

Year 6

English

- Reading**
- Read a broad range of genres
 - Recommend books to others
 - Make comparisons within/across books
 - Support inferences with evidence
 - Summarising key points from texts
 - Identify how language, structure, etc. contribute to meaning
 - Discuss use of language, inc. figurative
 - Discuss & explain reading, providing reasoned justifications for views
- Writing**
- Use knowledge of morphology & etymology in spelling
 - Develop legible personal handwriting style
 - Plan writing to suit audience & purpose; use models of writing
 - Develop character & setting in narrative
 - Select grammar & vocabulary for effect
 - Use a wide range of cohesive devices
 - Ensure grammatical consistency
- Grammar**
- Use appropriate register/ style
 - Use the passive voice for purpose
 - Use features to convey & clarify meaning
 - Use full punctuation
 - Use language of subject/ object
- Speaking & Listening**
- Use questions to build knowledge
 - Articulate arguments & opinions
 - Use spoken language to speculate, hypothesise & explore
 - Use appropriate register & language

Art & Design

- Use sketchbooks to collect, record, review, revisit and evaluate ideas
 - Improve mastery of techniques such as drawing, painting and sculpture with varied materials
 - Learn about great artists, architects & designers in history
- These skills have been linked the creative curriculum under the following topics – Cycle 1 Autumn- In the trenches, Spring -A Grecian Odyssey and Summer- Vikings and Anglo-Saxons Cycle 2 Autumn- Victorious Victorians, Spring- 3, 2, 1 Blast off! and Summer- On Top of the World.**

Computing

- Design, write and debug programs, including solving problems; Use sequence, selection, and repetition in programs (Island Invasion, Victorious Victorians)
- Use logical reasoning ; Understand computer networks (Into the trenches, What a Wonderful World)
 - Use search technologies (Through all topics)
- Select, use and combine a variety of software, including collecting, analysing, evaluating and presenting data (A Grecian Odyssey, 3,2,1 Blast Off)
- Use technology safely, respectfully and responsibly –Safety (Through all topics)

Mathematics

- Number/Calculation**
- Secure place value & rounding to 10,000,000, including negatives
 - All written methods, including long division
 - Use order of operations (not indices)
 - Identify factors, multiples & primes
 - Solve multi-step number problems
- Geometry & Measures**
- Confidently use a range of measures & conversions
 - Calculate area of triangles / parallelograms
 - Use area & volume formulas
 - Classify shapes by properties
 - Know and use angle rules
 - Translate & reflect shapes, using all four quadrants
- Fractions, decimals & percentages**
- Compare & simplify fractions
 - Use equivalents to add fractions
 - Multiply simple fractions
 - Divide fractions by whole numbers
 - Solve problems using decimals & percentages
 - Use written division up to 2dp
 - Introduce ratio & proportion
- Data**
- Use pie charts

Design & Technology

- Use research & design criteria to develop products which are fit for purpose
 - Use annotated sketches, cross-section diagrams & computer-aided design.
 - Select & use a range of tools, equipment, materials and components
 - Analyse & evaluate and improve own work
 - Use mechanical & electrical systems in own products, including programming
 - Cook savoury dishes for healthy & varied diet.
- These skills have been linked in the creative curriculum under all topics**

History

- Anglo Saxons and Vikings (Island Invasion)
- A study of Greek life and achievements; A non-European society that provides contrasts with British history –Mayan civilization c. AD 900 (A Grecian Odyssey)
- Wars – life in Britain, Woman’s role, Fashion, Transport. Reasons for the war – the build up. (In the trenches)
- Significant Victorian Individuals (Victorious Victorians)
- Space-Neil Armstrong –Spacecraft- transport through the ages (3,2,1 Blast Off)
- Canal boats / cable cars – transport through the ages (What a Wonderful World)

Modern Languages

- Listen and engage
 - Explore language through songs and rhymes
 - Ask and answer questions
 - Speak in sentences, using familiar vocabulary
 - Develop accurate pronunciation and intonation
 - Present ideas and information orally
 - Read carefully and show understanding
 - Appreciate stories, songs, poems and rhymes
 - Broaden their vocabulary
 - Write phrases from memory,
 - Describe people, places, things and actions
 - Understand basic grammar
- Year 6 will be studying Spanish using the Española scheme**

Music

- Play and perform using their voices and musical instruments
 - Improvise and compose music for a range of purposes
 - Listen with attention to detail
 - Use and understand staff and other musical notations
 - Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians
 - Develop an understanding of the history of music.
- Covered by Music Express Scheme of work and singing assemblies**

Science

- Working Scientifically**
- Autumn 1 & 2:** Animals including humans and living things and their habitats
- Spring 1 & 2:** Electricity and Evolution and Inheritance
- Summer 1 & 2:** Light and child-led investigations (linking to science fair)
- Asking simple Qs
 - Observing
 - Simple tests
 - Identifying and classifying
 - Using observations/ideas to suggest answers
 - Gathering and recording data

Geography

- Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones ; Name & locate counties, cities, regions & features of UK (Island Invasion)
 - An environmental issue caused by a change; Physical features – (What a Wonderful World)
 - Contrasting geographical features; Study a region of Europe, and of the Americas;
- Physical Geography; human geography (A Grecian Odyssey)
- Water and its effects on landscapes and people,; Use 4-figure grid references on OS maps; Use fieldwork; Physical geography (What a Wonderful World)
 - Europe – physical geography: rivers, coasts, mountains – battlefields (In the trenches)

Learning for Life

- Relationships- health relationships, feelings and emotions, valuing difference
- Health and wellbeing- healthy lifestyles, growing and changing, keeping safe
- Living the in the wider world- rules, right and responsibilities, caring for the environment, money

Physical Education

- Physical**
- Use running, jumping, catching, throwing and in combination.
 - Play competitive games – enjoy collaborating and communicating with each other.
 - Apply basic principles for attacking and defending.
 - Take part in outdoor adventurous activities (Residential)
 - Develop flexibility, strength, technique, control and balance
 - Perform dances using a range of movement patterns
 - Compare their performances and demonstrate improvement **Swimming and water safety**
 - Swim competently, confidently and proficiently over a distance of at least 25 metres
 - Use a range of strokes effectively
 - Perform safe self-rescue in different water-based situations.
- Covered by the Get Set 4 PE Scheme of work and PPA cover**

Religious Education

- Recognise that some questions about life are difficult to answer
- Investigate and describe how sources of inspiration and influence make a difference to themselves and others
- Apply ideas and reflections to issues raised by religion and belief in the context of their own and others’ lives
- Suggest what might happen as a result of their own and others’ attitudes and actions
- Suggest answers to some questions raised by the study of religions and beliefs
- **These key skills are covered in the key “Big ideas” of the phase:- God as Trinity, Jesus Christ, The Bible, The Church, Christmas, Easter. Additional themes include:- Christianity, Islam, Judaism, Hinduism, Buddhism and Comparative.**