

# SPPS Curriculum Objectives Y6 Statutory Requirement Objectives



See the documents [SPPS Maths Overview](#) and [SPPS English Overview 2014](#) for these core objectives

Statutory objectives

[SPPS objectives or suggested topics / activities](#)

Science					
Working Scientifically <u>Topics:</u>	Living things and their habitats	Animals, inc Humans	Evolution & Inheritance	Light	Electricity
<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p><b>Build on these skills from Year 5:</b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul> <p><b>Main skills to focus on in Year 6:</b></p> <ul style="list-style-type: none"> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>

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NON CORE SUBJECTS: PART 1 OF 3			
Geography	History	Art & Design	Design & Technology
<p><b>Pupils should be taught to:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b>Inventions through time</b></p> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300..</li> </ul> <p><b>Benin</b></p>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Media to cover:</b> sketching pencils, range of paint (water, poster extending to oil), fabric dye/paint clay</p> <p><b>Artist focus:</b> Wider focus linked to the Benin art movement (1440-1897)</p>	<p><b>When designing and making, pupils should be taught to:</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> <p>apply their understanding of computing to program, monitor and control their products.</p>

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<p><u>Global Citizenship Aims</u> Pupils should:</p> <ul style="list-style-type: none"> <li>understand the relationship between people and the environment</li> <li>find and select evidence</li> <li>recognise and challenge unfairness</li> <li>begin to present a reasoned case</li> <li>have an awareness of finite resources</li> </ul> <p><u>Suggested Curriculum links and resources (geography folder)</u></p> <ul style="list-style-type: none"> <li><u>Global Food System</u> – find out about land rights issues and fairness within in the global food system.</li> <li><u>Grow island challenge</u> - Oxfam</li> </ul>			<p><u>Topic: Inventions through time</u> <b>Focus – The use of wheels through history; design and make a moving vehicle</b></p> <ul style="list-style-type: none"> <li>-Design, make and evaluate</li> <li>-Technical knowledge</li> <li>-Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>-Gears focus</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><u>Topic: Africa (Science links irreversible change in materials)</u> <b>Focus – bread making –looking at flat and risen bread. Part bread plays in diet.</b></p> <ul style="list-style-type: none"> <li>-Design, make and evaluate</li> <li>-Technical knowledge</li> <li>-Prepare and cook a variety of predominantly savoury dishes --Using a range of cooking techniques</li> <li>-Understand and apply the principles of a healthy and varied diet- flour types , wholemeal ,mixed grains</li> </ul>

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NON CORE SUBJECTS: PART 2 OF 3			
Computing	R.E	PHSE (Following SPPS Program)	Physical Education
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><b>List of topics- STAND ALONE UNITS THAT RUN IN SEQUENCE THROUGH THE YEAR</b></p> <ul style="list-style-type: none"> <li><b>We are app planners-</b> planning the creation of a mobile app</li> <li><b>We are project managers-</b> developing project management skills for app development</li> <li><b>We are market researchers-</b> researching the app market</li> <li><b>We are interface designers-</b> designing an interface for an app.</li> <li><b>We are app developers-</b> Developing a simple mobile phone app</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><a href="#">Southwark Syllabus:</a></p> <p>Christianity Unit 7 – Who was Jesus</p> <p>Christianity Unit 9 – Faith in action</p> <p>Buddhism Unit 4 – Buddhist teaching</p> <p>Buddhism Unit 5 – The Sangha</p> <p>Hinduism Unit 5 – Identity and belonging</p> <p>Judaism Unit 3 – Jewish Life</p> <p><i>(See units for full objectives)</i></p>	<p><b>Pupils should be taught:</b></p> <p><b>Autumn 1: Difference &amp; diversity; creating class rules to match school vision and values.</b></p> <p><b>PATHS</b></p> <ol style="list-style-type: none"> <li>Getting back into PATHS (including: Learning a way to calm down; making good decisions ...)</li> <li>Study &amp; Organisational Skills</li> <li>Conflict Resolution</li> <li>Number the Stars / Respect - differences throughout the world</li> <li>Endings &amp; Transitioning</li> </ol> <p><b>Sex and Relationships Education: (Autumn 2)</b>  <b>Puberty, Relationships &amp; Reproduction</b></p> <ol style="list-style-type: none"> <li>Puberty &amp; Reproduction</li> <li>Understanding Relationships</li> <li>Conception &amp; Pregnancy</li> <li>Communication in Relationships</li> </ol> <p><b>Drug &amp; Alcohol Education: Preventing Early Use</b></p> <ol style="list-style-type: none"> <li>Cannabis</li> <li>VSA &amp; Getting Help</li> </ol>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>2 hours per week.</b>  <b>1 hour to be to be REAL PE</b>  <b>1 hour to be a sport/ discipline linked to competition timetable.</b></p> <p><b>REAL PE SCHEME OF WORK</b>  Unit 1-Personal skills: weeks 1-6.  Unit 2- Social skills: Weeks 7-12.  Unit 3- Cognitive Skills: Weeks 13-18  Unit 4- Creative Skills: Weeks 19-24  Unit 5- Physical Skills: Weeks 25-30  Unit 6- Health and Fitness: Weeks 31-36</p> <p><i>(These units do not need to be taught in this order, it is best to start with Personal and then move on. If you feel the children need lots of work on Social or Creative skills then work through the lessons in all the units but keep the focus on the skill which you choose.)</i></p> <p><b><u>SPORT/DISCIPLINE UNITS/SCHEMES OF WORK.</u></b></p>

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<ul style="list-style-type: none"> <li><b>We are marketeers</b>- creating a video and web copy for a mobile phone app.</li> </ul>		3. Help, Advice & Support	<p><i>(These should be taught in line with the competition calendar which will be issued at the start of each school year.)</i></p> <p><b>Dance-1, 2, 3. Follow SOW- in the year 6 folder along with this document. 18 lessons total.</b></p> <p><b>Gymnastics-1, 2, 3. Follow SOW- in the year 6 folder along with this document. 18 lessons total.</b></p> <p><b>Games-1, 2, 3. Follow SOW- in the year 6 folder along with this document. 18 lessons total.</b></p>

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NON CORE SUBJECTS: PART 3 OF 3	
Music	MFL
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>▪ develop an understanding of the history of music.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ present ideas and information orally to a range of audiences*</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally* and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p><a href="#">Niveau Bleu Scheme</a></p> <p>Year 6: Modules 1-6 (For session 2014/15 Y3-6 to use modules for Y3 to ensure initial coverage, in result of changes to the curriculum)</p> <p><a href="#">Rigolo Scheme of Work</a></p> <p>These units could be supplemented with selected Rigilo Units (See 14 15 SPPS MFL Appendix, Fronter, Curriculum Entrance Hall, Modern Foreign Languages, Resources)</p>