p> <ul style="list-style-type: none"> Design including a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs After experimenting with a range of cams, create a design based on choice of cam to create a desired movement Understand how linkages change the direction of a force Drawing a design from 3 different perspectives Model ideas through prototypes <p>Make</p> <ul style="list-style-type: none"> Build structures drawing upon new and prior knowledge of structures Measure, mark and check accuracy of jelutong and dowel pieces Use a bench hook to saw safely and effectively Explore how different shaped cams produce different follower movements Construct a stable base for an electromagnetic game Incorporate a circuit into a base <p>Evaluation</p> <ul style="list-style-type: none"> Improving design plan based on peer evaluation Testing and adapting design to improve it as it is developed Testing own and others finished products, identifying what went well and making suggestions for improvement <p>Cooking</p> <ul style="list-style-type: none"> Follow recipe including correct quantities of each ingredient Work to a given timescale Taste testing and scoring final products Evaluating health and safety in production to minimise cross cross contamination Understanding where food comes from, describing the process of 'farm to fork' for a given ingredient 	<p>Location</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Land-use patterns within the UK; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Place</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America <p>Human and Physical</p> <ul style="list-style-type: none"> Describe and understand key aspects of mountains, volcanoes and earthquakes (physical geography) Describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water (human geography). <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass. Use six figure grid references To understand and use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Vocabulary: perspective, horizon, vanishing point, abstraction, figurative, conceptual, naturalist, fauvist	Vocabulary: cam, component, automata, drill bits, follower, frame, hand drill, Jelutong, Engineer's square, dowel, plan view, reinforce, prototype, vice, pliers, circuit, cell, wire, buzzer, bulb, LED, accompaniment, flavour, preparation, processed, reared	Vocabulary: longitude, latitude, hemisphere, tropic of cancer, tropic of capricorn, prime/Greenwich meridian, summit, avalanche, valley, glacier, plate boundary, epicentre, eruption, magma, fault line, richter scale, aerial view, birds eye view, sketch maps.

Personal, Social, Health and Economics (PSHE)	History	Religious Education (RE)
<p align="center">Curriculum Aims</p> <p>We have selected age appropriate objectives from the Jigsaw Scheme of Work to teach PSHE and Relationships and Health Education (RHE). RHE is also taught across other subjects such as Science, RE and Computing. Jigsaw has six main themes that we use as a guide to deliver PSHE, and when necessary, we address other topics most relevant for our pupils through immersive learning.</p> <p align="center">Please see separate PSHE Programme of Study</p>	<p align="center">Curriculum Aims</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Ancient Greece - a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history - one study chosen from: <i>early islamic civilization, including a study of Baghdad c. AD 900</i> <i>Mayan civilization c. AD 900</i> <i>Benin (West Africa) c. AD 900-1300</i> 	<p align="center">Curriculum Aims:</p> <p>Pupils should investigate: How important are the similarities between and within religion? They should understand how cultural and social influences affect religious practice. They should compare their own beliefs with others and be able to identify underlying ideas and symbolism. They should research independently, using a wide range of sources and recognise that some questions do not have one specific answer. Topics to investigate are:</p> <ul style="list-style-type: none"> • What similarities and differences do religions share? • What qualities are important to present day religious leaders? • What is a children's hospice, and how does it help people with ideas about death? • What happened on the first Easter Sunday? • How do different religions and worldviews create celebrations? • How is Art important in Christianity?
<p>Vocabulary: perplexed, eager, astonished, respected, accepted, energetic, inquisitive, powerless hesitant, disapproving, irritated, in awe, worthless, devastated, revolted, vulnerable isolated, peaceful</p>	<p>Vocabulary: chronology, influence, contrast, civilization</p>	<p>Vocabulary: monotheistic, reincarnation, non-denominational, mortality, commemoration, purgatory</p>

Computing	Physical Education (PE)
<p align="center">Curriculum Aims</p> <p>St. Stephen's pupils are taught Computing by a specialist teacher.</p> <p align="center">Please see separate Computing Breadth of Study</p> <p>Pupils should be taught their year group's 'Golden Rule' as well as review the rules from previous years.</p> <p align="center">Online Safety Golden Rules:</p> <p>Reception: I keep my personal information safe.</p> <p>Year 1: I know who to trust online.</p> <p>Year 2: I know that some things on the internet are dangerous.</p> <p>Year 3: I know how to have a positive digital footprint.</p> <p>Year 4: I know how to ask for help and report things online that make me uncomfortable.</p> <p>Year 5: I have healthy, respectful relationships online.</p> <p>Year 6: I know how to be a discerning consumer of information online.</p>	<p align="center">Curriculum Aims</p> <p>St. Stephen's pupils are taught PE by a specialist teacher, as well as their class teacher.</p> <p align="center">Please see the separate specialist teacher PE Programme of Study.</p> <p>Class teachers teach the skills below with a particular focus on strength, stamina and balance:</p> <p><u>Games and Ball Skills</u></p> <ul style="list-style-type: none"> • Netball: throwing (basketball, over arm/under arm); catching (two hands, thumbs together make a triangle, eye on ball, meet the ball); foot movement for catching (step back or forward) and throwing (step forward with opposite leg); throwing - overhead, chest pass, shoulder pass, bounce pass; moving without the ball - side step, finding space, defending and attacking; play hoops to support Link to rules for activities <ul style="list-style-type: none"> - <i>Key Vocab: throwing, catching, technique, chest pass, shoulder pass, overhead pass, bounce pass, body position, movement, step, contact, pivot</i> • Tag Rugby: throwing (passing the ball behind you, moving when passing); catching (into the body to protect ball, moving while catching); agility (moving away from defenders, side step); playing the ball (roll ball behind using the sole of their foot to the player behind); play capture the flag and 3v3 to support Link to rules for activities <ul style="list-style-type: none"> - <i>Key Vocab: pass, agility, defenders, attackers, side step</i> • Basketball Skills: rules e.g. players, fouls, non-contact. Moving off the ball (attacking and defending) Link to basketball rules <ul style="list-style-type: none"> - <i>Key Vocab: players, foul, non-contact, attackers, defenders, dribble, travel</i> • Tennis Skills: rules, coordination, balance. movement side to side. Link to tennis rules <ul style="list-style-type: none"> - <i>Key vocab: racket, forehand, backhand</i> <p><u>Athletics Skills</u></p> <ul style="list-style-type: none"> • Consolidate outdoor PE with athletics events. eg. standing long jump, javelin, short sprints, relay. <ul style="list-style-type: none"> - <i>Key vocab: jump, javelin, sprint, relay</i>
<p align="center">Modern Foreign Language (MFL)</p>	
<p align="center">Curriculum Aims</p> <p>KS2 pupils are taught Spanish language by a specialist teacher.</p> <p align="center">Please see separate MFL Breadth of Study</p>	
<p align="center">Music</p>	
<p align="center">Curriculum Aims</p> <p>St. Stephen's pupils are taught Music by a specialist teacher.</p> <p align="center">Please see separate Music Breadth of Study</p>	