



YEAR SIX

Heavers Farm and Selsdon Primary Schools

TEACHER NAME:

CLASS:

CURRICULUM 2019/20

This document forms part of our curriculum planning and assessment for 2019/20. This includes the key learning in each curriculum subject for this year group and the half termly assessment for each subject.

Year 6	ART
<p style="text-align: center;">‘art makes children powerful’</p> <p style="text-align: center;"><i>It is important to start with children’s own ideas. It is also important to teach children that nothing is right or wrong in art. You should encourage children’s creativity and support this by teaching them the art skills to express and develop this. Good art teaching increases children’s self-esteem, self-confidence and independence which supports them to become independent learners across the curriculum.</i></p> <p>Please ensure that children are given the opportunity over the year to go and look at actual artworks. <u>Please avoid any ‘colouring in’ and filling in of photocopied sheets made by an adult.</u> Art skills should be broken down and taught in the same way any other subject knowledge is taught in school so please avoid showing children a video of someone ‘doing art’ and then expect them to copy this. You would not dream of doing this when teaching maths, so please use the same rigour when teaching art!</p>	
<p>Sketching</p>	<ul style="list-style-type: none"> – Create a sketch collection in their sketch book to record their observations and use them to review and revisit ideas. – Sketch collection of observational and imagined drawings and ideas using a variety of techniques including reflections, shadow, direction of sunlight, movement and perspective. – Show confidence in using a variety of drawing mediums including ink and pen. – Choose and combine different drawing materials as appropriate to task and purpose. – Accurately able to express ideas in drawings. – Able to talk about their own style of preferred style of drawing and make comparisons with that of other pupils.
<p>Improve mastery of Art and Design Techniques</p>	<p>Remember scale! Give children lots of opportunities to work with projects on a large scale (<i>i.e. not always on A4/A3 paper</i>)</p> <p>Technology Take digital photos, thinking about angle, light, position and distance. Create an art presentation on a theme or artist. Look at and talk about artists who use digital media.</p> <p>Painting Create paintings by choosing and combining colours, tones and tints to enhance the mood of the piece.</p> <p>3D Sculpture and Collage Make effective and exciting choices when creating textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture.</p> <p>Textile Explore specialised techniques such as batik. Combine previously learned techniques to create textile pieces.</p>

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2019-20

<p>Learn about and take inspiration from notable artists/architects/designers</p>	<p>Create original pieces that show a range of influences and styles from notable artists, artisans and designers. <i>Please include living artists, women and people of colour. Talk about why the artist made what they did, what they were interested in etc. These works should not simply be a pastiche of other artists' works, but an attempt to look deeper at what motivated this artist, the techniques they used to enable children to make work of their own.</i></p> <p>Show how the work of those studied was influential in both society and to other artists.</p>
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CURRICULUM PROGRESSION 2019-20

Year 6	COMPUTING
E-safety	<ul style="list-style-type: none"> - To learn about spam and how to deal with it. - To decode website privacy policies, understanding the implications for the info that they share online. - Pupils know their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world - To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour. - To identify a range of ways to report concerns about content and contact in person and online.
Programming	<ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts - use sequence, selection and repetition in programs; work with variables and various forms of input and output - Explore 'what if' questions when planning for controlled devices Learning to refine and check a series of instructions.
ICT	<ul style="list-style-type: none"> - Pupils learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media for a purpose. - Pupils learn to write and deliver a presentation with greater confidence, incorporating a range of media. - Pupils learn how to take, adapt or create images to enhance or further develop their work and incorporate it in a wider project - Pupils learn how to develop a storyboard and then create a simple animation using for instance Puppet pals' or 'Stop Motions Animation' - this may be extended by editing the final product in using video editing software - Working with data: Pupils learn to search, sort and graph information. - Pupils learn how to use a spreadsheet to model data using appropriate graphs. - To use search technology effectively appreciate how results are selected and ranked and be discerning in evaluating digital content.
Communicating	<ul style="list-style-type: none"> - To contact a video chat in another country or organisations. - To identify and understand the opportunities for communication and collaboration in different environments.

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

CURRICULUM PROGRESSION 2019-20

Year 6	Design & Technology
<p><i>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</i></p>	
<p>When designing and making, pupils should be taught to:</p>	
<p>Design</p>	<ul style="list-style-type: none"> – Carry out research, using surveys, interviews, questionnaires and web-based resources – Justify their plan to someone else – Generate innovative ideas, drawing on research – Recognise when their products have to fulfil conflicting requirements – Develop prototypes – Make design decisions, taking account of constraints such as time, resources and cost – Follow and refine their plan if necessary
<p>Make</p>	<ul style="list-style-type: none"> – Use tools and materials precisely. – Change the way they are working if needed. – Explain why the materials they have used are the most effective. – Accurately measure to the nearest mm and cut out confidently and accurately. – Accurately apply a range of finishing techniques. – Demonstrate resourcefulness, for example - make refinements
<p>Evaluate</p>	<ul style="list-style-type: none"> – Identify if it is fit for purpose. – Suggest different resources that would have improved their product. – Identify if they need more or different information to make it even better. – Consideration of the use of the product when selecting materials.
<p>Technical Knowledge</p>	<ul style="list-style-type: none"> – Know materials have both functional properties and aesthetic qualities – Know that mechanical and electrical systems have an input, process and output – Use the correct technical vocabulary for the projects they are undertaking – Know that mechanical systems such as cams or pulleys or gears create movement – Know more complex electrical circuits and components can be used to create functional products – Know how to reinforce and strengthen a 3D framework – Know that a recipe can be adapted by adding or substituting one or more ingredients

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CURRICULUM PROGRESSION 2019-20

Cooking and Nutrition	<ul style="list-style-type: none">- That seasons may affect the food available- How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source- How to effectively use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking- That recipes can be adapted to change the appearance, taste, texture and aroma
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CURRICULUM PROGRESSION 2019-20

Year 6	ENGLISH – SPOKEN LANGUAGE
Spoken language	<ul style="list-style-type: none">– Use questions to build knowledge– Articulate arguments and opinions– Use spoken language to speculate, hypothesise and explore– Use appropriate register and language

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

CURRICULUM PROGRESSION 2019-20

Year 6	ENGLISH – WRITING
Phonic & whole word spelling	<ul style="list-style-type: none"> – spell some words with ‘silent’ letters – continue to distinguish between homophones and other words which are often confused – use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	<ul style="list-style-type: none"> – use further prefixes and suffixes and understand the guidance for adding them – use dictionaries to check the spelling and meaning of words – use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Handwriting	<ul style="list-style-type: none"> – choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters – choosing the writing implement that is best suited for a task
Contexts for Writing	<ul style="list-style-type: none"> – identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own – in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	<ul style="list-style-type: none"> – noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> – selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning – in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action – précising longer passages – using a wide range of devices to build cohesion within and across paragraphs – using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	<ul style="list-style-type: none"> – assessing the effectiveness of their own and others’ writing – proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning – ensuring the consistent and correct use of tense throughout a piece of writing – ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register – proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> – perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> – use a thesaurus – using expanded noun phrases to convey complicated information concisely – using modal verbs or adverbs to indicate degrees of possibility

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2019-20

<p>Grammar <i>(edited to reflect content in Appendix 2)</i></p>	<ul style="list-style-type: none"> – recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms – using passive verbs to affect the presentation of information in a sentence – using the perfect form of verbs to mark relationships of time and cause – differences in informal and formal language – synonyms & antonyms – further cohesive devices such as grammatical connections and adverbials – use of ellipsis
<p>Punctuation <i>(edited to reflect content in Appendix 2)</i></p>	<ul style="list-style-type: none"> – using hyphens to avoid ambiguity – using semicolons, colons or dashes to mark boundaries between independent clauses – using a colon to introduce a list punctuating bullet points consistently
<p>Grammatical Terminology</p>	<ul style="list-style-type: none"> – subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

CURRICULUM PROGRESSION 2019-20

Year 6	ENGLISH – READING
Decoding	<ul style="list-style-type: none"> – apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<ul style="list-style-type: none"> – continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading books that are structured in different ways and reading for a range of purposes – making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> – increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions – identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	<ul style="list-style-type: none"> – learning a wider range of poetry by heart – preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Understanding	<ul style="list-style-type: none"> – checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context – asking questions to improve their understanding – summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<ul style="list-style-type: none"> – drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> – predicting what might happen from details stated and implied
Authorial Intent	<ul style="list-style-type: none"> – identifying how language, structure and presentation contribute to meaning – discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction	<ul style="list-style-type: none"> – distinguish between statements of fact and opinion – retrieve, record and present information from non-fiction
Discussing reading	<ul style="list-style-type: none"> – recommending books that they have read to their peers, giving reasons for their choices – participate in discussions about books, building on their own and others’ ideas and challenging views courteously – explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2019-20

GEOGRAPHY		
Year 6	Breadth of Study	Skills
Locational and Place knowledge	<p>Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America,</p> <p>Understand the significance of Latitude and longitude.</p> <p>Study of a region of North or South America</p>	<ul style="list-style-type: none"> - Use 6 figure grid references to identify countries of Europe, North and South America. - Identify the main mountain ranges and rivers. - Identify their main environmental regions, key physical and human characteristics, and major cities. - Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. - Use maps to identify longitude and latitude. - Choose a region in North or South America. - Study maps of the USA to identify this region. - Locate the key physical and human characteristics of this region. - Compare these features of the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains to Croydon.
Human and Physical Geography	<p>Earthquakes/natural disasters – floods, tsunamis</p> <p>Distribution of natural resources.</p>	<ul style="list-style-type: none"> - Describe and explain the processes that cause natural disasters. - Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. <p>Research Britain's export trade. Ask and answer the following geographical questions:</p> <ul style="list-style-type: none"> - What are our main export businesses? - Which countries do we trade with most? - What may be the reasons for this? - Why do we need to import from elsewhere? - Where does Britain lead industry? - Where does it not? - What conclusions can be drawn?
Fieldwork <u>Spend at least one whole</u>	Fieldwork - traffic study	<p>Undertake a traffic survey of the local high street</p> <ul style="list-style-type: none"> - Tally counting, types of vehicle observed - Comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2019-20

<p><u>week on this</u></p>		<ul style="list-style-type: none"> - Ask Geographical questions e.g. how is traffic controlled? What are the main problems? - Undertake a street/ noise survey of the local road/ high street - Form and develop opinions e.g. Do the pupils like/dislike the high street? - Compare the high street with another quieter road - Make suggestions and reflect on own beliefs. What changes/ improvements would children make to the high street? - Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road. - Select methods for collecting, presenting and analysing data - Analyse evidence and draw conclusions
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Year 6	HISTORY CONTENT
<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</p> <p>A local history study</p> <ul style="list-style-type: none"> – Examples (non-statutory) – a depth study linked to one of the British areas of study listed above – a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p><i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> – the changing power of monarchs using case studies such as John, Anne and Victoria – changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century – the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day – a significant turning point in British history, for example, the first railways or the Battle of Britain 	

Year 6	HISTORY SKILLS
<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i></p>	
Chronological understanding	<ul style="list-style-type: none"> – Order significant events, movements and dates on a timeline. – Identify and compare changes within and across different periods. – Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> – Choose reliable sources of information to find out about the past. – Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. – Describe how some of the things studied from the past affect/influence life today.

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2019-20

	<ul style="list-style-type: none"> - Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Historical interpretation	<ul style="list-style-type: none"> - Evaluate evidence to choose the most reliable forms. - Know that people both in the past have a point of view and that this can affect interpretation. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical enquiry	<ul style="list-style-type: none"> - Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer.
Organisation and communication	<ul style="list-style-type: none"> - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Plan and present a self-directed project or research about the studied period.

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2019-20

Year 6	MATHS
Counting	– use negative numbers in context, and calculate intervals across zero
Place Value	– read, write, order and compare numbers up to 10 000 000 and determine the value of each digit – round any whole number to a required degree of accuracy
Mental +/-	– perform mental calculations, including with mixed operations and large numbers
Number facts (x/÷)	– identify common factors, common multiples and prime numbers
Mental (x/÷)	– perform mental calculations, including with mixed operations and large numbers
Written (x/÷)	– multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication – divide numbers up to 4 digits by a two-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 – divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context
Problems (x/÷)	– use their knowledge of the order of operations to carry out calculations involving the four operations – solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why – solve problems involving addition, subtraction, multiplication and division – use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Comparing fractions	– use common factors to simplify fractions – use common multiples to express fractions in the same denomination – compare and order fractions, including fractions > 1
Fraction calculations	– add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions – multiply simple pairs of proper fractions, writing the answer in its simplest form – divide proper fractions by whole numbers
Decimals as fractional amounts	– associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction – identify the value of each digit in numbers given to three decimal places
Calculating with decimals	– multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places – multiply one-digit number with up to two decimal places by whole numbers – use written division methods in cases where the answer has up to two decimal places
Percentages	– solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
Fraction problems	– solve problems which require answers to be rounded to specified degrees of accuracy – recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2019-20

Ratio & Proportion	<ul style="list-style-type: none"> – solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts – solve problems involving similar shapes where the scale factor is known or can be found – solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra	<ul style="list-style-type: none"> – use simple formulae – generate and describe linear number sequences – express missing number problems algebraically – find pairs of numbers that satisfy an equation with two unknowns – enumerate possibilities of combinations of two variables.
Measures	<ul style="list-style-type: none"> – solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate – 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 to up to three decimal places – convert between miles and kilometres
Mensuration	<ul style="list-style-type: none"> – recognise that shapes with the same areas can have different perimeters and vice versa – recognise when it is possible to use formulae for area and volume of shapes – calculate the area of parallelograms and triangles – calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units.
Shape vocabulary	<ul style="list-style-type: none"> – illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Properties of 2-d shape	<ul style="list-style-type: none"> – draw 2-D shapes using given dimensions and angles – compare and classify geometric shapes based on their properties and sizes
Properties of 3-d shape	<ul style="list-style-type: none"> – recognise, describe and build simple 3-D shapes, including making nets – find unknown angles in any triangles, quadrilaterals, and regular polygons
Angles	<ul style="list-style-type: none"> – recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Position & Direction	<ul style="list-style-type: none"> – describe positions on the full coordinate grid (all four quadrants) – draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Interpreting data	<ul style="list-style-type: none"> – interpret and construct pie charts and line graphs calculate and interpret the mean as an average
Extract info from data	<ul style="list-style-type: none"> – use pie charts and line graphs to solve problems

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

Year 6	Modern Foreign Language
Speaking and Listening	<ul style="list-style-type: none"> – Follow short descriptions in order to find specific information. – Devise and perform a short sketch in role play situation. – Demonstrate creativity and imagination in using known language in new contexts. – Listen attentively and understand more complex phrases and sentences. – Understand longer and more complex phrases or sentences. – Use spoken language confidently to initiate and sustain conversations and to tell stories. – Prepare a short presentation on a familiar topic. – Be understood when speaking in a different language.
Reading	<ul style="list-style-type: none"> – Use knowledge of word order and sentence construction to support the understanding of written text. – Read and understand the main points and some detail from a short, written passage. – Read aloud with confidence.
Writing	<ul style="list-style-type: none"> – Write sentences using some description. – Apply a range of linguistic knowledge to create simple, written pieces that can be understood. – Use dictionaries to support writing.
Knowledge about languages	<ul style="list-style-type: none"> – Understand and use negatives. – Recognise patterns.
Knowledge about the culture of the countries	<ul style="list-style-type: none"> – Present information about an aspect of culture. – Compare and contrast countries where language is spoken with this country. – Investigate famous people / events from the chosen country to be studied. – Investigate cultural differences.

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2019-20

Year 6	MUSIC
Play and Perform	<ul style="list-style-type: none"> – Sing or play from memory with confidence. – Take turns to lead a group. – Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. – Play more complex instrumental parts. – Improvise using 5 notes of the pentatonic scale.
Create and compose	<ul style="list-style-type: none"> – Compose and perform melodies using five or more notes. – Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. – Create music reflecting given intentions and record using standard notation. – Use ICT to organise musical ideas (where appropriate). – (Combine all musical dimensions).
Respond and Review	<ul style="list-style-type: none"> – Know how the other dimensions of music are sprinkled through songs and pieces of music. – Use musical vocabulary confidently to describe music. – Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. – Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. – Refine and improve own/ others' work.
Listening and applying	<ul style="list-style-type: none"> – Use increased aural memory to recall sounds accurately. – Use knowledge of musical dimensions to know how to best combine them. – Know and use standard musical notation to perform and record own music (adding dotted quavers). – Use different venues and occasions to vary performances. – (Combining all musical dimensions). – Describe different purposes of music in history/ other cultures.

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2019-20

Year 6	PSHE
Living in the Wider World (PSHE)	<ul style="list-style-type: none"> – Learn about respect for self and others and the importance of responsible behaviour and actions – Learn about rights and responsibilities as members of families, others groups and ultimately as citizens – Learn about where money comes from, keeping it safe and the importance of managing it effectively.
Health and Wellbeing: (PSHE)	<ul style="list-style-type: none"> – How to maintain, physical, mental and emotional health and wellbeing. – How to respond in an emergency. – Ways of keeping physically and emotionally safe.
Relationships (PSHE)	<ul style="list-style-type: none"> – How to recognise risky or negative relationships including all forms of bullying and abuse. Stereotyping – How to recognise risky or negative relationships including all forms of bullying and abuse. Stereotyping – How to respond to risky or negative relationships and ask for help. – How to recognise and manage emotions within a range of relationships – How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
SRE	<ul style="list-style-type: none"> – Manage change, including puberty, transition and loss – Understand the way humans are conceived and grow. – Discuss changing body image – Keeping safe (including discussion of harmful practices such as FGM).

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

CURRICULUM PROGRESSION 2019-20

Year 6	PHYSICAL EDUCATION
Fundamental Movement Skills	<ul style="list-style-type: none"> – Understanding the difference between lateral, linear and multi-directional speed and being able to apply each in the correct scenario – Using segmental speed in isolation and combination to improve physical performance
Fundamental Sports Skills	<ul style="list-style-type: none"> – Compare their performances with previous ones and demonstrate improvement to achieve their personal best – Playing competitive games and learning sports with full cognition of the rules
Physical Literacy	<ul style="list-style-type: none"> – Take part in outdoor and adventurous activity challenges both individually and within a team – Evaluating and assessing own success in in sports – Understanding how to improve own performance in different physical activities and games – Understanding and taking responsibility for their own sporting outcomes, in order to bridge the gap between primary and secondary PE provision – Learning to perform sport specific skills under a variety of competitive conditions during lessons
Dance	<ul style="list-style-type: none"> – Perform dances using a range of more complex movement patterns
Swimming	<ul style="list-style-type: none"> – Swimming confidently, competently and proficiently over a distance of at least 25 metres – Ensure that children know a range of stroke, e.g. front crawl, backstroke or breaststroke – Confidently and competently perform self-rescue in different water-based situations – Treading water for 30 seconds – Perform three different shaped jumps into deep water – Pushing, gliding and swimming 10 metres backstroke, front crawl, breaststroke and butterfly – Demonstrating an action for getting help

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2019-20

Year 2	RELIGIOUS EDUCATION
We follow Croydon's Agreed Syllabus for Religious Education 2018 . Please read this for more detail.	

AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Buddhism Authority & Worship Vesak Harvest	Buddhism Writings & Lifestyle Christmas	Islam Lifestyle	Christianity & Judaism Passover and Holy week Easter	The Journey of Life	The Journey of Life

SUGGESTED RESOURCES		
Christianity	Judaism	Hinduism
<ul style="list-style-type: none"> • Various versions of the Bible e.g. Good news, Lion Storyteller Bible, Children's Bible • Cross/crucifix, various types • Wafers • Icons • Candles (votive, Baptismal, Paschal) • Palm Cross • Rosary • Church service sheet, Baptism/Confirmation service sheet • Pictures and/or statues of Jesus and Virgin Mary • Advent ring • Trading games • Hymn book • Various baptism, confirmation, Easter and Christmas cards 	<ul style="list-style-type: none"> • Mezuzah and a copy of the Shema • Hanukkiah and candles • Shabbat candlesticks and candles • Seder Plate • Matzos • Havdala candle • Memorial candle • Purim rattle • Miniature Torah Scroll and Yad • Tallit (prayer shawl) • Yamulka (cap) • Dreidle • Various cards ie Passover and Hannukah 	<ul style="list-style-type: none"> • Puja Tray • Arti lamp • Divas • Garlands • Murtis (e.g Rama & Sita, Shiva, Lakshmi, Ganesh, • Krishna, Vishnu) • Bhagavad Gita • Rakhi and Rakhi cards • Diwali/celebration cards • Russian doll • Three faced puppets
Islam	Buddhism	Sikhism
<ul style="list-style-type: none"> • Qur'an and cover and Qur'an Stand. • Prayer Mat • Compass • Prayer beads • Hijab (head covering) • Ihram • Hajj belt, visa permission form, prayer times sheet • Islamic patterns • Pictures of Mosques • Pictures of the Kabba • Halal soap, jelly, toothpaste • Water carrier • Eid cards 	<ul style="list-style-type: none"> • Statues of the Buddha with different mudras • Prayer wheel • Prayer beads • Prayer bell/ cymbals • Prayer shawl • Pictures of the four sights • Bodhi leaf 	The five Ks, the first three of which should be introduced with care and sensitivity; <ul style="list-style-type: none"> • Khanga, Kirpan, Kachs, Kara, Khanda • Turban length • Rumula (cloth for the Guru Granth Sahib) • Chauri • Pictures of Gurus, at least Guru Nanak and Guru Gobind Singh • Garlands • Pictures of Gurdwara and/or the Golden Temple • Nishan Sahib • Ik Onkar • Conch shell

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2019-20

Year 6	SCIENCE - SKILLS
Planning and predicting	<ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Investigating and observing	<ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Recording, analysing and evaluating.	<ul style="list-style-type: none"> Pupils should read, spell and pronounce scientific vocabulary correctly. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Identify scientific evidence that has been used to support or refute ideas or arguments Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

Year 6	SCIENCE - CONTENT
LIVING THINGS AND THEIR HABITATS	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics
<p><i>Non-statutory guidance</i></p> <p><i>Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</i></p> <p><i>Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</i></p>	
ANIMALS INCLUDING HUMANS	<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans

<p>Non-statutory guidance</p> <p><i>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</i></p> <p><i>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</i></p> <p><i>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i></p>	
<p>EVOLUTION AND INHERITANCE</p>	<ul style="list-style-type: none"> – recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago – recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents – identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
<p>Non-statutory guidance</p> <p><i>Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes’ necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</i></p> <p><i>Note: at this stage, pupils are not expected to understand how genes and chromosomes work.</i></p> <p><i>Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</i></p>	
<p>LIGHT</p>	<ul style="list-style-type: none"> – recognise that light appears to travel in straight lines – use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye – explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes – use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Non-statutory guidance

Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.

Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water, and coloured filters (they do not need to explain why these phenomena occur).

ELECTRICITY

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.\

Non-statutory guidance

Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.

Note: pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity.

Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.

CURRICULUM AIMS

Safety

Build safe, caring and compassionate relationships.

Be healthy.

Manage conflict.

Resilience

Respond confidently to the changes or uncertainties.

Develop self-motivation, determination and personal well-being.

Overcome adversity.

Broaden knowledge.

Improve confidence.

Community

Develop teamwork.

Respect each other.

Demonstrate integrity, and openness to innovation and new ideas.

Equality

Celebrate diversity.

Unite in a common purpose.

Ensure equality of opportunity is at the core of everything we do.

Respect each other.

Ensure that our diverse population is one of our greatest strengths.

Opportunity

Experience a wide range of opportunities.

Achieve to the highest standards.