



## St Mary's

Catholic Primary School and Nursery

### Classroom Monitor Objective Overview

#### Year 6 – Spring 1

Living Things & habitats, Animals, including humans and WW2

#### **Curriculum Day: Science**

<b>English - Reading Word Reading</b>	<ul style="list-style-type: none"> <li>• Read aloud and understand the meaning of new words they meet.</li> </ul>
<b>English - Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• Make comparisons within and across books</li> <li>• Discuss books; explain their understanding and justify their views</li> <li>• Recommend books that they have read; giving reasons</li> <li>• Read poems aloud and perform; communicating clear meaning to an audience</li> </ul>
<b>English- Spoken language</b>	<p>At a level appropriate to Year 6:</p> <ul style="list-style-type: none"> <li>• articulate and justify answers, arguments and opinions.</li> <li>• At a level appropriate to Y6: consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• At a level appropriate to Y6: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul>
<b>English - Handwriting</b>	<ul style="list-style-type: none"> <li>• Ensure appropriate handwriting.</li> </ul>
<b>English - Writing Spelling</b>	<ul style="list-style-type: none"> <li>• Use further suffixes.</li> <li>• Use arrange of strategies to spell accurately.</li> </ul>
<b>English - Writing Composition</b>	<ul style="list-style-type: none"> <li>• Select appropriate form for precise audience and purpose</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> <li>• Use further organisational and presentational devices</li> <li>• Perform their own compositions; engaging the audience</li> </ul>
<b>English - Writing VGP</b>	<ul style="list-style-type: none"> <li>• Use the perfect form of verbs</li> <li>• <i>Use relative clauses</i></li> <li>• <i>Use devices to build cohesion</i></li> <li>• <i>Understand and use grammatical terminology accurately and appropriately</i></li> </ul>
<b>Mathematics Decimals</b>	<ul style="list-style-type: none"> <li>• Calculate decimal equivalents for simple fractions</li> <li>• Understand and use decimal place value to 3dp</li> <li>• Multiply 1-digit numbers with up to 2 decimal places by whole numbers</li> <li>• Use written division where the answer has up to 2dp, rounding as appropriate</li> </ul>
<b>Mathematics Percentages</b>	<ul style="list-style-type: none"> <li>• Recall and use equivalences between fractions, decimals and percentages</li> </ul>
<b>Mathematics Algebra</b>	<ul style="list-style-type: none"> <li>• Use simple formulae</li> <li>• Generate and describe linear number sequences</li> <li>• Express missing number problems algebraically</li> <li>• Find pairs of numbers that satisfy an equation with 2 unknowns</li> <li>• Enumerate possibilities of combinations of 2 variables</li> </ul>
<b>Science Light</b>	<ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines</li> <li>• Explain that, to see, light travels from light sources, reflects from objects then to our eyes</li> <li>• Explain why shadows have the same shape as the objects that cast them</li> </ul>



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<b><u>Working scientifically</u></b>	<ul style="list-style-type: none"><li>• Report and present findings from enquiries</li><li>• Plan scientific enquiries to answer questions, controlling variables where necessary</li></ul>
<b><u>History</u></b> <b><u>WW2</u></b>	<ul style="list-style-type: none"><li>• Discuss the impact of significant historical events, people and places in their own locality (WW2)</li><li>• Make links between events and changes; giving reasons for them and explaining the result (WW2)</li></ul>
<b><u>Geography</u></b>	<ul style="list-style-type: none"><li>• Make a scale drawing using scales based around powers of 10.</li><li>• Locate places on the OS map using 6 figure grid reference (WW2)</li></ul>
<b><u>Design and Technology</u></b>	<ul style="list-style-type: none"><li>• Use a computer design program to communicate ideas (WW2 Lego)</li><li>• Explore impact of well-known designers and inventors' products.</li></ul>
<b><u>Art &amp; Design</u></b>	<ul style="list-style-type: none"><li>• Explore impact of well-known artists and architect's work on the society at the time (WW2)</li></ul>
<b><u>Music</u></b>	<ul style="list-style-type: none"><li>• Explain how the music of the past reflected the society of the time (WW2)</li><li>• Take part in a three-part harmonies and descant (WW2)</li><li>• Lead a group in a performance (WW2)</li><li>• Perform own compositions from memory (WW2)</li></ul>
<b><u>Computing</u></b> <b><u>Unit 6.2</u></b> <b><u>Online Safety</u></b>	<ul style="list-style-type: none"><li>• Understand the importance of using technology safely, respectfully and responsibly</li><li>• Identify a range of ways to report concerns about content and contact</li></ul>
<b><u>PE</u></b> Outdoor: <b>Tag Rugby</b>  Indoor: <b>Seated Volleyball</b>	<ul style="list-style-type: none"><li>• Choose the most appropriate throw to use within a game.</li><li>• Call out for a catch in a game showing they know they are in the best place.</li><li>• In a game, select the most appropriate person to pass to and the style of pass to use</li><li>• Help other members of team to find space within a team game.</li><li>• Use a range of attacking and defending skills when playing a team game.</li></ul>



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### Classroom Monitor Objective Overview

#### Year 6 – Spring 2

Living Things & habitats, Animals, including humans and WW2

**Curriculum Day: Science**

<b><u>English - Reading</u> Word Reading</b>	<ul style="list-style-type: none"> <li>• Read aloud and understand the meaning of new words they meet.</li> </ul>
<b><u>English - Reading</u> Comprehension</b>	<ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of texts for a range of purposes</li> <li>• Draw inferences and justify with evidence</li> <li>• Identify how language, structure and presentation contribute to meaning</li> </ul>
<b><u>English-</u> Spoken language</b>	<p>At a level appropriate to Year 6:</p> <ul style="list-style-type: none"> <li>• gain, maintain and monitor the interest of the listener(s).</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> </ul>
<b><u>English -</u> Handwriting</b>	<ul style="list-style-type: none"> <li>• Ensure appropriate handwriting.</li> </ul>
<b><u>English - Writing</u> Spelling</b>	<ul style="list-style-type: none"> <li>• Use further suffixes.</li> <li>• Spell some words with 'silent' letters</li> <li>• Use arrange of strategies to spell accurately.</li> </ul>
<b><u>English - Writing</u> Composition</b>	<ul style="list-style-type: none"> <li>• Ensure effectiveness of writing in terms of impact and suitability for audience and purpose</li> <li>• Increase effectiveness of narrative writing</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> </ul>
<b><u>English - Writing</u> VGP</b>	<ul style="list-style-type: none"> <li>• Use formal vocabulary and structures, including subjunctive forms</li> <li>• Use verb prefixes</li> <li>• Understand and use grammatical terminology accurately and appropriately</li> </ul>
<b><u>Mathematics</u> Decimals &amp; Percentages</b>	<ul style="list-style-type: none"> <li>• Recall and use equivalences between fractions, decimals and percentages</li> <li>• Calculate decimal equivalents for simple fractions</li> </ul>
<b><u>Mathematics</u> Measurement</b>	<ul style="list-style-type: none"> <li>• Use, read and write standard units with up to 3 decimal places</li> <li>• Convert between miles and kilometres</li> <li>• Understand area and calculate it using formulae</li> <li>• Calculate, estimate and compare volume of cubes and cuboids</li> </ul>
<b><u>Science</u> Electricity</b>	<ul style="list-style-type: none"> <li>• Understand effect of changing number and voltage of cells used in a circuit</li> <li>• Compare and give reasons for variations in how components of a circuit function</li> <li>• Use recognised symbols when representing a simple circuit in a diagram</li> </ul>
<b><u>Working scientifically</u></b>	<ul style="list-style-type: none"> <li>• Report and present findings from enquiries</li> <li>• Plan scientific enquiries to answer questions, controlling variables where necessary</li> <li>• Record data and results of increasing complexity</li> <li>• Take measurements</li> </ul>
<b><u>History</u></b>	<ul style="list-style-type: none"> <li>• Discuss the impact of significant historical events, people and places in their own locality.</li> <li>• Discuss the impact and causes of historical changes in Britain.</li> <li>• Identify and describe changes within and between different period in history.</li> <li>• Analyse sources of information for accuracy usefulness and relevance</li> </ul>



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<b><u>Geography</u></b>	<ul style="list-style-type: none"><li>• Understand how the geography of the UK has changed over time.</li><li>• Make own simple thematic map based on own data (WW2)</li></ul>
<b><u>Design and Technology</u></b>	<ul style="list-style-type: none"><li>• Include an electrical circuit that produces more than one outcome</li></ul>
<b><u>Art &amp; Design</u></b>	<ul style="list-style-type: none"><li>• With coloured pencil can layer colours.</li><li>• Prepare a drawing surface to create a wax crayon image</li></ul>
<b><u>Music</u></b>	<ul style="list-style-type: none"><li>• Pick out details within a piece and recall these details from memory.</li><li>• Starting to interpret musical notation.</li><li>• Sing expressively combining dynamics, tempo and pitch.</li></ul>
<b><u>Computing</u></b> <b><u>Unit 6.4</u></b> <b><u>Blogging</u></b>	<ul style="list-style-type: none"><li>• Understand the opportunities computer networks offer for collaboration.</li><li>• Understand the basic workings of computer networks including the internet.</li><li>• Understand the importance of using technology safely, respectfully and responsibly.</li><li>• Identify a range of ways to report concerns about content and contact.</li></ul>
<b><u>PE</u></b> Outdoor: <b>Netball</b>  Indoor: <b>Dance</b>	<ul style="list-style-type: none"><li>• Help other members of team to find space within a team game.</li><li>• Use a range of attacking and defending skills when playing a team game.</li> <li>• Perform dance actions with control and expression.</li><li>• Choose own dance steps and movements and then develop them into a routine.</li></ul>