

The Ryde School
Curriculum Information
Autumn Term 2024
Year 6

Curriculum Area	Topics Covered
Art	<p><u>2D Drawing to 3D Making</u> I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates. I can use my curiosity to think about how I might adapt techniques and processes to suit me. I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond</p>
Religious Education	<p><u>Is it better to express your religion in architecture or in charity and generosity?</u> I can understand different reasons why some buildings are sacred. I can consider, discuss and weigh up different views about why mosques are important. I can consider, discuss and weigh up different views about why Christian sacred buildings are important. I can consider, discuss and weigh up different views about why religious art is important I can suggest reasons, quoting religious sources, why Muslims consider charity and generosity important. I can notice, list and explain similarities and differences between different sacred buildings. I can weigh up which has greater impact - art or charity? And consider what the world would be like without great art or architecture. What about a world without charity or generosity?</p>
Design and technology	<p><u>Food and nutrition/structures</u> To investigate existing edible houses to inspire a design. To use a computer to design a pattern template. To test and improve a design. To construct a house out of edible resources. To construct and decorate a house out of edible resources using a variety of tools. To evaluate their product against a design criteria.</p>
Geography	<p><u>Canada</u> I can describe the location of Canada and compare it with the location of the UK and England. I can identify and describe some of the physical features of Canada. To identify and describe some of the human features of Canada. I have thought about how I present the information I collect. I can describe the features of the Taiga Biome and begin to think about the conditions and the plants and animals that survive there. I can describe the features of the Tundra Biome and begin to think about the conditions and the plants and animals that survive there. I have explored the ways people impact the tundra and researched ways to we can reduce the negative impact human activity has on the environment. I can compare and contrast the two biomes. I have used geographical vocabulary with accuracy. I have researched areas of interest independently and/or completed any homework tasks independently.</p>
History	<p><u>Conflict and Travel</u> The Tudors I can describe how the Tudors came to power I have compared the knowledge of the world during the Tudor era Ancient Greece I have examined how Alexander the Great's Empire grew and the effects of this I understand that the use of the Phalanx to Alexander the Great's success The Victorians I can name a number of significant historical figures from the time. I can describe some of the differences between the rich and poor in the Victorian era. I have explored the benefits and disadvantages of the British Empire. I can use historical vocabulary and techniques to convey information about the past. I can undertake high-quality research across a range of history topics</p>
Computing	<p><u>Programming - Variables in games</u> To define a 'variable' as something that is changeable</p>

	<p>To explain why a variable is used in a program</p> <p>To choose how to improve a game by using variables</p> <p>To design a project that builds on a given example</p> <p>To use my design to create a project</p> <p>To evaluate my project</p>
Modern Foreign Languages	<p>French: To be able to recall basic French words for numbers, days of the week, months, colours etc. Group/order unknown vocabulary to help decode text in French; Improve their listening and reading skills. To learn new vocabulary linked to my history work.</p>
Physical Education	<p>Dance: To compose creative and imaginative dance sequences. To perform expressively and hold a precise and strong body posture. To perform and create complex sequences. To express an idea in original and imaginative ways. To plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>All for Sport: To develop invasion game strategies and skills.</p>
Science	<p>Living things and their habitats: 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</p> <p>Animals, including humans: Identify and name the main body parts of the human circulatory system, and describe the function of the heart, blood vessels and blood.</p> <p>Evolution and inheritance: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Light: 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. Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.</p>

Enrichment Activities

Regular outdoor learning opportunities.

Pantomime.

Bikeability.

How you can help your child:

- Your child should be reading at least 5 times a week for 20 minutes. Remember that good readers become good writers!
- Home reading journals.
- Visit places of interest linked to our topics.
- Read different types of texts (e.g. newspapers, leaflets, information books).
- Play times tables games (e.g. Hit the button, times table tennis, times tables with number cards).
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Encourage opportunities for telling the time and solving problems involving time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Identify, weight or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Encourage cursive handwriting and best presentation.