



# MERCHANT TAYLORS'

Prep

## MTP Year 6 curriculum

### ENGLISH

#### Autumn Term

This term the pupils progress through a variety of writing activities – both fiction and non-fiction. They also develop their comprehension technique, as well as continuing to improve the accuracy of their spelling, punctuation and grammar. There are also opportunities to improve their speaking & listening skills through presentations and debates.

#### Spring Term

This term, the pupils continue to work on comprehension and in particular concentrate on inference and the structuring of comprehension answers. We look at a variety of skills each week and in terms of written tasks we focus on genre specifics for science fiction/fantasy writing. All pupils take part in a half-termly debate and participate in the 'MTP500', a school-wide short story writing competition.

#### Summer Term

This term, the pupils continue to work on enhancing their creative writing, reading comprehension, grammar, spelling and punctuation skills. Each week, the pupils practise each section of the upcoming assessments in order to ensure that they are as well-prepared as possible. Towards the end of term, the pupils enjoy a curriculum involving persuasive writing exercises, a media project and some comedy scripts.



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### MATHEMATICS

#### Autumn Term

This term pupils develop their understanding of number theory by looking at the divisibility rules and composite, prime, square, and cube numbers. They delve further into factors and multiples, including HCF and LCM. Pupils also revisit geometry with a particular focus on angles in triangles and quadrilaterals.

The Singapore Maths approach to teaching continues in Year 6 when tackling new topics such as working with negative numbers and understanding basic concepts in algebra – pupils use manipulatives, models and online apps to ensure that they develop a deep, conceptual understanding, thus ensuring mastery.

Mastery of mental arithmetic continues to be of importance and regular practice and testing will help to identify any pupils who need to do extra work in this area. Later in the term pupils participate in the Primary Maths Challenge with the chance to progress to the Bonus Round if they do well.

#### Spring Term

In order to reflect the changes already being seen in Mathematics, a problem-solving approach continues to be central to the way in which the material is covered. This term we start by looking at further operations with fractions and the link between ratio and fractions. Then we continue to develop our understanding of algebra including solving equations.

Pupils use manipulatives to support them in developing conceptual mastery alongside procedural mastery. Later in the term we also examine percentages in more detail and start a unit on circles. Pupils are given every opportunity to engage in mathematical reasoning, as opposed to merely repeating well-rehearsed procedures. Selected pupils also prepare for the Junior Maths Challenge, which takes place early next term. IXL continues to be used to help pupils reinforce their learning.

#### Summer Term

This term we look at pie charts, probability and developing our understanding of compound area. Later in the term we explore volume of cubes and cuboids. In addition, we continue to work on strengthening the pupils' problem-solving skills, and some pupils take the Junior Maths Challenge early in the term.

There is plenty of opportunity for pupils to engage in solving complex and challenging word problems in most of the topics studied. There is an emphasis on developing the pupils' problem-solving skills using various methods including the bar model, systematic lists and tables, reversal, flow charts, and algebra.



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### SCIENCE

#### Autumn Term

In the Autumn Term, pupils complete units of work on Classification and Keys, Healthy Living, Microbes and Evolution and inheritance, learning about the scientific method used to classify living things, the circulatory and respiratory body systems and genetic inheritance.

#### Spring Term

In the Spring term, pupils complete units of work on Hot and Cold, Indicators, and Light and Sight, learning about how heat transfers from one material to another, about acids and alkalis and how light travels in straight lines to our eyes.

#### Summer Term

In the Summer term, pupils complete a unit of work on Changing Electrical Circuits giving them opportunities to study the effects of adding, removing and changing the position and orientation of different components in a series circuit. Pupils then revise for and sit their summer examination before completing a physics project on flight.

Throughout the year, pupils have opportunities to plan scientific experiments, make observations and take measurements using scientific equipment and record their findings using graphs and tables. They draw conclusions to their investigations and plan new investigations based upon them, as well as carrying out research activities. Homework activities are usually of a research nature referencing the Year 6 textbook issued to pupils to keep at home, and delivered via Teams.



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### **MODERN FOREIGN LANGUAGES**

#### **Autumn Term**

Pupils continue to use the Studio 1 textbook. This term's topics include town description, directions and Christmas celebrations in France. Lessons will build on previous knowledge but greater emphasis will be placed on high-frequency words (see grid in exercise books) and grammatical aspects such as spelling and tenses (present and near future).

#### **Spring Term**

Pupils continue the study of the Studio 1 course. This term's topics include what you can do in a town, entertainment, holidays, getting ready to go out, and future plans. Lessons consider new vocabulary and build on previous knowledge. Emphasis is placed on grammatical aspects such as reflexive verbs, higher numbers, vouloir + infinitive and the future tenses of verbs.

#### **Summer Term**

Pupils focus on the topics of personal descriptions, school and leisure in order to revise for the May School exams. They use past and future tenses in relation to some of the topics seen in their textbook and develop their knowledge of advanced structures to write more advanced sentences/paragraphs in the May examinations



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### **GEOGRAPHY**

#### **Autumn Term**

The pupils study coastal processes in the UK, looking at various types of coastline and ways in which people have adapted to the coastal environment.

#### **Spring Term**

This term Year 6 look in greater depth at weather and climate and the effect that they have on our lives. We also begin to look at the impact of climate change and the way this could shape our future. Pupils are expected to watch the weather forecast at home on a regular basis and follow news related items in enrichment time.

#### **Summer Term**

This term we study the themes of energy, resources and pollution, and look into the causes and effects of global warming.



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### HISTORY

#### Autumn Term

This year the pupils consider the transition of Medieval into early modern Britain. They start with a study of the Wars of the Roses, with a particular focus on the reign of Richard III, rounding off their investigation into the changing nature of Medieval kingship. Later in the term, the pupils look at the emergence of the new Tudor dynasty and the changing religious landscape of the early modern period. They look at contemporary and subsequent interpretations of Henry VIII's children, especially how his children responded to the break with Rome. Throughout the term, they build their ability to analyse historical interpretations, and to independently assess the reliability of sources.

#### Spring Term

This term, pupils consider how historians use the term 'Golden Age' to describe an historical period. They learn about the Elizabethan era: the Catholic threat, the execution of Mary, Queen of Scots and the causes and consequences of the Spanish Armada. They also consider how Elizabeth I controlled her image and used it to strengthen her rule. In contrast, they will learn about Sulaiman the Magnificent, the sultan of the Ottoman Empire and how his legacy has endured. Finally, they will contrast the two contemporary monarchs and consider if either reign constituted a 'Golden Age'. Throughout the term, they build their ability to analyse the content and usefulness of sources. Their written arguments should now use multiple sources to support their conclusions.

#### Summer Term

This term, pupils consider World War II: its causes, its global nature and the morality of the key events. In preparation for the exams, the pupils practise their source analysis and ability to construct written arguments. Alongside this, the pupils research for an independent history project, setting their own question and using source material. This provides an opportunity to demonstrate their ability to find and assess contradictory evidence and offer their own opinion in the conclusion. They end the term by considering the extent to which the lessons of history should, and do, make them hopeful.



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### **LATIN**

#### **Autumn Term**

Our learning continues from *Cambridge Latin Course Book 1*. This term pupils will study the perfect and imperfect tenses. Aspects of Greek mythology are also studied, especially the Trojan War.

#### **Spring Term**

Our learning continues from *Cambridge Latin Course Book 1*. Pupils study in particular the dative case and the Roman baths. Aspects of Greek mythology are also studied, especially the Trojan War.

#### **Summer Term**

Pupils will complete Cambridge Latin Course Book 1, using Stages 11 and 12, and will study the fall of Troy.

### **THEOLOGY, PHILOSOPHY, RELIGION & ETHICS**

#### **Autumn Term**

In theology, we learn about the crucifixion and resurrection of Jesus Christ as portrayed in the Gospels. We explore the beginnings of Christianity by examining Pentecost in Acts.

In religion, we begin our study of religious rites to do with formal commitment, focusing on 6 world religions (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism).

#### **Spring Term**

We complete our study of religious rites to do with formal commitment.

In philosophy, we examine how philosophy survived the Middle Ages in the form of Scholasticism. We explore the debate around the concept of a 'just war', using Augustine of Hippo and Aquinas as a starting point. We encounter the life and thought of Machiavelli.

#### **Summer Term**

We complete our study of Scholasticism.

In ethics, we delve deeper into our responsibilities and priorities with regard to the environment.



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### **ART & DESIGN AND TECHNOLOGY**

#### **Autumn Term**

This term the pupils explore different types of mark-making and produce a detailed observational pen and ink drawing and a clay sculpture of an insect and an animal. Pupils will study the reed pen drawings of Vincent Van Gogh and contribute to a class drawing based on one of Van Gogh's masterpieces.

#### **Spring Term**

This term our focus is on nature when we work towards producing a pen, brush and ink drawing of an animal. After half-term we begin our design and technology project brief to create and 3-D print a maze for a ball bearing using Tinkercad and acrylics.

#### **Summer Term**

This term pupils are investigating textiles, during which we will design and sew a personalised wallet or pencil case.

### **DRAMA**

#### **Autumn Term**

This term the pupils audition and rehearse for the school production to be performed at The Lalani New Barn Theatre in March.

#### **Spring Term**

This term the pupils continue to rehearse for the school production to be performed in The Lalani New Barn Theatre in March.

#### **Summer Term**

This term the pupils are working with play scripts and dramatic text in exploration of *Ernie's Incredible Illusions* by Alan Ayckbourn. They then have the opportunity to devise and compose their own additional scenes, some of which will be rehearsed and performed.





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### COMPUTING

#### Autumn Term

The pupils continue to learn about online safety. They explore how a computer works and review how internet infrastructure operate. They are introduced to some programming using the BBC Microbit. The UK Bebras Computational Thinking Challenge is in November and they prepare for the competition.

#### Spring Term

The pupils are introduced to spreadsheet skills. Using Microsoft Excel, they find out how to enter information using formulae to calculate a range of totals. They also learn how to generate graphs for visual data analysis. Last, the pupils are introduced to 3D modelling, using Google Sketch-Up.

#### Summer Term

In the first half of term the pupils continue designing mathematical games using Scratch 2. Later, they start to program using the BBC Micro:bit microprocessor.



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### MUSIC

#### Autumn Term

Pupils revisit and extend their learning about keyboard performance and staff notation from the previous year. They are introduced to a range of new concepts including minor scales; sharps and flats (and how these relate to the black keys on a keyboard); and tones and semitones (including their role in scale construction). Pupils learn to play right-hand scales and melodies in a variety of major and minor keys, using black and white keys on the keyboard. They revisit their learning about chords, constructing chord progressions using triads, and playing melodies with chordal accompaniments in pairs.

#### Spring Term

Pupils spend the spring term exploring the music of Sub-Saharan Africa. They explore the key features of music from this part of the world, revising prior rhythmic learning and extending their understanding to include concepts such as ostinatos, cyclic rhythms, polyrhythms and syncopation. Pupils learn basic African drumming techniques on the djembe, sing traditional songs, and explore the roles of individual performers within common structures, such as that of the master drummer within call-and-response. The topic culminates with pupils working in groups to compose their own piece of music inspired by the genre.

#### Summer Term

Pupils spend the summer term exploring music for film and video games. They develop knowledge and understanding of the elements of music, how these are manipulated to create music that evokes a specific mood, atmosphere or environment, and the role music plays in the way we perceive and consume visual media. Pupils learn about the history of music for films and video games, including how this has developed over time in response to changing fashions and technologies. The unit ends with pupils composing and performing their own music to a brief for a fictional video game.



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### **PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION and RSE**

#### **Autumn Term**

The pupils begin the year by considering the qualities of friendships and considering the benefits of different types of relationships (E.g. neighbours) as well as describing ways in which people show their commitment to each other. They move on to recognising and managing pressure in a variety of situations and the idea of consent and end the term by thinking about how to respectfully express opinions and others' points of view.

#### **Spring Term**

This term the pupils learn about valuing diversity and challenging discrimination and stereotypes. They consider how to evaluate media sources and what to share online as well as the benefits of saving money and the concept of taxes.

#### **Summer Term**

The Summer Term starts with what affects our mental health and ways to take care of it followed by learning about drug use and the law and drug use and the media. We end the year with a recap on puberty and learning about managing change and becoming more independent as well as thinking about positive relationships and how a baby is made.



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### PHYSICAL EDUCATION (P.E.) AND GAMES

#### Important Note (all terms):

Pupils will need **football boots** (Autumn/Spring) AND **astro-trainers** as well as having their **indoor footwear** available in their P.E. bag. P.E. bags should always be brought into school on Monday morning and taken home to wash on Friday afternoon. This ensures that pupils always have correct kit whatever the weather.

#### Autumn Term

In P.E. lessons pupils continue to develop skills and principles involved in hockey. Pupils use a composite hockey stick and will require a **mouthguard** and **shin guards** for all sessions. There is a further focus on the rules of the game and an introduction to umpiring small-sided games to develop understanding. Pupils are involved in fixtures against other local schools.

Pupils continue to develop badminton where they learn the rules of both singles and doubles and develop a range of basic shots with a focus on more advanced techniques and competitive play. Shot development, selection and tactics are a focus as well as building match stamina.

In Games the pupils play football and with an emphasis on developing more advanced skills and both aerobic and anaerobic fitness. Game awareness will form a significant part of sessions. Pupils are involved in a number of fixtures against other schools. Pupils will also begin their cross country training this term.

#### Spring Term

In P.E. lessons pupils will be involved in both net/wall games and invasion games such as basketball and team handball. There is an emphasis on gameplay and understanding with a focus on basic tactics and skills acquisition. Pupils also take part in a unit of team building activities where there is a focus on working together, the importance of listening and awareness in relation to team success. Activities are both physical and cognitive and require communication and collaboration.

In Games, pupils continue to develop the principles of rugby with a focus on tackling and rucking and an introduction to mauling. All sessions follow the Rugby Football Union (RFU) continuum for safe practice. Pupils will require a **mouthguard** to take part in sessions. Pupils will take part in some matches against other schools. Pupils take part in cross country in and around the MTS lakes to further build general fitness and stamina.



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### **Summer Term**

In P.E. the pupils prepare for Sports Day acquiring skills associated with both track and field event athletics (throwing, jumping, sprint, middle distance running).

During Games, the pupils further develop their cricket skills in relation to bowling, batting and fielding with an emphasis on tactics and playing as a team. Pupils will play fixtures against other schools, and some will play in both local, regional and national tournaments.

Pupils will also have the opportunity to further develop their swimming strokes and personal survival skills with an option to swim at the MTS main pool, as part of the summer games programme.

After Sports Day pupils take part in summer sports such as rounders, softball and ultimate frisbee.



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**FURTHER INFORMATION**

**EXAMINATIONS AND ASSESSMENTS**

Year 6 pupils have formal assessments in English and Mathematics in early January. Revision guidance will be provided in the first week of December.

Year 6 pupils have formal examinations in English, Mathematics, Science, MFL, Geography, History and Latin in late May. Revision guidance will be provided in the first week of the Summer Term.

**PARENTAL CONSULTATIONS**

Year 6 tutorials will take place in-person in November, and Parents' Evenings will take place online in January. In the meantime, should you have any concerns, please do not hesitate to contact your son's Tutor via either email or telephone.

**HOMEWORK**

Homework will be set on Teams.

Document changelog

Date	Note
2024-09-11	PSHE, TPRE, Science, Mathematics, Music, History updated
2023-09-14	English, Science, History, ADT and Music updated
2023-06-13	PSHE updated
2022-09-10	Science updated
2022-09-01	Created