



Marus Bridge Primary School

Curriculum Overview Year 6



| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|---|---|--|---|---|---|
| English (See MTP) | <p>Autobiography – Superhero (1 week)</p> <p>Biography – A Famous Briton (2 weeks) typed</p> <p>1st person narrative – A Day in the Life of a Red Blood Cell (2 weeks)</p> <p>Poetry – Creepy poem / repetition (1 week)</p> | <p>Book Unit: War Horse (novel)</p> <p>Character Description (1 week)</p> <p>Setting Description (1 week)</p> <p>Letter from the Trenches (2 weeks)</p> <p>Poetry – Battlefield / acrostic (1 week)</p> <p>Diary entry – Christmas / Excitable Edgar (1 week)</p> | <p>Book Unit: East o’ the Sun (picture book) Guided Reading</p> <p>Narrative with a cliff-hanger - Shipwreck! (2 weeks)</p> <p>Persuasive piece – Plastic in the ocean (2 weeks)</p> <p>Explanation text – How We See (1 week)</p> | <p>Discussion/ Balanced argument – Should homework in primary schools be banned? (2 weeks)</p> <p>Formal letter of complaint (2 weeks) typed</p> <p>Poetry unit – Wonderland: Alice in Poetry – Odes (formal) & nonsense poetry (2 weeks)</p> | <p>Narrative - Alma (2 weeks)</p> <p>Macbeth: Play Scripts - Settings & atmosphere / Dialogue to advance action (2 weeks)</p> | <p>Book Unit: Streetchild (novel)</p> <p>Victorian Workhouses / Children’s Rights – information text (2 weeks)</p> <p>Letter to Jim – advice on whether to run away (1 week)</p> <p>Diary Entry as Jim (1 week)</p> <p>Text Comparison: Streetchild / Oliver Twist / Way Home (2 weeks)</p> |
| Maths (See MTP) | <p>Number Place Value</p> <p>Addition and Subtraction</p> | <p>Multiplication and Division</p> <p>Fractions</p> | <p>Decimals, Percentages</p> <p>Measurement</p> | <p>Algebra</p> <p>Ratio</p> <p>Geometry</p> <p>Statistics</p> | <p>Shape</p> <p>Position and direction</p> | <p>Maths Extensions</p> |
| Science | <p><i>Animals – Exercise, health and the Circulatory System</i></p> <p>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term). I can describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p><i>Living Things and Their Habitats – Classification</i></p> <p>I can 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. I can give reasons for classifying plants and animals based on specific characteristics. I know living things can be grouped into; - Micro-organisms, plants and animals;</p> | <p><i>Light</i></p> <p>I can recognise that light appears to travel in straight lines. I can 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. I can explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our</p> | | <p><i>Electricity</i></p> <p>I can associate and explain the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness</p> | <p><i>Living Things and Their Habitats – Evolution and Inheritance</i></p> <p>I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> |



Marus Bridge Primary School

Curriculum Overview Year 6



| | | | | | | |
|--|---|---|---|--|--|---|
| | <p>I can devise an exercise programme for my class that demonstrates my knowledge of all the above.</p> <p>I can design and produce a poster to promote all aspects of healthy living and a healthy lifestyle for children in our school.</p> | <ul style="list-style-type: none"> - Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals; - Invertebrates can be grouped as snails and slugs, worms, spiders and insects; - Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses). | <p>eyes (and represent this in simple diagrammatic form).</p> <p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>I can observe/explore where to place rear-view mirrors on cars.</p> <p>I can design and make [Create / Invent / Design] a periscope and using the idea that light appears to travel in straight lines to explain how it works.</p> <p>I can Investigate the relationship [looking for patterns] between light sources, objects and shadows by using shadow puppets. – I can create a shadow puppet show for reception children.</p> <p>I can explore and observe light by looking at 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).</p> | | <p>of buzzers and the on/off position of switches.</p> <p>I can use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram.</p> <p>I can use/interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'.</p> <p>I can systematically identify [test] the effect of changing one [thing] component at a time in a circuit.</p> <p>I can design and make [Create / Invent / Design] a set of traffic lights, a burglar alarm or some other useful circuit.</p> | <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Pupils might work scientifically by: Observing and raising questions about local animals and how they are adapted to the environment.</p> <p>Comparing how some living things adapt to survive in extreme conditions, e.g. cactuses, penguins and camels.</p> <p>Analysing the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p> <p>I can research and present ideas on how living things on earth have changed over time. For example -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.</p> <p>I can research and present a biography on</p> |
|--|---|---|---|--|--|---|



Marus Bridge Primary School

Curriculum Overview Year 6



| | | | | | | |
|---------|--|---|--|--|--|--|
| | | | | | | palaeontologists such as Mary Anning or a report on how Charles Darwin and Alfred Wallace developed their ideas on evolution. |
| History | <p style="text-align: center;"><i>Maya</i></p> <p>I can identify and explain differences, similarities and changes between different periods in history. I can describe the social, ethnic, cultural or religious diversity of the past society. 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 in history, explaining the order of events and what happened. I can describe the features of historical events and way of life from periods I have studied; presenting to an audience. I can use appropriate historical vocabulary to communicate including: dates, time, period, era, change, chronology, continuity, century, decade, legacy and significance. I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. I can use original ways to present information and ideas.</p> | <p style="text-align: center;"><i>Great Britain's Wars</i></p> <p>I can identify and explain differences, similarities and changes between different periods in history. I can describe a key event from the past using evidence from different sources. I can research two versions of an event and explain how it can differ. I can describe the social, ethnic, cultural or religious diversity of the past society. I can summarise how Britain has had a major influence on the world. I can summarise how Britain may have learned from other countries and civilisations. 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 in history, explaining the order of events and what happened. I can identify and explain propaganda. I can describe the features of historical events and way of life from periods I have studied; presenting to an audience. I can use appropriate historical vocabulary to communicate including: dates, time, period, era, change,</p> | | | | <p style="text-align: center;"><i>The Victorians</i></p> <p>I can identify and explain differences, similarities and changes between different periods in history. I can describe a key event from the past using evidence from different sources. I can describe the social, ethnic, cultural or religious diversity of the past society. I can place features of historical events and people from the past societies and periods in a chronological framework. I can describe the features of historical events and way of life from periods I have studied; presenting to an audience. I can use appropriate historical vocabulary to communicate including: dates, time, period, era, change, chronology, continuity, century, decade, legacy and significance. I can use original ways to present information and ideas.</p> |



Marus Bridge Primary School

Curriculum Overview Year 6



| | | | | | | |
|-------------------|--|---|--|--|---|--|
| | | <p>chronology, continuity, century, decade, legacy and significance.</p> <p>I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>I can use original ways to present information and ideas.</p> | | | | |
| Geography | | | <p><i>Exploring Scandinavia</i></p> <p>I can locate the Northern and Southern Hemisphere as well as the Arctic and Antarctic circles.</p> <p>I can describe how some places are similar and dissimilar in relation to our human and physical features.</p> <p>I can answer questions by using a map.</p> <p>I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>I can understand the importance of economic activity in relation to trade.</p> | <p><i>South America</i></p> <p>I can locate the Northern and Southern Hemisphere as well as the Arctic and Antarctic circles.</p> <p>I can describe how some places are similar and dissimilar in relation to our human and physical features.</p> <p>I can answer questions by using a map.</p> <p>I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>I can understand the importance of economic activity in relation to trade.</p> | <p><i>Our Local Area</i></p> <p>I can explain the difference between the British Isles, Great Britain and the United Kingdom naming surrounding islands.</p> <p>I can answer questions by using a map.</p> <p>I can describe how some places are similar and dissimilar in relation to our human and physical features.</p> <p>I can use the eight points of a compass.</p> <p>I can use ordnance survey symbols alongside four and six figure grid references.</p> | |
| Design Technology | | | <p><i>Electronics – Fairground</i></p> <p>I can follow and refine my plans</p> <p>I can justify my plans in a convincing way.</p> <p>I can show that I test and evaluate products against clear criteria.</p> | | <p><i>Structures – Building Bridges – Hawkley</i></p> <p>I can follow and refine my plans</p> | |



Marus Bridge Primary School

Curriculum Overview Year 6



| | | | | | |
|----------------|----------------|-------------------------------------|---|--|--|
| | | | <p>I can ensure products have a high quality finish.</p> <p>I can create innovative designs that improve upon existing products.</p> <p>I can evaluate the design of products and suggest improvements to the user experience.</p> <p>I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross sectional and exploded diagrams.</p> <p>I can use the appropriate vocabulary related to control systems.</p> <p>I can use electrical systems in my product.</p> | <p>I can justify my plans in a convincing way.</p> <p>I can show that I test and evaluate products against clear criteria.</p> <p>I can ensure products have a high quality finish.</p> <p>I can create innovative designs that improve upon existing products.</p> <p>I can evaluate the design of products and suggest improvements to the user experience.</p> <p>I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross sectional and exploded diagrams.</p> <p>I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</p> | |
| Art and Design | <i>Drawing</i> | <i>Monet and the Impressionists</i> | <p>I can accurately copy a detailed drawing, taking into account line, shape, shade, texture and form and making informed choices about the pencil grade/type of pencil (lead, charcoal, pastel).</p> <p>I can accurately draw a still life scene from observation, taking into account the size of my drawing, the thickness of the</p> | | <i>City Scapes</i> |
| | | | | | <p>I can accurately copy a detailed drawing, taking into account line, shape, shade, texture and form and making informed choices about the pencil grade/type of pencil (lead, charcoal, pastel).</p> <p>I can accurately draw a still life scene from</p> |



Marus Bridge Primary School

Curriculum Overview Year 6



| | | | | | | |
|--|--|---|--|--|--|--|
| | | <p>lines, shape, form and texture, and using a selection of pencil, charcoal/pastel to draw and colour it.</p> <p>When using my sketch book, I can take influence from a range of sources (magazines, books, online) and present ideas in a creative fashion that reflects my own developing artistic style.</p> <p>I use my knowledge of a wide range of artistic tools to choose the appropriate ones with which to create artwork.</p> <p>I can explain why I have chosen specific tools and techniques to create my art.</p> <p>I can give and take feedback about my art and the artwork of others.</p> <p>I can use feedback to make amendments and improve my art.</p> <p>I can use my extensive knowledge of colour mixing to create a colour palette based upon colours in the natural or man-made world.</p> <p>I can use a variety of techniques to add interest and effects, such as reflections, shadows and direction of sunlight.</p> <p>I can explain the style of my work and how it's been influenced by a famous artist.</p> | | | | <p>observation, taking into account the size of my drawing, the thickness of the lines, shape, form and texture, and using a selection of pencil, charcoal/pastel to draw and colour it.</p> <p>When using my sketch book, I can take influence from a range of sources (magazines, books, online) and present ideas in a creative fashion that reflects my own developing artistic style.</p> <p>I use my knowledge of a wide range of artistic tools to choose the appropriate ones with which to create artwork.</p> <p>I can explain why I have chosen specific tools and techniques to create my art.</p> <p>I can give and take feedback about my art and the artwork of others.</p> <p>I can use feedback to make amendments and improve my art.</p> <p>I can use my extensive knowledge of colour mixing to create a colour palette based upon colours in the natural or man-made world.</p> <p>I can use a variety of techniques to add interest and effects, such as reflections, shadows and direction of sunlight.</p> |
|--|--|---|--|--|--|--|



Marus Bridge Primary School

Curriculum Overview Year 6



| | | | | | | |
|-----------|--|---|--|---|---|---|
| Computing | <i>ISafe</i> | <i>iProgram (1)</i> | <i>iNetwork</i> | <i>iProgram (2)</i> | <i>iApp</i> | <i>iData</i> |
| | <p>I can recognise the importance of never sharing passwords, except with parents or guardians</p> <p>I know how to create passwords that are hard to guess, yet easy to remember</p> <p>I can customize privacy settings for the online services they use</p> <p>I can learn specific ways to respond to bullying when you see it</p> <p>I know how to behave if you experience harassment</p> <p>I can make good decisions when choosing how and what to communicate and whether to communicate at all</p> <p>I am aware of online tools for reporting abuse</p> | <p>I can program a computer game by sequencing conditional statements</p> <p>I can use variables in programs</p> <p>I can use procedures in programs</p> <p>I understand that the behaviour of a computer program should be planned</p> <p>I understand that programs are developed according to a plan</p> <p>I can develop strategies for testing and debugging computer programs</p> | <p>I understand that a computer network is a group of computers that are connected</p> <p>I know that computer networks allow users to communicate and share</p> <p>I understand that the internet is many networks that are connected to each other</p> <p>I know that a router sends/receives information as packets of data</p> <p>I know that internet search engines maintain, and rank, a list (or index) of other websites available on the World Wide Web know that web pages are written in HTML</p> <p>I can recognise and use basic HTML syntax</p> | <p>I can program a computer game by sequencing conditional statements</p> <p>I can use variables in programs</p> <p>I can use procedures in programs</p> <p>I understand that the behaviour of a computer program should be planned</p> <p>I understand that programs are developed according to a plan</p> <p>I can develop strategies for testing and debugging computer programs</p> | <p>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</p> <p>I can solve problems by decomposing them into smaller parts</p> <p>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>I can understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for</p> | <p>I can explain the style of my work and how it's been influenced by a famous artist.</p> <p>I can overprint to create different patterns.</p> <p>I can use a range of e-resources to create art.</p> <p>I understand that spreadsheets can be used to store numerical data and to make calculations</p> <p>I enter a formula to calculate totals</p> <p>I understand that graphs and charts can be created and easily be changed from spreadsheet data</p> <p>I understand the SUM function can be used to create formulas that will perform addition calculations</p> <p>I use a spreadsheet to model a costing exercise</p> |



Marus Bridge Primary School

Curriculum Overview Year 6

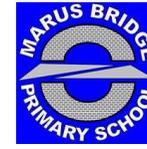


| | | | | | | |
|-------|---------------------|--|-----------------------------|---|---|---|
| | | | | | <p>communication and collaboration I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> | |
| Music | | <p style="text-align: center;"><i>Classroom Jazz 2 – link to composer Benjamin Britten</i></p> <p>I can explore and appraise the work of a contemporary composer and explain how they differ from, classical and romantic composers. I can use musical vocabulary appropriately: (<u>tempo, structure, dynamics/volume, pitch, timbre, rounds</u>)</p> | | <p style="text-align: center;"><i>Happy</i></p> <p>I can sing in two parts confidently and accurately. I can sing following notes on a staff to help with pitch. I can perform from memory after internalising notations. I can use musical vocabulary appropriately: (<u>tempo, structure, dynamics/volume, pitch, timbre, rounds</u>)</p> | | <p style="text-align: center;"><i>Reflect, Rewind and Replay</i></p> <p>I can sing in two parts confidently and accurately. I can sing following notes on a staff to help with pitch. I can perform from memory after internalising notations. I can evaluate how the venue, occasion and purpose affect the way a piece of music is interpreted/ timbre. I can use musical vocabulary appropriately: (<u>tempo, structure, dynamics/volume, pitch, timbre, rounds</u>)</p> |
| RE | <i>Belief (1-5)</i> | | <i>Race & Diversity</i> | | <i>Hinduism</i> | |
| | | | | | Lessons 1,2,4,6,&10 | |



Marus Bridge Primary School

Curriculum Overview Year 6

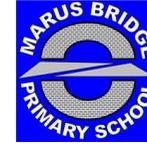


| | | | | | | |
|---------------------------|---|--|--|--|---|--|
| | <p>I know what it means to have a belief and talk about different ones.</p> <p>I can understand a different culture and way of life.</p> | | <p>Link with Black History Month/ MLK birthday. (1-6)</p> <p>I know and can explain about race and diversity in the world and what it means.</p> | | <p>I know and can talk about the religion of Hinduism.</p> <p>I know and can explain about race and diversity in the world and what it means.</p> | |
| PE Sports Provider | <i>Gymnastics</i> | <i>Dance</i> | <i>Skills for Competitive Games</i> | <i>Outdoor Competitive Games</i> | <i>Outdoor Competitive Games</i> | |
| | <p>I can demonstrate precision, control and fluency sustaining movements over a longer period of time.</p> <p>I can use changes in, and combinations of direction, level and speed with increasingly complex sequences.</p> <p>I can begin to improvise based on previous skills.</p> <p>I can plan, perform and repeat sequences including changes in speed and level.</p> | <p>I can demonstrate precision, control and fluency sustaining movements over a longer period of time.</p> <p>I can convey expression and emotion in performance.</p> <p>I can use changes in, and combinations of direction, level and speed with increasingly complex sequences.</p> <p>I can begin to improvise based on previous skills.</p> <p>I can plan, perform and repeat sequences including changes in speed and level.</p> | <p>I understand how heart rate and breathing slows after exercise, monitoring my own.</p> <p>I can work within a team showing teamwork skills.</p> <p>I can work within a team showing teamwork skills.</p> <p>I can combine, vary and choose appropriate strategies and tactics.</p> <p>I can choose the most appropriate skills, tactics and actions to cause problems for another team.</p> | <p>I can work within a team showing teamwork skills.</p> <p>I can work within a team showing teamwork skills.</p> <p>I can combine, vary and choose appropriate strategies and tactics.</p> <p>I can choose the most appropriate skills, tactics and actions to cause problems for another team.</p> | <p>I can work within a team showing teamwork skills.</p> <p>I can work within a team showing teamwork skills.</p> <p>I can combine, vary and choose appropriate strategies and tactics.</p> <p>I can choose the most appropriate skills, tactics and actions to cause problems for another team.</p> | |
| PE Class Teacher | <i>Dance/Athletics/Yoga</i> | <i>Tag Rugby</i> | <i>Hockey</i> | <i>Striking and Fielding (Rounders)</i> | <i>Athletics</i> | |
| | <p style="color: red;">Teachers to plan appropriate PE lessons which allow pupils to socially distance. Any topic can be chosen as long as social distancing can be maintained. The above topics are recommended. Please see the PE risk assessment for more information.</p> | <p>I can combine, vary and choose appropriate strategies and tactics.</p> <p>I can choose the most appropriate skills, tactics and actions to cause problems for another team.</p> <p>I can keep and gain possession.</p> | <p>I can combine, vary and choose appropriate strategies and tactics.</p> <p>I can choose the most appropriate skills, tactics and actions to cause problems for another team.</p> <p>I can keep and gain possession.</p> | <p>I can throw with accuracy and power.</p> <p>I can combine, vary and choose appropriate strategies and tactics.</p> <p>I can work within a team showing teamwork skills.</p> | <p>I can use a range of criteria to judge my own and others work.</p> <p>I understand how heart rate and breathing slows after exercise, monitoring my own.</p> <p>I know and use the relationship between power and stamina.</p> <p>I can show desire to improve and increase on past performance.</p> | |



Marus Bridge Primary School

Curriculum Overview Year 6



| PSHE & C | <i>It's our World</i> | <i>Say No</i> | <i>Money Matters</i> | <i>Who likes Chocolate?</i> | <i>People around us</i> | <i>Health & SRE: Growing Up</i> |
|----------|---|--|--|---|---|---|
| | <p>1. Devising a class charter 2. Understanding democracy 3. Environmental awareness and responsibility 4. Climate change (1) 5. Climate change (2) 6. Sustainability issues I understand why we need rules and laws and understand how democracy works.</p> <p>I know that we have a responsibility to look after our environment.</p> <p>I know how climate change is impacting on our lives and can relate this to others.</p> <p>I understand that the environment is a collective and political responsibility as well as an individual one.</p> <p>I can recognise that pressure comes from a variety of sources.</p> <p>I am aware of the diversity of viewpoints and can describe some of the influences that shape these.</p> <p>I can begin to compare democracy and justice in the UK and different parts of the world. I can explain that different rights need to be protected, supported and balanced drawing on examples from local and global contacts.</p> | <p>1. Drugs Ed: risk taking and dealing with pressure 2. Drugs Ed: legal and illegal drugs 3. Drugs Ed: say no to smoking 4. Drugs Ed: attitudes to alcohol 5. Keeping safe in my local area: say no to knives 6. Anti-bullying I understand that there are laws around drugs, alcohol and tobacco and know the difference between legal and illegal drugs.</p> <p>I know how to keep safe in my local area (knife crime)</p> <p>I can tell you how someone who's bullied feels and explain the viewpoint of a victim.</p> | <p>1. Earning money 2. Value for money 3. Lending and borrowing money 4. Achieving goals 5. Deductions and expenses 6. Poverty I know that people earn and spend money in different ways.</p> <p>I can make informed choices and compare prices to get 'value for money.'</p> <p>I understand that 'poverty' might have different meanings to different people in different circumstances.</p> | <p>1. Rich and poor nations 2. Trade across the world 3. Global footprints 4. Food shortages and hunger 5. Fairness and responsibility 6. Reporting the news</p> <p>I can identify rich and poor nations around the world.</p> <p>I understand that trade relies on profit and that profit is not always equally shared. I can tell the difference between fact and opinion.</p> | <p>1. National, religious and ethnic identities in the UK 2. Different types of relationships 3. Stereotyping and judgement 4. Put-downs and conflict 5. Ending friendships 6. Forgiveness</p> <p>I can explain how the range of identities in the United Kingdom combine to bring a richness to society.</p> <p>I am aware there are different types of relationships and know what makes a healthy relationship.</p> <p>I can recognise and try to challenge stereotypes.</p> <p>I can describe changing identities and communities in the UK, explaining some of the political, social economic interdependencies with the wider world.</p> | <p>1. SRE: puberty and reproduction 2. SRE: relationships and reproduction 3. SRE: conception and pregnancy 4. SRE: being a parent 5. Common responses to change 6. Transition and moving on</p> <p>Describe how and why the body changes during puberty in preparation for reproduction.</p> <p>I can complete SRE lessons including conception and pregnancy (five sessions).</p> <p>I can decide on appropriate questions/research strategies to investigate issues affecting society.</p> <p>I can interpret different sources of information and assess these for validity.</p> |



Marus Bridge Primary School

Curriculum Overview Year 6



| | | | | | | |
|--------------------------------|---|----------------|---|-----------------|--|--------------------------------|
| Spanish | <i>Jungle/Woodland/Dessert/Sea animals & their habitats</i> I can practise the adjectival endings rule for adjectives ending in a vowel or consonant I can describe the animals using adjectives I can make sentences e.g the lion is ferocious and lives in the dessert I can tell the time – O'clock only | | <i>Describing the weather & temperature</i> I can describe the four seasons I can describe clothes with revision of adjectival endings I can say what we wear when the weather is ...? I can understand numbers 1-100 I can understand telephone numbers | | <i>Ingredients for a sandwich</i> I can describe what I can find in my lunch box I can form plurals in Spanish I can say 'I eat' and 'I ate' – Introducing preterite tense I can say 'I like, but I prefer ...' I can write instructions in a recipe I can learn about a Spanish festival – La Tomatina, Valencia, Spain | |
| Educational visits or visitors | London – Harry Potter World (from Y5) | | | Virtual Reality | | Tatton Park June |
| Parents Afternoon / workshops | | Christmas Quiz | | | | Sports Day Leavers assembly |