

Blwyddyn 6- Long Term Curriculum Map

Languages, Literacy and Communication: *Oracy*

I can...
- Contribute with purpose to group discussions to achieve our agreed outcomes - Follow up points in group discussions, showing if I agree or disagree and giving reasons
I can...
- Listen carefully and show understanding of the speaker's conclusions or opinions - Respond to others with questions, comments which focus on implications and next steps
I can...
- Express issues an ideas using specialist vocabulary and giving examples - Speak clearly, formally and with varied tone and volume to keep an audience interested - Explore challenging or contentious situations through role-play

Reading

I can...
- Use a range of strategies to make meaning of words and sentences - Read complex texts independently for sustained periods - Understand how punctuation can vary and affect sentence structure and meaning - Use a range of strategies for finding information - Read closely and annotate for a specific purpose - Use internet searches carefully and decide what I should read and what I should believe
I can...
- Show understanding of main ideas and significant details in different texts on the same topic - Identify ideas which are not explicitly stated - Identify ideas and information that interest me to develop further understanding.
I can...
- Read on sight the appropriate h/f words. - Use pauses, emphasis and pace to entertain and maintain interest. - Find relevant words in a text without prompting. - Identify a range of prepositions and discuss their uses. - Identify a range of connectives and discuss their uses. - Recognise separate clauses in a sentence. - Recognise the apostrophe and discuss its use for possession. - Locate new words and make collections of new words linked to personal interest or particular topics.
I can ...
- Collate and make connections between information and ideas from different sources - Distinguish between facts, theories and opinions - compare the viewpoint of different writers on the same topic - Consider whether a text is effective in conveying information and ideas.

Writing

I can...
- Adapt writing style to suit the reader and purpose - Write a comprehensive account of a topic or theme - Use a range of strategies to plan my writing - Explore different ways to present work and use them appropriately - Reflect on, edit and redraft to improve my writing
I can...
- Adapt structures in writing for different contexts - Write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion - Use paragraphs making links between them - Use features and layout which are constructed to present data and ideas clearly
I can...
- Use varied sentence structures for emphasis and effect - Use the full range of punctuation accurately to clarify meaning - Use strategies to spell correctly polysyllabic, complex and irregular words - Produce fluent and legible handwriting
I can...
- Use language appropriate to writing, including standard forms of English - Use varied and appropriate vocabulary, including subject-specific words and phrases.

Translanguaging

I can give examples of how familiar languages have changed over time, and I draw simple conclusions about why these changes may have occurred, drawing on my previous knowledge.
When receiving more complex information, in both my L1 and L2, I can sustain my attention, even when encountering unfamiliar language occasionally.
I can use strategies to help me understand information received in both my L1 and L2 independently. I can identify key points and some supporting details.
I am beginning to express the information I receive in a different language in a range of formats, organising my communication appropriately, so others can understand.

Humanities

Religion, Values and Ethics:
Understanding the human condition; asking deepening questions; being compassionate to all; caring for the natural world; showing awe and wonder for nature; being part of a diverse community; understanding my own and others' identities; understanding the roles of all leaders and followers; making healthy relationships; making moral decisions; understanding everyone's journey through life

Geography, History, Social Studies, Careers:
Exploring and investigating the world, its past, present and future; Understanding how complex events and human experiences are, and interpreting and showing this in different ways; Understanding that the natural world is diverse and changeable, and is affected by processes and human actions; Understanding that human societies are complex and diverse, and shaped by human actions and beliefs; Becoming an informed, self-aware citizen who gets involved with challenges and opportunities that face humanity, being able to take thoughtful, ethical action.

Geography/ History/ Social Studies:
agriculture and industry revolution , energy choices, hazard risks, scarcity of natural resources, power and protest

Religion, values and ethics:
extremism, radicalisation

Outdoor learning:
Flora - anther, filament, sepal, stamen, stigma, ovary, reproduction, pollination, seed dispersal

Fauna- endothermic/ ectothermic animals, metamorphosis, subterranean

Places- mountain, aquarium, Site of Specific Science Interest (SSI)

International Languages

- I can recognise high frequency words and phrases and understand the general meaning in what I hear, read and see. - I can listen and read empathetically, recognising the differing opinions of others. - I can listen and read to build a bank of words and sentences and use these to improve my own communication. - I can listen and read to gain an understanding of how grammar and punctuation affect meaning.
- I can communicate using familiar phrases and sentences - I can start to reflect on my language use in order to improve the quality of my communication - I can start to interact with others, sharing information, feelings and opinions. - I can construct my own sentences using the vocabulary and patterns I have learnt. - I can join in with familiar songs, rhymes, stories and poems. - I can respond creatively in my language of choice to literature in the international language - I can use familiar words and phrases and experiment with newly-learned vocabulary to create work in the international language. - I can express my opinions in my language of choice supporting my views with examples from the literature I have heard, read or viewed in the international language. - I can show empathy when responding to literature and understand that others may have different views from my own.

BSL As An International Language

- I can interact with BSL users with growing attention, making good use of eye contact. - I can follow storytelling and descriptions of past events. - I can follow different characters role-played by other BSL users in a narrative.
- I can start to take turns in signed conversation following the topic and normal Deaf manners (for example getting attention and replying to people). - I can sign like different characters in short narratives. - I can start to the size and shape nouns. - I can show where verbs take place using space around me. - I am beginning to use digital technology to communicate.
- I can tell short, simple stories in BSL. - I can start to role-play different characters in my narratives. - I am beginning to modify my signing to enhance my narratives. - I can spot and understand characters in narratives, that are created by using multiple parts of the body at the same time for effect.

Welsh: *Oracy*

Cwestiwn ac Ateb: I can understand and orally use the following phrases: Dw i'n hoffi gwneud ffrindiau newydd Dioch byth! Gwaetha'r moddi! Nefi went! A dwed y gwir,.... Hefyd....

Answer a range of questions appropriately and give the following reasons/opinions:

...achos dw i'n hoffi sbwylio fy hunan
...achos mae'n bwyg! i gadw'n heini
...achos dw i eisiau bod yn....
...achos mae'n addas i blant
...achos mae'n greadigol
...achos mae'n anturus
...achos mae'n beryglus
...achos mae'n llawn siwgwr / braster
...achos mae'n iachus
...achos mae'n affach
...achos mae'n rhy arodd
...achos mae'n rhy hawdd
...achos mae'n llawn cymeriadau diddorol
...achos dw i'n hoffi chwarae to allan
...achos dw i'n meddwl bod ...
...achos dw i eisiau chwarae i'r....
...achos mae'n rhy ddifrifol

Welsh: *Reading*

I can...
- I can understand the main flow of paragraphs and conversations that I read. - I can understand significant details in Welsh texts to describe key points. - I can independently read familiar passages clearly and with expression.

Welsh: *Writing*

I can
- I can write linked sentences with some grasp of organisation and sequence. - I can vary sentence patterns and produce basic sentences that are fairly accurate. - I can usually spell and use punctuation accurately. - I can plan and write for different purposes and audiences. - Interact with others, writing about my thoughts, feelings and opinions, showing empathy and respect

Expressive Arts

Exploring artistic skills and knowledge and to become more curious and creative.
Reflecting, both as artist and audience.
Creating with both skills and knowledge: Using my senses, inspiration and imagination.

Art: proportion

Music: musical devices (e.g. repetition, ostinato), harmony, intonation

Dance: improvisation, motifs/ phrases

Drama: make-up, costume, directing and stage management, musical theatre, tragedy

Film and digital media: audio production and design, lighting design, stage design

Maths & Numeracy

Developing Numerical Reasoning

- I can transfer mathematical skills to a variety of contexts and everyday situations - I can identify the appropriate steps and information needed to complete the task or reach a solution - I can select appropriate mathematics and techniques to use - I can select and use suitable instruments and units of measurement - I can choose an appropriate mental or written strategy and know when it is appropriate to use a calculator - I can estimate and visualise size when measuring and use the correct units
- I can explain results and procedures clearly using mathematical language - I can refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready - I can use appropriate notation, symbols and units of measurement - I can select and construct appropriate charts, diagrams and graphs with suitable scales
- I can select from an increasing range of checking strategies to decide if answers are reasonable - I can interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible - I can draw conclusions from data and recognise that some conclusions may be misleading or uncertain

Using Number Skills

I can...
- read and write numbers to 1 million and numbers to 3 decimal places - Securely understand the value of each digit related to its position and demonstrate this - I can use a range of representations to extend my understanding of the number system to include negative values, decimals and fractions. - I can accurately place integers, decimals and fractional quantities on a number line. - I can apply my understanding of number value to round and approximate appropriately. - I can use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems - I can derive related facts from knowing my times tables - use my understanding of simple fraction, decimal and percentage equivalences to order and compare values - convert between representations - understand that a fraction can be used as an operator to represent division - understand the inverse relation between the denominator of a fraction and its value. - calculate percentage quantities based on 10% (eg 10%, 5%, 15%) - use simple ratio and proportion - extend my understanding of multiplicative reasoning to include the concept and application of ratio, proportion and scale
I can...
- add and subtract numbers using whole numbers and decimals - multiply 2- and 3-digit numbers by a 2-digit number - divide 3-digit numbers by a 2-digit number.
PATTERN/ALGEBRA
- explore and create patterns of numbers and shapes. I can explain numerical sequences and spatial patterns in words and by generalising them. - use commutativity, distributivity and associativity to explore equality and inequality of expressions. - understand the inverse relation between the denominator of a fraction and its value. - using a function machine - model problems, using expressions and equations involving symbols or words to represent unknown values, adopting the conventions of algebra. I can use inverse operations to find unknown values in simple equations. - discuss the properties of number, including factors, multiples, prime and square numbers
I can...
- check answers using inverse operations - estimate by rounding to the nearest 10, 100, 1 000 or whole number and verify my answer - Apply commutative, distributive and associative laws when appropriate
I can...
- use the terms profit and loss in buying and selling activities and make calculations for this - understand the advantages and disadvantages of using bank accounts - make comparisons between prices and understand which is best value for money. - Demonstrate an understanding of income and expenditure

Science and Technology

Being curious and searching for answers to predict and understand how things happen; Design thinking and engineering to make creative ways to meet society's needs and wants; Understanding how living things depend on each other for survival; Understanding matter and how it behaves in our lives and universe; Understanding how forces and energy help us make sense of our universe; Coding and knowing how it creates our digital world.

Investigations:
Phenomenon, independent/dependent/ control variable, bias, anomaly

Design thinking:
(with textiles, food, mechanisms, structures or electrical systems):
design brief , annotated sketch, sensory evaluations, prototype, manufacturing

Biology:
reproduction, multicellular, unicellular, adaptation

Chemistry:
conductor, insulator, dense, permeable, impermeable

Physics:
energy transfer, heat, cooling, generator, solar/ hydro/ thermo/ kinetic energy, gravity

Coding:
Components: sensors Computing for a purpose: user-centres, software-solutions Coding/ programming: count-controlled loop, condition, conditional statement Networking: datasets, inquiry

Health & Wellbeing

Improving my physical health and well-being for life. Understanding how experiences and relationships affect the mental health and emotional well-being of myself and others; Understanding that my decision-making changes the quality of life of myself and others; Growing positive relationships with others to help my health and well-being.

Physical health:
body-tension, agility, endurance, reaction-time, negotiate, body-composition, self-regulation, body-hair, washing-clothes

Thought/Emotion:
inspired, indifferent, dismayed, ashamed, ridiculed, provoked

Being inclusive:
laws, legal, illegal

Cyfeirnod:
(global) citizen(ship), voter, human race

Relationships:
attraction to others, menstrual wellbeing, reproduction, fertility, puberty, norms

Using Measuring Skills

I can...
- Estimate, read and interpret scales or divisions on a range of measuring - Instruments - Record estimations and measurements in different ways, e.g. 1.3kg = 1kg 300g - Use the language of imperial units in daily use, e.g. miles, pints
I can...
- Use and interpret timetables and schedules to plan events and activities and make calculations as part of the planning process - Estimate how long a journey takes - Time events in minutes and seconds to the nearest tenth of a second. - Perform calculations involving time
I can...
- Estimate, measure and record temperatures involving positive and negative readings - calculate temperature differences, including those involving temperature rise and fall across 0°C
I can...
- calculate the area and perimeter of squares and rectangles - Understand the formulae for area and perimeter - Describe a 3D shape in terms of vertices, edges and faces - Relate a three-dimensional shape to its two-dimensional nets. - Explore and consolidate my understanding of the properties of two-dimensional shapes to include the number of sides and symmetry - use grid references to specify location - Use coordinates to solve problems involving position, length and shapes - Understand an angle as a measure of rotation and find missing angles (within a right angle, straight line or around a point) - recognise, name and describe types of angles.

Using Data Skills

I can...
- collect my own data for a survey, e.g. through designing a questionnaire - Begin to choose a sensible hypothesis and the most appropriate way in which to represent the data collected - Construct frequency tables for sets of data, grouped where appropriate, in equal class intervals - Construct a wide range of graphs and diagrams to represent the data and reflect the importance of scale - Interpret diagrams and graphs (including pie charts) - Use mean, median, mode and range to compare two distributions (discrete data) - Begin to explore trends and anomalies between two variables in data sets - Begin to draw conclusions to my hypothesis from the data I have collected and represented - Begin to explore all the mutually exclusive outcomes of successive and combined events

Digital Competence: *Citizenship*

I can...
- Explain what metadata can include - Identify benefits and risks of location sharing and sharing personal information - Look for privacy seals of approval on websites - Understand how and why people create a virtual image of themselves
I can...
Understand the importance of balancing screen and game time with other activities
I can...
- Cite sources when researching and understand why it is important - Understand the rights and permissions regarding editing
I can...
- Behave appropriately online - Use strategies to protect myself and others from online dangers such as bullying and inappropriate behaviour

Interacting & Collaborating

I can...
- Exchange online communication in one or more languages, making use of a growing range of available features - Show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each
I can...
Work with others to create an online collaborative project for a specific purpose, sharing and appropriately setting permissions for other group members
I can...
- Create and share hyperlinks to local, network and online files - Password-protect a file. Manage files and folders locally or online

Producing

I can...
- Plan my work independently before beginning the digital task - Extend strategies for finding information; store previous searches and results for future use
I can...
- Use a range of software to produce and refine multimedia components - Select and combine a range of text, image, sound, animation and video to produce an outcome for a selected purpose; use software tools to enhance the outcomes for specific audiences.
I can...
- Explain reasons for layout and content of own work - Ensure output is appropriate for specific purpose - Comment on reasons for layout and content - Create groups and share work between them to allow review of work

Data & Computational Thinking

I can...
- Demonstrate how programs or processes run by following a sequence of instructions exactly and in order - Demonstrate how an algorithm is useful for representing a solution to a problem through testing - Understand that changing instructions can affect or even terminate a process
I can...
Construct, refine and interrogate data sets to test or support an investigation.