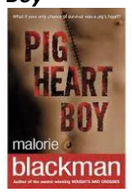
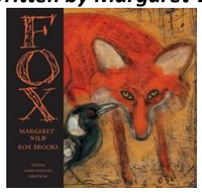
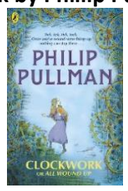
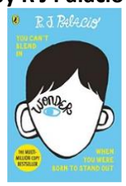
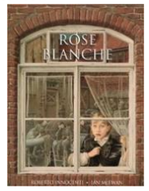
Year 6 Curriculum

English

Phase	Autumn Term		Spring Term		Summer Term	
Year 6	Term 1 Bloodheart (7 weeks)	Term 2 Hola Mexico (6 weeks)	Term 1 Frozen Kingdom (6 weeks)	Term 2 Darwin's Delights (5 Weeks)	Term 1 A Childs War (7 weeks)	Term 2 ID (6 weeks)
Handwriting	Nelson handwriting: to consolidate any joins where weakness is identified, layout and different styles of writing for the purpose.					
Grammar	Please see Grammar Progression Document					
Spelling Rules	Ambitious Synonyms, Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy, Adjectives ending in -ant into nouns ending in -ance/ -ancy, Adjectives ending in -ent into nouns ending in -ence/ -ency, hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity	Words ending in –able, words ending in –able, words ending in –ably, word families based on common words, showing how words are related in form and meaning, word families based on common words, showing how words are related in form and meaning, creating diminutives using prefixes micro- or mini-	Adding suffixes beginning with vowel letters to words ending in –fer, Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions), Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions), Word families based on common words, showing how words are related in form and meaning, Word families based on common words, showing how words are related in form and meaning, Statutory Spelling Challenge Words	Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Statutory Spelling Challenge Words	Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly	Synonyms & Antonyms Week 1-6
Reading	Shared reading of Key Text twice a week, daily guided reading with Benchmarked Colour Coded Groups, Accelerated Reader: STAR Testing, AR Quizes. Reading as writers, writing as readers following key texts.					
Key Text	***Pig Heart Boy**** 	***Fox, written by Margaret Wild **** 	**Clockwork by Phillip Pullman *** 	**Wonder by R J Palacio *** 	**Rose Blanche*** 	**The London Eye Mystery ***
Writing Unit	*Weeks 1-5,* *Diary entries* *Scripts for short plays and books trailers* *Persuasive texts* *Letters (both formal and informal)* *Poetry* *Week 5- Editing and improving a piece of work for writing portfolio.*	*Week 1-5* *Poems* *Information Text* *Oral Presentation* *Letter* *Writing in Role* *Narrative* *Week 5- Editing and improving a piece of work for writing portfolio.*	*Week 1-5* *Letter writing* *Comic strip* *Character summaries* *Newspaper report* *Argument* *Narrative* *Week 5- Editing and improving a selected piece of work for writing portfolio.*	Week 1-5 Factual information leaflets Role play Scripts for documentary Maxims and precepts Newspaper article Diary entries Letters Wee 5- Editing and improving a selected piece of work for writing portfolio.	Week 1-5 Writing in role Diary writing Letter writing Journalistic writing	*Week 1--6* *Diary/Journal Entries (Ongoing)* *Persuasive Speech Explanatory Booklet Police Report* *Free Verse Poetry Formal Letter Newspaper Report Television News Speech Restricted Form Poetry: Nonet* *Advertisement Restricted Form Poetry: Haiku* *Poetry – Iam* *Narrative*

Year 6 Curriculum

	Week 5-6- Poetry *John Donne; A Broken Heart* *Personification*	*Week 6- Consolidation/ Assessment Week*			Week 2-6 ***Once by Morris Glietzman*** Bookstudy & hypothesising (plan with FW)	
	Week 7- Consolidation/ Assessment Week					

Maths

Phase: KS2	**Autumn Term**		**Spring Term**		**Summer Term**	
Year 6	**Term 1**	**Term 2**	**Term 1**	**Term 2**	**Term 1**	**Term 2**
Times Tables expectation:	Revision of all times tables and division facts up to 12 x 12.					
Mental Maths:	Add two 1-place decimal numbers or two 2-place decimal numbers less than 1 (4.5 + 6.5 or 0.74 +0.33) Count forward and backward with positive and negative numbers through zero. Know all multiplication tables to 12x. Apply and extend Derive quickly and without difficulty, number bonds to 1000 Use number bonds to 1 and 10 to perform mental subtraction of any pair of one-place Add positive number to negative numbers (e.g calculate a rise in temp)		Use divisibility tests to aid mental calculation Use place value and number facts in mental multi (40,000 x 6 = 24,000) Identify common factors, common numbers and prime numbers and use factors in mental division (438 ÷ 6 is 219 ÷ 3) Identify common factors, common numbers and prime numbers and use factors in mental multiplication (e.g 326 x 6 is 652 x 3) Know by heart all multiplication and division facts up to 12 x 12. Apply and extend		Halve and double decimal numbers with up to 2 places using partitioning e.g 36.73 doubled is double 36 plus double 0 .73) Know by heart all multiplication and division facts up to 12 x 12. Apply and extend Use rounding in mental multiplication (34 x 19 as (20 x34) -34) Use doubling and halving as a mental division and multiplication strategy. E.g to divide by 2,4,8,5,20 and 25 (628 ÷ 8 is halved three times) (28 x 25 is ¼ of 28 x 100 = 700)	
Recap for retention:	5-minute daily starter exercise of 'Flashback 4': Essential skills are regularly revisited and retrieved to strengthen retention. Consolidation Week at the end of each half term: Pupils can consolidate learning from the 'Blocks' covered in the half term.					
Key Mathematical Areas/ Durations:	Block 1- Number: Place Value Duration – 2 weeks Block 2- Number: Addition, Subtraction, Multiplication and Division Duration – 4 weeks	Block 3 – Number: Fractions Duration – 4 weeks Block 4 - Geometry: Position and Direction Duration – 1 week	Block 1 – Number: Decimals Duration – 2 weeks Block 2 – Number: Percentages Duration – 2 weeks Block 3 – Number: Algebra Duration – 2 weeks	Block 4 - Measurement: Converting Units Duration – 1 week Block 5 - Measurement: Perimeter, Area and Volume Duration – 2 weeks Block 6 – Number: Ratio Duration – 1 week	Block 1 – Geometry: Properties of Shape Duration – 2 weeks Block 2 - Problem solving Duration – 3 weeks Block 3 – Statistics Duration – 1 week	Block 3 – Statistics Duration – 1 week Block 4 – Investigations Duration – 4 weeks
National Curriculum Objectives:	**Place Value** • Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.	**Fractions** • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.	**Decimals** • Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving	**Measurement: Converting Units** • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.	**Geometry: Properties of Shape** • Draw 2-D shapes using given dimensions and angles.	**Statistics** • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

Year 6 Curriculum

	• Round any whole number to a required degree of accuracy. • Use negative numbers in context, and calculate intervals across zero. • Solve number and practical problems that involve all of the above. **Addition, Subtraction, Multiplication and Division** • Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. • Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. • Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. • Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. • Perform mental calculations, including with mixed operations and large numbers. • Identify common factors, common multiples and prime numbers. • Use their knowledge of the order of operations to carry out calculations	• Compare and order fractions, including fractions >1. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. 1/4 × 1/2 = 1/8). • Divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6). • Associate a fraction with division to calculate decimal fraction equivalence (e.g. 0.375) for a simple fraction (e.g. 3/8). • Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places. • Multiply one digit numbers with up to two decimal places by whole numbers. • Use written division methods in cases where the answer has up to two decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Geometry: Position and Direction** • Describe positions on the full coordinate grid (all four quadrants). • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	answers up to 3 decimal places. • Multiply one-digit numbers with up to 2 decimal places by whole numbers. • Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. **Percentages** • Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. • Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. **Algebra** • Use simple formulae. • Generate and describe linear number sequences. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. • Enumerate possibilities of combinations of two variables.	• Use, read, write and convert 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 3 d.p. • Convert between miles and kilometres. **Perimeter, Area and Volume** • Recognise that shapes with the same areas can have different perimeters and vice versa. • Recognise when it is possible to use formulae for area and volume of shapes. • Calculate the area of parallelograms and triangles. • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3). **Ratio** • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Problem solving** ALL **Statistics** • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate the mean as an average.	• Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate the mean as an average. **Investigations** ALL

Year 6 Curriculum

	involving the four operations. • 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.					

Science

Area of Science:	Animals including Humans	Light and shadows	Living things and their habitats	Evolution and Inheritance	Electricity	Evolution and inheritance
Switched on Science	Staying Alive	Let it shine	Classifying Critters	We're Evolving	Electrifying	We are Dinosaur Hunters
Love to Investigate:	What can your heart rate tell you?	What colour is a shadow?	How do animals stay warm?	Why do birds have different beaks?	Can fruit light a bulb?	How does inheritance work?
Now Press Play	N/A	N/A	N/A	Evolution	N/A	N/A

Religious Education

Islam **Theme: Beliefs and moral values** **Key question:** **What is the best way for a Muslim to show commitment to God?**	**Additional Christianity:** **Are miracles evidence that God exists?**	**Christianity** **Theme: Christmas** **Key question:** **How significant is it that Mary was Jesus' mother?** **(see UC unit)**	**Christianity** **Theme: Beliefs and meaning** **Key question:** **Is anything ever eternal?** **(see UC unit)**	**Christianity** **Theme: Easter** **Key question:** **Is Christianity still a strong religion 2000 years after Jesus was on Earth?** **VISIT: St. Paul's Cathedral** **(see UC unit)**		**Islam (2 units in 1)** **Theme: Beliefs and practices** **Key question:** **Does belief in Akhirah (life after death) help Muslims lead good lives?** **VISIT: Regent's Park Mosque**

PSHE

Topic	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	Family/Friendships	Tolerance/ Respect	Environment	Responsibilities	War/Peace	Identity
PSHE Focus	Jigsaw: Being In my Own World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing me
Key Skills	4C's focus: Care	4C's focus: Care	4C's focus: Collaborative	4C's focus: Collaborative	4C's focus: Creative	4C's focus: Critical

History

History Focus	**Black death - 14th century England**	**Cold war and 1960s Space Race**	**Ancient Egypt**	**History of theme parks**	**Changes over the last century**	**Skills based term (Local history)**
Key Skills History	*Describe the main changes within a period of history (political, technological, cultural)*	*Place historical events and time periods accurately on a timeline* *Give clear reasons why there may be different accounts of history*	*Describe the main changes within a period of history and over different periods of history*	*Place historical events and time periods accurately on a timeline - revisited*	*Choose reliable and useful sources of evidence to start to give reasons* *Describe the main changes within a period of history*	*Analyse, evaluate and refine my own enquiry question* *Follow my own line of historical enquiry* *Choose reliable sources of evidence to help me answer questions giving reasons for my choices*

Year 6 Curriculum

	Communicate different viewpoints (orally) about what happened		*Communicate different viewpoints about the events (written)*	*Give clear reasons why there may be different accounts of history - revisited*	*(political, technological, cultural) - revisited*	

Geography						
Geography Focus	**Black death - mapping the disease and causes**	**Earth from space**	**Egypt (+ River Nile)**	**Theme Parks in UK and USA**	***Skills based term - Local geography and urban areas***	***Skills based term - Fieldwork and investigation - visiting a different area***
Key Skills Geography	*Use the eight compass points to describe the location of a country* *Locate the world's countries, using maps to focus on Europe (incl. Russia), North America and South America* *Understand what a number of places are like, how and why they are similar and different*	*Identify places situated in relation to the Equator, latitude, longitude and relate this to their time zone, climate, seasons and vegetation.* *Identify the different hemispheres on a map*	*Compare and contrast differences between the UK and other countries* *Use the language of rivers eg. erosion, deposition, transportation to explain the formation of rivers* *Understand how climate and vegetation are connected to biomes eg. tropical rainforest and desert* *Study pictures of historic elements of a site and compare and contrast*	*Understand how a mountain region was formed* *Use digital maps to investigate features of an area*	*Locate the UK's major urban areas using a map* *Know some of the UK's major urban areas' characteristics and begin to identify how they have changed over time* *Know and understand what life is like in cities and villages and in a range of settlement sizes* *Explain how the types of industry have changed over time*	*Visit a river/hill/coast, locate and explain the features* *Make fieldwork/observational notes about land features* *Present information gathered in fieldwork using a range of graphs* *Take photographs to support findings eg. showing different transport used in the area*