

Year 6 National Curriculum Coverage

Subject	Content	Term
English	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Read a broad range of genres</li> <li>Recommend books to others</li> <li>Make comparisons within/across books</li> <li>Support inferences with evidence</li> <li>Summarising key points from texts</li> <li>Identify how language, structure, etc. contribute to meaning</li> <li>Discuss use of language, inc. figurative</li> <li>Discuss &amp; explain reading, providing reasoned justifications for views</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Use knowledge of morphology &amp; etymology in spelling</li> <li>Develop legible personal handwriting style</li> <li>Plan writing to suit audience &amp; purpose; use models of writing</li> <li>Develop character &amp; setting in narrative</li> <li>Select grammar &amp; vocabulary for effect</li> <li>Use a wide range of cohesive devices</li> <li>Ensure grammatical consistency</li> </ul> <ul style="list-style-type: none"> <li>Narrative persuasion</li> <li>Narrative newspaper report</li> <li>Explanation / Discussion</li> <li>Recount</li> <li>Revision all text types</li> <li>Recount - experiment write up</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Use appropriate register/ style</li> <li>Use the passive voice for purpose</li> <li>Use features to convey &amp; clarify meaning</li> <li>Use full punctuation</li> <li>Use language of subject/object</li> </ul>	

	<p><u>Speaking &amp; Listening</u>  Use questions to build knowledge  Articulate arguments &amp; opinions  Use spoken language to speculate, hypothesise &amp; explore  Use appropriate register &amp; language</p>	
Maths	<p><u>Number/calculation</u>  Secure place value &amp; rounding to 10,000,000, including negatives  All written methods, including long division  Use order of operations (not indices)  Identify factors, multiples &amp; primes  Solve multi-step number problems</p> <p><u>Algebra</u>  Introduce simple use of unknowns</p> <p><u>Geometry &amp; Measures</u>  Confidently use a range of measures &amp; conversions  Calculate area of triangles / parallelograms  Use area &amp; volume formula  Classify shapes by properties  Know and use angle rules  Translate &amp; reflect shapes, using all four quadrants</p> <p><u>Data</u>  Use pie charts  Calculate mean averages</p> <p><u>Fractions, decimals and percentages</u>  Compare &amp; simplify fractions  Use equivalents to add fractions  Multiply simple fractions  Divide fractions by whole numbers  Solve problems using decimals &amp; percentages  Use written division up to 2dp  Introduce ratio &amp; proportion</p>	
Science	<b>Working Scientifically</b>	

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

#### **Living things and their habitats**

- 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.

#### **Animals including humans**

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- 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.

#### **Evolution and inheritance**

- 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.

#### **Light**

- 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.

#### **Electricity**

- 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>Computing</p>	<ul style="list-style-type: none"> <li>● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>● Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><u>Young authors</u> Children develop a story idea in small groups to create a storyboard. Children then use Book Creator and Brushes to create their own eBook including text, illustrations and audio.</p> <p><u>Stocks and Shares</u> Children gain an understanding of the stock market but more importantly engage them in a task that makes them analyse data, make informed choices, present and critique their decisions. Designed to bring together all their 'office' skills and show how they can be used to complement each other.</p> <p><u>Let's learn a language</u> Children build on prior experience of coding using a visual based programming language, such as Scratch or Kodu but learn to code using a scripting language i.e. writing lines of code as opposed to dragging blocks to build algorithms and programs. Aims to introduce children to the world of programming languages - experiment with learning basic Python code using either iPads, PC or Macs.</p> <p><u>Appy times part 1</u> There is a revolution coming and it is called 'wearable technology' which is clothing incorporating computer and advanced electronic technologies. A new report revealed that wearables will have a major impact on our everyday lives over the next decade. So the children's task is to design a piece of wearable technology that links in with a smart phone app. Their app in some way must improve learning in schools.</p> <p><u>Appy times part 2</u> Children experiment with the basics of programming and app development using a variety of development platforms and styles of code. Then as an overall plenary they will be asked to compare, contrast and express their thoughts on the different programming styles of languages.</p> <p><u>Heroes and Villains</u> Creating a Heroes and Villains style game using the program Scratch. As the hero of the game you will battle against the villain to collect diamonds and destroy each other's health. The aim of the game is to either be the first to collect 5 diamonds or destroy the villain's health to 0.</p>	
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History	<ul style="list-style-type: none"> <li>● Britain's settlement by Anglo-Saxons and Scots</li> <li>● The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>● A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	
Geography	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>● locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>● understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Castleton? Salisbury?), a region in a European country (Athens? Rhodes?), and a region within North or South America (Amazon)</li> </ul> <p><b>Human and physical geography</b> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>● human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Amazon)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>● use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	
RE	<p><b>Christianity and Islam</b></p> <ul style="list-style-type: none"> <li>● How and why do people express their beliefs in different ways? Theme: Symbols and Religious Expression</li> </ul>	

	<ul style="list-style-type: none"> <li>• What does it mean to belong to a religion/belief system? Theme: Religion and the Individual/Community</li> </ul>	
Languages	<ul style="list-style-type: none"> <li>• Listen &amp; engage</li> <li>• Engage in conversations, expressing opinions</li> <li>• Speak in simple language &amp; be understood</li> <li>• Develop appropriate pronunciation</li> <li>• Present ideas &amp; information orally</li> <li>• Show understanding in simple reading</li> <li>• Adapt known language to create new ideas</li> <li>• Describe people, places &amp; things</li> <li>• Understand basic grammar, e.g. gender</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>. Feelings (ca va, ca va bien, ca va mal, ca va tres bien, comme-ci comme-ca, ca ne va pas...)</li> <li>. Colours (Understand Question "C'est + colour?" or "C'est + colour ou colour?", respond Oui/non, c'est + colour).</li> <li>. More classroom instructions: courez, marchez, sautez,... + lentement / vite.</li> <li>. Some letters (voyelles)</li> <li>. More numbers (up to 30).</li> <li>. Christmas traditions (including Voici &amp; et).</li> <li>. Songs: Au Clair de la lune / Mon beau sapin</li> <li>. Poem: Les crayons (Corinne Albaut).</li> </ul>	Term 1
Art and design	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record and evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>• Learn about great artists, architects &amp; designers</li> </ul>	
Design and Technology	<ul style="list-style-type: none"> <li>• Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>• Use annotated sketches, cross-section diagrams &amp; computer-aided design</li> <li>• Analyse &amp; evaluate existing products and improve own work</li> <li>• Use mechanical &amp; electrical systems in own products, including programming</li> <li>• Cook savoury dishes for a healthy &amp; varied diet</li> </ul>	
Music	<ul style="list-style-type: none"> <li>• Perform with control &amp; expression solo &amp; in ensembles</li> <li>• Improvise &amp; compose using dimensions of music</li> <li>• Listen to detail and recall aurally</li> <li>• Use &amp; understand basics of staff notation</li> <li>• Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>	

PE	<ul style="list-style-type: none"><li>● Use running, jumping, catching and throwing in isolation and in combination</li><li>● Play competitive games, applying basic principles</li><li>● Develop flexibility &amp; control in gym, dance &amp; athletics</li><li>● Take part in Outdoor &amp; Adventurous activities</li><li>● Compare performances to achieve personal bests</li><li>● Swimming proficiency at 25m (KS1 or KS2)</li></ul>	