

Year 6 Maths

Rounds any whole number to a required degree of accuracy	Uses negative numbers in context and calculates intervals across zero	Multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication	Divides numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy	Uses written division methods in cases where the answer has up to two decimal places
Solves problems which require answers to be rounded to specified degrees of accuracy	Recalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts		Solves problems involving the calculation of percentages eg of measures and calculations such as 15 per cent of 360, and the use of percentages for comparison		Solves problems involving unequal sharing and grouping using knowledge of fractions and multiples	
Uses simple formulae	Uses, reads, writes and converts between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places		Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons		Draws and translates simple shapes on the coordinate plane and reflects them in the axes	
Interprets pie charts and line graphs and uses these to solve problems			Calculates and interprets the mean as an average			

Year 6 Reading					
Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met	Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions		Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	
Retrieves, records and presents information from non-fiction		Participates in discussions about books that are read to the individual and those that can be read independently		Provides reasoned justifications for their views about a book	
Year 6 Writing					
Identifies the audience for, and purpose of, the writing	Selects the appropriate form and uses other similar writing as models for their own	Proof-reads for spelling and punctuation errors. Uses dictionaries to check spellings. Spells most words correctly.	Ensures the consistent and correct use of tense throughout a piece of writing	Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)	Can describe settings, characters and atmosphere
Uses dictionaries to check the spelling and meaning of words	Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter)	Uses the passive and modal verbs	Use a range of cohesive devices, including adverbials within and across sentences and paragraphs. Use expanded noun phrases to add detail.	Uses a wide range of clause structures	Uses basic punctuation correctly and -inverted commas -commas for clarity -punctuation for parenthesis -semi-colons -dashes -colons -hypens
Maintains legibility, fluency and speed in handwriting choosing when to join or not					

Year 6 Science

<p>Animals, including humans</p> <ul style="list-style-type: none"> -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting). -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. -describe the ways in which nutrients and water are transported within animals, including humans 	<p>Electricity</p> <ul style="list-style-type: none"> -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -use recognised symbols when representing a simple circuit in a diagram 	<p>Light</p> <ul style="list-style-type: none"> -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 -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> -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 -give reasons for classifying plants and animals based on specific characteristics 	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>Working scientifically</p> <ul style="list-style-type: none"> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary use test results to make predictions to set up further comparative and fair tests take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identify scientific evidence that has been used to support or refute ideas or arguments.
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Year 6 History

<p>Chronology</p> <ul style="list-style-type: none"> -Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) -Relate current studies to previous learning and make comparisons between different times in history 	<p>Interpreting and Investigating</p> <ul style="list-style-type: none"> -Select suitable sources of evidence, giving reasons for the choice. -Explore all available evidence to form their own opinion on a historical event -Evaluate the usefulness and accuracy of different sources of evidence -Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history. 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> -Describes causes and consequences of the main events, situations and changes in the period studied. -Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. -Identifies links and changes within and across the time periods and localities studied. 	<p>Topics:</p> <ul style="list-style-type: none"> A local history study that investigates a Tudor or Elizabethan site - a non-European society that contrasts with British History, e.g. Benin- West Africa or Mayans
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Year 6 Geography

<p>Locational knowledge</p> <ul style="list-style-type: none"> -On world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. -Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> -Describe and understand key aspects of: physical geography including mountains Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. -Describe and understand key aspects of distribution of natural resources focussing on energy, minerals etc (Bountiful Earth?) 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> -Expand map skills to include non-UK countries -Analyse statistics to gain insight into locational characteristics (minerals, natural resources) -Extend to 6 figure grid references with teaching of latitude and longitude 	<p>Topics:</p> <p>The Mountain Environment Investigating Coasts</p>
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Year 6 Design and Technology

<p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> -Undertake research to inform design process. This may include surveys and interviews. -Consider the views of others when evaluating their own work. -Ensure products have a high quality finish, using art skills where appropriate. -Justify their decisions about materials and methods of construction. -Make suggestions on how their design/product could be improved. 	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> -Combine ingredients appropriately e.g. beating or rubbing. -Measure ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale up or down from a recipe. -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. -Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	<p>Construction, mechanics and electronics</p> <ul style="list-style-type: none"> -Create circuits that employ a number of components (such as LEDs, resistors and transistors). -Use a cam to make an up and down mechanism. 	<p>Materials</p> <ul style="list-style-type: none"> -Cut materials with precision and refine the finish with appropriate tools (such as sanding wood). -Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.
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Year 6 Art

<p>Drawing</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflections. Use lines to represent movement.</p>	<p>Painting</p> <p>Sketch (lightly) before painting to combine line and colour. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece.</p>	<p>Collage</p> <p>Mix textures (rough and smooth, plain and patterned).</p>	<p>Sculpture</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, textures and pattern.</p>	<p>Print</p> <p>Build up a layer of colours.</p>
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Year 6 Computing

<p>Information Technology</p> <p>-To design an information app that</p>	<p>Digital Literacy</p> <p>-To revise strategies for doing effective</p>	<p>Computer Science- Programming</p> <p>-To create flowcharts showing how steps</p>	<p>Computer Science- theory</p> <p>-To describe the services offered by the</p>
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<p>contains multimedia pages linked together using hyperlinks.</p> <p>-To create an on-screen presentation with slide transitions, advanced animation effects and action buttons.</p> <p>-To develop spread sheets skills, writing formulae to solves mathematical problems.</p> <p>-To edit images using layering techniques.</p> <p>-To create and edit a stop motion animation.</p>	<p>Internet research and learn how to evaluate the usefulness of a website.</p> <p>-To discuss reasons for and against sharing material publicly online.</p> <p>-To learn how to safely share images online.</p> <p>-To research localities using a digital map and use advanced tools like route finders.</p> <p>-To describe the safest response to possibly dangerous online scenarios (concept cartoons).</p>	<p>of algorithms are linked together.</p> <p>-To design and program games that include conditional events, score variables, random number generators and time limits.</p> <p>-To detect and correct errors in programs (syntax and logical bugs).programming language.</p> <p>-To learn how to write code using a text-based language (e.g. Python and/or HTML).</p>	<p>Internet.</p> <p>-To understand the history of WWII computer code breaking.</p> <p>-To understand how binary numbers work.</p>
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Year 6 RE
(be able to answer key enquiry questions)

<p>Judaism</p> <p>How do Jews live their lives?</p> <p>Why are the ten commandments important to Jews?</p> <p>How did Moses change the lives of Jews?</p>	<p>Judaism</p> <p>How do Jews worship?</p> <p>What special events are important to Jews?</p>	<p>Christianity</p> <p>Where in a church do you see signs of salvation?</p> <p>What does salvation mean to Christians?</p>	<p>Christianity</p> <p>What do Christians think is important in life?</p> <p>How does the Bible influence the values that Christians have and the way they behave?</p> <p>How are these values similar / different to those found in other religions?</p> <p>What values do I think are important?</p>	<p>Christianity</p> <p>How do Christians use symbols to express their faith?</p>	<p>Hinduism</p> <p>How do Hindu scriptures help Hindus live their lives?</p>
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Year 6 PSHE

<p>Health and wellbeing</p> <p>-that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>-which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p> <p>-about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p> <p>-about human reproduction</p> <p>-strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bike Ability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)</p>	<p>Relationships</p> <p>-that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</p> <p>-to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>-to recognise and challenge stereotypes</p>	<p>Living in the wider world</p> <p>-what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>-to recognise the role of voluntary, community groups, especially in relation to Ethical Enterprise project</p> <p>-to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>-to think about the lives of people living in other places, and people with different values and customs</p> <p>-about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer</p> <p>-that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>-about enterprise and the skills that make someone ‘enterprising’</p> <p>-to explore and critique how the media present information</p>
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Year 6 PE

<p>Games</p> <ul style="list-style-type: none"> - Choose and combine techniques within a game (running, throwing, catching, passing, jumping and kicking) - Work alone/ with team mates to gain points/ possession - Strike a bowled/ volleyed ball with accuracy -Use forehand and back hand when playing racket games - Choose the most appropriate tactics for a game (e.g. whilst taking part in games such as tag rugby and mini golf) - Lead others when called upon and act as a good role model within a team 	<p>Dance</p> <ul style="list-style-type: none"> - Compose creative/ imaginative dance sequences - Perform expressively and hold a precise/ strong body posture - Develop physical strength and suppleness by practicing moves and stretching. - Express different ideas in original and imaginative ways - Plan to perform with high energy, slow grace or other themes and also maintain this throughout a dance piece - Perform complex moves which combine strength and stamina through gymnastics activities (e.g. cartwheels/ handstands) - Use styles from different cultures (e.g. Bollywood and African dances) 	<p>Gymnastics</p> <ul style="list-style-type: none"> - Create complex and well executed sequences that include a full range of movements including: <ul style="list-style-type: none"> Travelling Balances Swinging Springing Flight Vaults Inversions Rotations Bending, stretching and twisting Gestures Linking skills - Hold shapes that are strong, fluent and expressive - Vary speed, direction, level and body rotation during floor performances -Practise and refine the gymnastics techniques used in performances (above) - Use equipment to vault and to swing (whilst remaining upright) - Include in a sequence set pieces, choosing the most appropriate linking elements - Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions.) 	<p>Athletics</p> <ul style="list-style-type: none"> - Combine sprinting with low hurdles over 60 metres - Throw accurately when hitting a target or covering a distance -Refine your throwing performance by analysing technique and body shape - Run over a longer distance, conserving energy in order to sustain your performance - Show control in take-off and landing whilst jumping - Compete with others and keep track of personal best performances, setting targets for individual improvement - Choose the best place for running over a variety of distances
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Year 6 MFL

<p>I can tell the time on the hour, half hour and quarter hour.</p> <p>I understand the similarities and differences between French and English schools.</p> <p>I can recognise and say the places in a school.</p> <p>To recognise the difference between le/ la and un/une</p> <p>I can say what lessons I do at school.</p> <p>I can read and understand a French school timetable and understand the 24 hr clock in French.</p>	<p>I can recognise the names of places in town.</p> <p>I can say what is and is not in my town using whole sentences and I can talk about my town in the past and present.</p> <p>I can use and recognise numbers 70 to 100 in French.</p> <p>I can say the year in French.</p> <p>I can recognise and use adjectives and antonyms.</p> <p>I can read and understand a French email and show knowledge of sentence construction and word order.</p> <p>I can produce a leaflet for tourists describing my town "Then and now".</p>	<p>I can recognise items from a French menu.</p> <p>I can sing a song in French about a café and pick out the useful phrases for a conversation.</p> <p>I can appreciate some similarities and differences between cultures and culinary traditions.</p> <p>I know some ice-cream flavours in French.</p> <p>I can use the language needed when ordering food.</p>
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