



Year 6

Salcombe Preparatory School

Example Curriculum Plan

Subject	About the unit
English	<p>Comprehension Skills: These will be practised and expanded by reading, discussing and writing a variety of texts e.g. prose, poetry and play-scripts. Basing our work on “So You Really Want to Learn English” Book 2, topics will generally be covered over a two-week period focussing on comprehension, grammar and punctuation and culminating in a creative assignment suggested by the current topic. Creative Writing: Using a variety of stimuli, the children will be encouraged to express their ideas in a variety of forms. The class reader will also serve as a spring board for these activities. Grammar and Punctuation: These areas of language will be revised, practised and expanded through specific exercises and also by encouraging the children to edit and revise their own writing and to share their knowledge with others.</p>
	<p>Spelling: Spelling tests will be assigned weekly.</p> <p>Speaking and Listening: Debates, discussions and interview skills with a focus on 11+ interviews will form a major part of the Autumn Term</p> <p>Reading: As well as reading books of their own choice, each class will read a specific book together. The children will be encouraged to share their opinions of books they have read and recommend books to the rest of the class. During this term, practice 11+ exam papers will be studied to familiarise the children with the different formats they may come across and timed practice papers will be set in lessons to get them used to producing work in a given time.</p>
Maths	<p>Algebra: recap basic algebra: +, -, \times and \div, multiplying out brackets, factorising, use and interpret algebraic notation, brackets: substitute numerical values into formulae and expressions, including scientific formulae; understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors; simplify and manipulate algebraic expressions to maintain equivalence by: collecting like terms, multiplying a single term over a bracket, taking out common factors, expanding products of two or more binomials; understand and use standard mathematical formulae; rearrange formulae to change the subject; model situations or procedures by translating them into algebraic expressions or formulae and by using graphs; use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement). There will be emphasis on techniques required to maximise performance in exams, with weekly practice of mental arithmetic and regular practice</p> <p>Recap place value (whole and decimal numbers). Roman numbers. Revision of four rules (+, -, \div, \times) of whole numbers and decimal numbers, rounding, approximating/estimating, solve word problems. Negative numbers: four rules (+, -, \div, \times) including word problems. Number properties. Number sequences: extend number sequences and function machines. Fraction/ Decimals/ Percentage/ Ratio and Proportion: including four rules (+, -, \div, \times), decimals and fractions - combinations of operations, recurring decimals, VAT, percentage increase and decrease, conversions in between fraction, decimals and percentage, finding a fraction or a decimal or a percentage or a ratio of a quantity and solve word problems involving ‘real life’. Probability. Area and volume. Recap co-ordinates: reading and plotting, drawing shapes, reflecting shapes, Translating shapes, measuring angles, finding the area of a shape given on a co-ordinate grid. Directions and scale drawing. 3D nets: recognising and making nets.</p>



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Science	<p>Changing Materials: In this unit children will learn about different states of matter and the changes that occur (evaporation, condensation, freezing, melting, rusting), using and reading thermometers accurately, reversible and irreversible changes, the water cycle (recap), identifying different types of fuel (solid, liquid, gas, fossil fuel), learn about different solutions (soluble, solute, insoluble, solvent). Children will continue to develop their investigation skills by planning investigations independently and using Bunsen burners to test changes in materials. Children must learn the key vocabulary for this topic.</p>
	<p>Separating Mixtures of Materials: In this unit children extend their knowledge of mixing, dissolving and filtering different materials. Draw upon their previous topic and recall how to create solutions, identify which material is a solute, soluble and solvent. Explain the apparatus that are needed to test these separation methods and set up practical investigations independently. Revise particle structure in solid, liquids and gases. Children must learn the key vocabulary for this topic.</p>
ICT	<p>We begin the year with the Learn to Code modules and the children investigate a very different form of programming software – LOGO in preparation for our first project. Some of this term is also spent on touch typing in the classroom in a final effort to increase their speeds prior to the move to secondary.</p>
	<p>In the second part of the term we embark on a project that is linked to art. The children become artists but rather than using pen, pencil, paint or crayons they will be using commands within a program to generate a masterpiece.</p>
Geography	<p>Plate Tectonics, Earthquakes and Volcanoes. Case Studies of San Francisco and Mt Etna. Why do people live near volcanoes?</p>
	<p>Earthquake and Volcanoes Project. An extended individual case study of a major earthquake, eruption on tsunami.</p>
History	<p>British Empire – Life in Britain and the colonies. Students will begin with looking at the ‘Dark Continent’ – Africa. They will examine the history of Africa and how it has changed over the course of time. Focus on trade and education.</p>
	<p>British Empire – Life in Britain and the colonies. Focus on Timbuktu. Exploration on the ‘end of the earth’ concepts.</p>
Art	<p>Pupils will develop observational drawings understanding tone, shade and composition. Pupils will research traditional and contemporary still life artists. Pupils will produce observational studies of fruit and veg in a variety of media. Pupils will produce a Clay sculpture of a piece of fruit or veg.</p>
DT	<p>Pupils will learn about scientific imagery using it as a source of inspiration for a drawing. Pupils will research textile artists and designers and learn to manipulate fabric with hand stitching, appliqué, embellishing and sewing machine techniques Pupils will create graphic designs of cells and a textile response to their drawing.</p>



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French	Pupils will ask and answer questions about themselves and their friends and family, with emphasis on correct use of possessive pronouns – mon / ma / mes, ton/ta/tes etc . Learning and using the verbs “être” and “avoir”, using adjectives to describe personality, (Je suis, tu es, il est ...bavard, sportif), focussing on correct word order placement and agreement of adjectives.
	Around the town. Pupils will learn to name places around the town, and to ask for and give directions. They will learn how to describe a visit to the cinema, to describe different genres of film, to express opinions about the films they see, and will learn to enrich sentences by using connectives and adverbs of time.
Music	HISTORY OF JAZZ AND BLUES. COMPOSITION THROUGH IMPROVISATION
	FOLK AND COUNTRY MUSIC-The birth of the popular song. Understanding the importance of lyrical and musical structure. THE CLASSICAL COMPOSERS. KS3 PREPARATION-notation, theory, composition, musical timelines.
PE	Running and Fitness - 12 minute run. Improvement of cardiovascular fitness through the use of fun and varied running games. Team games – interacting with team mates, skills and tactics.
	Rugby: Demonstrating backwards and lateral passing techniques, avoiding tags, keeping possession, defending techniques.
Enrichment and PSHE	Global Citizenship: Archaeology of a Race and what it means to be British Digital Literacy and Citizenship – Talking safely online PSHE: What does it mean to have a disability; Rights; changing things; What is Charity? Drugs and Alcohol Education Walking to School