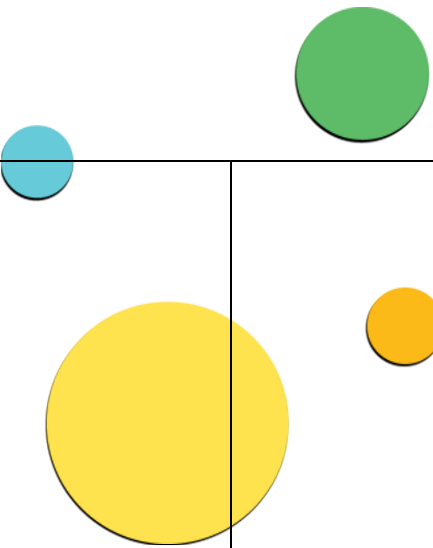


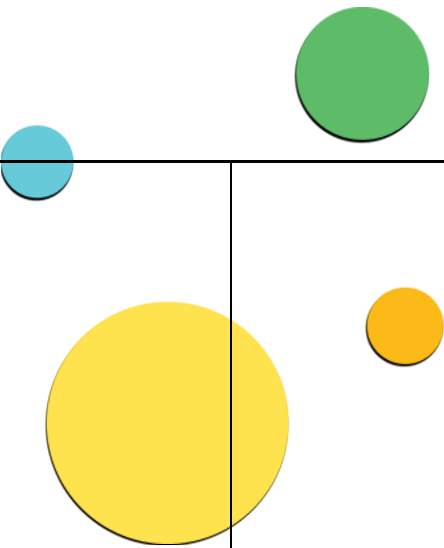
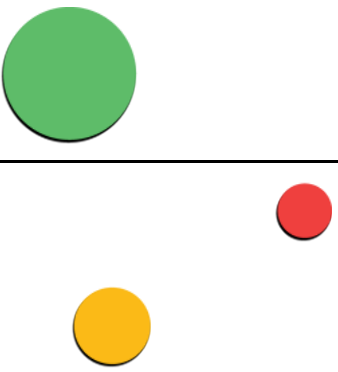
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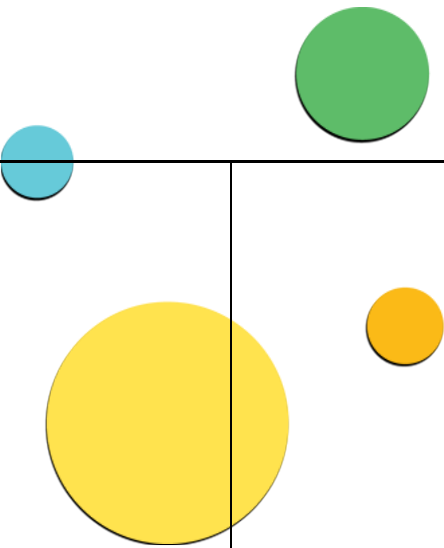
Curriculum Overview – Year 6

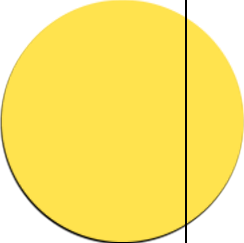
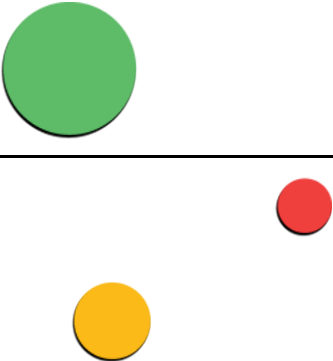
Autumn Term 1.1 2026/2027

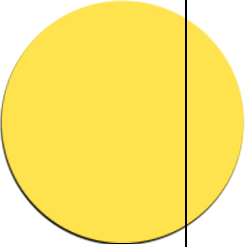
Autumn - Term 1.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	Writing - Students will create their own advertisements. - Students will analyse persuasive writing and advertisements. - Students will create a counter argument and use a range of persuasive devices. Reading Students will read 'Skellig'. - Reading Fluency and Comprehension - Retrieving and Recording Information - Summarising and Explaining - Comparing and Contrasting Texts	- Different persuasive language techniques. - Develop and understand purpose and audience in our writing. - Distinguish between fact and opinion in a range of texts. - Read aloud with accuracy, and increasing style and confidence. - Explain how texts are organised and show cohesion.	- Students will design visually appealing ads that clearly convey the message and effectively persuade the audience. - Students will analyse persuasive texts, identifying key techniques like ethos, pathos, and logos. - Students will write well-structured counterarguments using persuasive devices to address opposing views. - Students will confidently use techniques like rhetorical questions, emotive language, and repetition to influence the reader. Reading Reading Fluency and Comprehension Reads fluently with expression and deep understanding. Makes detailed explanations and accurate inferences from texts. Retrieving and Recording Information Efficiently locates and records key information.

			Provides clear and logical summaries of complex details. • Summarising and Explaining Offers insightful summaries and thorough explanations of key ideas and themes. Integrates information coherently from various parts of the text. • Comparing and Contrasting Texts Provides thoughtful, evidence-based comparisons.
How will this be assessed?		Advert (Persuasive Writing) Big Write (Assessed) Spelling Test VIPERS (Reading Comprehension)	
Maths	• Place value • Four Operations	Place Value Knowledge: Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit Solve number and practical problems that involve the above. Skills: • Read, write, order, and compare numbers to 10,000,000.	• Place Value: ○ Accurately reads, writes, and compares numbers up to 10,000,000. ○ Fluently counts forwards and backwards in powers of 10. ○ Consistently rounds large numbers correctly and applies place value knowledge in problem-solving contexts. • Accurately solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

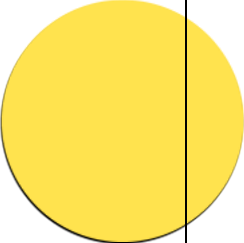
		• Count forwards or backwards in powers of 10 for any given number up to 1,000,000. • Round numbers up to 1,000,000 to the nearest 10, 100, 1,000, 10,000, and 100,000. • Solve number problems and practical problems that involve all the above. Understanding: • Grasp how place value works within larger numbers and how it is applied in different contexts. • Understand the importance of zero and how it functions as a placeholder in large numbers. • Apply knowledge of place value to reason about numbers and make decisions in problem-solving scenarios. Four Operations Knowledge: • Students will learn how to add and subtract integers with any number of digits. • Students will use the formal column method for numbers with the same and different numbers of digits. They also practise mental strategies with both large and small numbers, using their understanding of place value.	• Accurately 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.
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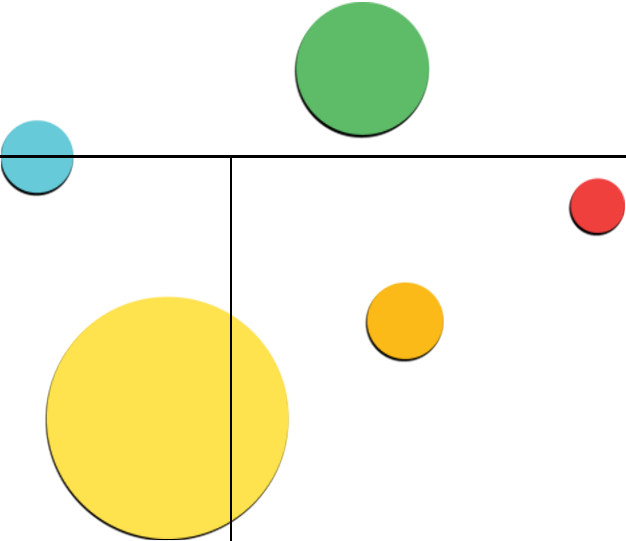
		Students will solve multi-step problems, choosing which operations and methods to use based on the context of the problem and the types of numbers involved. The use of concrete manipulatives can support children's understanding, especially where exchanges are required.	
How will this be assessed?		End of unit assessments, End of term assessment (Paper 1 & Paper 2), Mental Maths weekly test	
IPC	- Brainwave: The Brain - Bake it!	<u>Brainwave: The Brain</u> How the Brain Work Knowledge: Understanding the basic structure and function of the brain, including major parts like the cerebrum, cerebellum, and brainstem. Skills: Identifying the parts of the brain and describing their functions. Understanding: Grasping how the brain controls and processes information, enabling thought, movement, and sensory experiences. How Making Connections Impacts the Brain and Learning Knowledge: Understanding that learning involves forming new connections (synapses) between neurons. Skills: Recognizing patterns and connections in new information. Understanding:	<u>Brainwave: The Brain</u> How the Brain Works: - Clearly explaining the basic functions of the brain and nervous system, including how neurons communicate and process information. How Making Connections Impacts Learning: - Confidently explaining understanding how neuron connections strengthen with practice, enhancing learning and memory. Strategies for Remembering Things: - Effectively using and explaining various memory strategies, such as visualization and chunking, and how they improve recall.

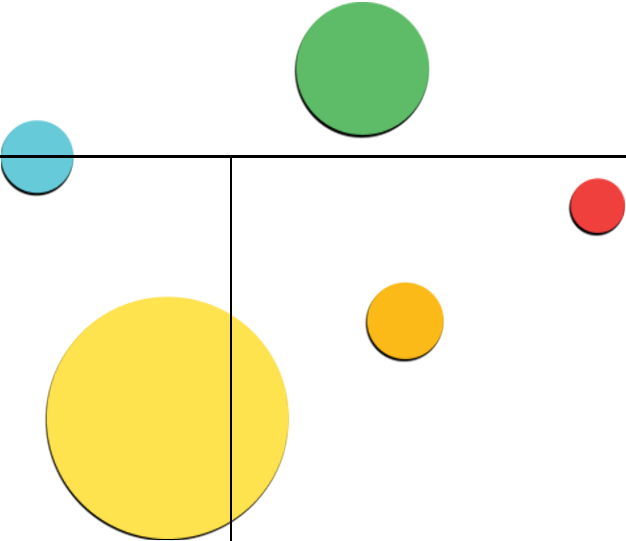
		Comprehending the importance of making connections between new and existing knowledge to enhance learning. Strategies That Can Help Us Remember Things Knowledge: Understanding various memory techniques such as chunking, visualization, and mnemonic devices. Knowing how repetition and review can help consolidate memory. Skills: Using memory strategies to retain and recall information effectively. Understanding: Comprehending how different strategies can enhance memory retention. Understanding the importance of active engagement in learning to improve memory. How a Growth Mindset Impacts Learning: Understanding that a growth mindset leads to persistence, resilience, and a willingness to learn from mistakes. Knowing that students with a growth mindset are more likely to take on challenges and seek out feedback. Skills: Setting learning goals and reflecting on progress. Embracing challenges and viewing setbacks as opportunities for growth. Understanding:	Impact of a Growth Mindset on Learning: - Articulating how a growth mindset leads to resilience, persistence, and better learning outcomes. Using Mindfulness to Manage Emotions and Support Learning: - Regularly practicing mindfulness and explaining how it helps manage emotions, reduce stress, and enhance focus and learning.
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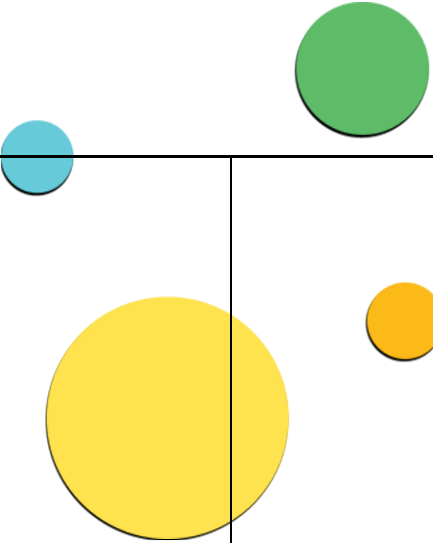
	  	Comprehending how adopting a growth mindset can lead to improved academic performance and personal development. Using Mindfulness to Manage Emotions and Support Learning Knowledge: Understanding the principles of mindfulness and how it can help manage emotions and reduce stress. Knowing various mindfulness techniques such as deep breathing, meditation, and focused attention. Skills: Practicing mindfulness techniques to stay calm, focused, and emotionally balanced. Understanding: Comprehending how mindfulness can enhance emotional regulation, reduce stress, and improve overall well-being. <u>Bake it!</u> 1. Unit Overview "Bake It!" explores the science, history, and culture of baking, alongside practical skills in food preparation. The unit provides an interdisciplinary approach, combining elements of science, history, design technology, and more.	•Students can list the seven characteristics which define living things. •Be able to group and classify materials according to testable properties
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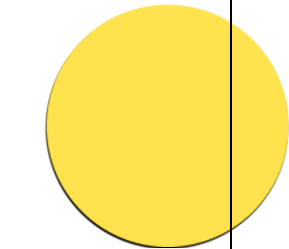
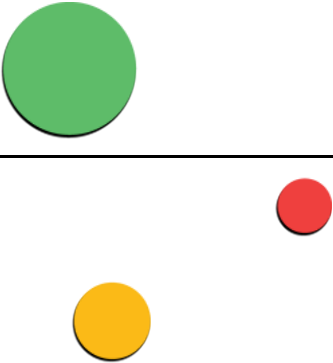
		2. Key Learning Areas Science • Chemical Reactions: Students learn about the science behind baking, such as how ingredients like baking powder and yeast cause dough to rise. • Measurements and Mixtures: Understanding how different measurements and ingredient combinations affect the outcome of baked goods. Mathematics • Quantities and Proportions: Students practice measurement skills and conversions (e.g., grams to kilograms). • Time Management: Understanding cooking times and temperatures, and how to schedule baking tasks effectively. Design and Technology • Recipe Development: Creating and modifying recipes, understanding ingredient functions, and experimenting with different flavor combinations.	• Understand that changing some materials makes them more or less suitable for their purposes. • Know that substances can be classified as acid or alkali and that acidity can be measured. • Know that matter is made up of particles. • Be able to describe and illustrate the different arrangements of particles in solids, liquids and gases. • Know that there are different ways to reverse a selection of changes. • Know the basic factors that affect solubility. • Be able to separate simple mixtures. • Know that different amounts of heating or cooling are required to bring about a change of state. Properties of materials • Students know that the temperature at which a substance changes state is a property of the substance. • Students know that gases have properties, including mass. • Understand that electrical conductivity and thermal conductivity are properties of a substance.
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		3. Practical Activities • Baking Sessions: Hands-on baking experiences where students follow recipes, measure ingredients, and bake various items like cakes, bread, or cookies. • Taste Testing: Evaluating the final products, discussing what worked well and what could be improved. • Showcase Event: Organizing a baking fair or exhibition where students present their baked goods and share their learning experiences with others. 4. Assessment and Evaluation • Practical Skills: Assessing students' ability to follow recipes, measure ingredients accurately, and execute baking techniques. • Project Work: Evaluating students' creativity in recipe development and decoration. • Reflection: Students reflect on their learning process, including challenges faced and how they solved them. 5. Integration with Other Subjects • English: Writing and presenting recipes, instructions, and reports on their baking experiences.	• Be able to evaluate the success of a product against its original design and suggest improvements • Know that stereotypes give us a limited insight into other cultures • Be able to categorise similarities and differences between people and places
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		• Mathematics: Applying math skills in measuring ingredients and managing baking times. • Science: Understanding the chemical reactions involved in baking. 6. Enrichment Activities • Field Trips: Visits to bakeries or food science labs to see professional baking in action. • This unit combines practical baking skills with a broad range of academic disciplines, making learning both fun and relevant. It will end with Exit Point: Year 6 Bread Bake Off! - Competition between groups: whole Y6 -	• Students will be able to use tools, such as graphic organisers to analyse global events and/or issues • Understand that there is a need for organisations to promote equal opportunities • Know about international organisations
How will this be assessed?		Exit Point: Year 6 Bread Bake Off! - Competition between groups: whole Y6 - Goal: To be able to come up with a bread recipe that is easily made and readily available in most country (to address UN Sustainable Goal – Hunger issue) - Parents/Teacher/Students to be judges to sample bread and vote for best bread. IPC Knowledge Assessment and Learning Journey.	
Bahasa Melayu	Keluarga dan Kehidupan di Tempat Tinggal, Melawat Datuk dan Nenek di Kampung	Knowledge Students will learn vocabulary and phrases related to family life and living environments, as well as terms associated with visiting grandparents in the village, including cultural practices and rural settings.	• Fluent and precise use of vocabulary to describe family life, home environments, and experiences of visiting grandparents in the village. • Well-structured, written and spoken descriptions with correct grammar and sentence construction.

		Skills Students will develop the ability to describe their family members, home life, and experiences of visiting grandparents in the village, using appropriate sentence structures and vocabulary in both spoken and written Malay. Understanding Students will understand the cultural significance of family bonds, rural life, and the tradition of visiting grandparents in the village, recognizing the values and customs that shape these experiences.	- Active participation in discussions, demonstrating a deep understanding of the cultural significance of family visits and rural life. - Creative presentations that reflect personal experiences and an appreciation of family traditions and rural living.
How will this be assessed?		Vocabulary quizzes, writing assignments, class participation	
Mandarin	Beginner: 小狗学样 和 在公园里 Advanced: Future aspirations; Food culture; Reading comprehension	Beginner: Students learn, and master vocabulary and grammar related to daily life and hobby. In grammar lessons, students understand how to use "也" (also) and "一边...一边" (doing two things simultaneously). They can use the vocabulary they have learned to describe their daily life at home and hobby. Advanced: Knowledge: Students will develop a wider range of vocabulary and language structures related to future aspirations, occupations, food, healthy lifestyles and personal opinions. They will explore increasingly complex sentence patterns, conjunctions and descriptive language while strengthening their understanding of how	Beginner: - Students can briefly describe what they like to do at home. - They can accurately use the vocabulary and grammar they have learned. - They have mastered the grammar of "也" (also) and "一边...一边" (doing two things simultaneously). Advanced: Students read Mandarin texts fluently and independently, demonstrating secure understanding of both explicit and implied meaning. They justify their ideas using evidence from the text, contribute confidently to discussions and debates, and communicate using a wide range of precise vocabulary and varied sentence structures. Their writing is well organised, coherent and detailed, with accurate

		ideas are organised within longer Mandarin texts. Understanding: Students will understand how authors organise and develop ideas, and how language choices influence meaning. They will recognise the importance of using evidence from a text to support interpretations and opinions, understand how conjunctions create cohesion, and appreciate how language can be adapted for different purposes, audiences and contexts. Skills: Students will develop advanced reading comprehension skills by identifying key information, making inferences and drawing conclusions from a range of texts. They will participate confidently in discussions and debates, justify opinions using appropriate evidence, summarise information, and write well-structured paragraphs using varied vocabulary, accurate grammar and cohesive sentence structures. Students will also strengthen their speaking fluency by presenting ideas clearly and responding thoughtfully to questions.	grammar, appropriate conjunctions and sophisticated language choices. Excellent students show independence by analysing texts critically, making thoughtful connections between ideas and communicating their opinions clearly with well-supported reasons.
How will this be assessed?	Students will be assessed through reading comprehension activities, higher-order questioning, oral discussions, debates, presentations, vocabulary application, listening activities and extended writing tasks. Assessment will focus on their ability to remember vocab and meaning, communicate ideas clearly in spoken Mandarin, and produce well-organised written responses using accurate grammar and a wide range of vocabulary. Ongoing formative assessment will monitor students' progress in reading, speaking, listening and writing throughout the unit.		

Physical Education	IPC Fitness: Consolidate fitness knowledge and explore how to plan and evaluate a simple fitness programme. IPC Badminton: Apply skills and tactics in competitive situations, including attacking, defending, court positioning and decision-making. Swimming: Refine all appropriate strokes, develop swimming endurance, pacing, starts and turns, and apply water-safety and survival skills. Students work towards greater independence in their swimming.	Knowledge: Know the components of fitness, principles of safe exercise, badminton rules/scoring and key water-safety principles. Understanding: Understand how fitness training improves performance and how technique, pacing and tactical decisions influence performance. Skills: Apply fitness skills independently. Develop badminton skills, tactics, communication and officiating. In swimming, demonstrate efficient strokes, breathing, starts, turns, pacing, endurance and water-safety skills.	Students demonstrate independence, consistency, and responsibility. They can evaluate their own performance and identify areas for improvement. In badminton, they adapt tactics to opponents and can officiate. In swimming, they maintain efficient technique over longer distances, demonstrate appropriate pacing, and show confidence and competence in water-safety situations.
How will this be assessed?		Fitness testing, personal goals, performance tracking and reflection. Badminton through competitive games, tactical decision-making, officiating and peer feedback. Swimming through stroke assessment, distance/endurance, starts, turns, pacing and water-safety challenges.	
Music	Ukulele (Advanced Technique & Performance) Students will learn to perform more complex chord progressions, strumming styles, and group arrangements on the ukulele.	Students will gain knowledge of extended chords (G, D), understanding of chord progressions and ensemble roles, and skills in syncopated strumming, composition, and performance.	Students will confidently perform chord progressions with varied strumming, contribute to group arrangements, and create and perform original ensemble pieces.



How will this be assessed?	Practical demonstration in class, and end of unit assessments where appropriate.
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