

## YEAR 6 CURRICULUM

Year 6					
Autumn	Spring	Summer			
Literacy					
<p><b>Poetry</b> Read write and perform free verse</p>	<p><b>Poetry</b> Read write and perform free verse</p>	<p><b>Poetry</b> Read and respond</p>	<p><b>Poetry</b> Research a particular poet</p> <p>Recite familiar poems by heart</p>	<p><b>Poetry</b> Personal response to poetry</p> <p>Recite familiar poems by heart</p> <p>Perform composition</p>	<p><b>Poetry</b> Recite familiar poems by heart</p> <p>Perform composition</p>
<p><b>Narrative</b> Stories of fear/ quest / from a point of view and suspense -Opening sentences</p>	<p><b>Narrative</b> Descriptive writing</p>	<p><b>Narrative</b> Story telling Long established authors</p>	<p><b>Narrative</b> Stories with developed dialogue</p>	<p><b>Narrative</b> Flash back</p>	<p><b>Narrative</b> Plays</p>
<p><b>Non fiction</b> Reports and description Journalism</p> <p>Plan i.e.</p> <p>- to identify the audience for and purpose of writing</p> <p>Draft i.e. - describing setting</p> <p>Write and edit i.e. - assess effectiveness of their own and other's writing</p>	<p><b>Non fiction</b> Persuasion Point of view Adverts Negative and positive letter writing</p> <p>Formal Speech and writing</p> <p>Plan i.e. - To consider how authors develop their character</p> <p>Draft i.e. - describing atmosphere</p> <p>Write and edit i.e.</p> <p>Propose changes to vocab. Grammar, punctuation</p>	<p><b>Non fiction</b> Fact and opinion Balanced argument</p> <p>Plan i.e.</p> <p>- drawing on research through reading</p> <p>Draft i.e. - précisng longer passages</p> <p>Write and edit i.e.</p> <p>Checking correct tense</p>	<p><b>Non fiction</b> Explanation Instruction</p> <p>Plan i.e.</p> <p>- To consider how authors develop their character</p> <p>Draft i.e. - Headings/ underling / bullet points</p> <p>Integrating dialogue</p> <p>Write and edit i.e. Proof reading spelling</p>	<p><b>Non fiction</b> Recount</p> <p>SATs revision</p> <p>Plan i.e.</p> <p>- To consider how authors develop their character</p> <p>Draft</p> <p>Write and edit i.e.</p> <p>Correct verb and subject agreement</p>	<p><b>Non fiction</b> Recount</p> <p>Debating skills</p> <p>Plan i.e.</p> <p>- To consider how authors develop their character</p> <p>Draft</p> <p>Write and edit i.e.</p>

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<p><b>Vocabulary/ Grammar</b> English Appendix 2</p> <p>Passive verb Active - passive</p> <p>Commas to clarify meaning adverbials</p>	<p><b>Vocabulary / Grammar</b> Subjunctive forms</p> <p>Expanded noun phrases</p> <p>Informal and formal speech (Ask – request)</p> <p>Impersonal voice</p>	<p><b>Vocabulary / Grammar</b> Time and cause verbs</p> <p>Independent clauses marked colons, semi colons, dashes</p> <p>Question tags</p>	<p><b>Vocabulary / Grammar</b> Modal verbs and possibility adverbs</p> <p>Hyphens</p> <p>Parenthesis</p> <p>Bullet point</p> <p>Linking paragraphs- cohesive devises</p>	<p><b>Vocabulary / Grammar</b> Relative clauses Relative pronouns</p> <p>Ellipsis</p> <p>Subject - object</p>	<p><b>Vocabulary / Grammar</b> Paragraphs : cohesive devises</p> <p>Grammatical connections: on the other class</p> <p><b>SATS</b> revision Extension: Level 6</p>
<p><b>Spelling</b> Prefixes and suffixes (plural noun suffixes)</p> <p>Adding suffixes with vowel letters to words ending in -fer ( p77)</p> <p>Use dictionaries to check the meaning and spelling of words</p> <p>Words ending in able – ible - ably – ibly (p67)</p>	<p><b>Spelling</b> Silent letters</p> <p>Morphology and etymology</p> <p>(English Appendix 1)</p> <p>Use a thesaurus</p>	<p><b>Spelling</b> Homophones and words that are easily confused (69 , 70)</p> <p>Endings which sound like ‘el’ special artificial (p66)</p> <p>Words containing the letter string – ough : ought</p>	<p><b>Spelling</b> Endings which sound like Cious – tious</p> <p>Gracious etc (p66)</p> <p>Words spelt with the - i – sound spelt ei after c : deceive (P68)</p>	<p><b>Spelling</b> Words ending in ant – ance – ent – ence – ency (p66)</p> <p>Use of hyphen re-enter co-own (p77)</p>	<p><b>Spelling</b> Revision</p> <p>Word list year 5/6 p 71</p>
<p><b>Handwriting</b> To write with increased fluency and speed</p>	<p><b>Handwriting</b> To write with increased fluency and speed</p>	<p><b>Handwriting</b> To write with increased fluency and speed</p>	<p><b>Handwriting</b> To decide whether or not to join</p>	<p><b>Handwriting</b> To decide whether or not to join</p>	
<p><b>Reading</b> To understand meaning of new words</p> <p>To ensure correct pronunciation</p> <p>Modern fiction Fiction-Non fiction</p>		<p><b>Reading</b> To apply knowledge of root words – suffixes – prefixes</p> <p>To understand meaning of new words</p>		<p>Reading To understand meaning of new words</p> <p>To ensure correct pronunciation</p> <p>Plays</p>	

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<p>Key skills: inference, deduction, predict, summarise, structure and presentation, evaluate, understand difference between fact and opinion</p> <p>Autobiographies and biographies – understanding difference between first and third person</p> <p>Technical terms that children should use: metaphor, simile, analogy, imagery, style and effect</p> <p>To retrieve information in history, geography , science books etc</p>	<p>To ensure correct pronunciation</p> <p>Myths and traditional stories Fiction-Nonfiction – (Heroism)</p> <p>Poetry – to write , learn and perform poetry</p> <p>Debate – to justify and explain their opinions</p> <p>Key skills: inference, deduction, predict, summarise, structure and presentation, evaluate, understand difference between fact and opinion</p> <p>Technical terms that children should use: metaphor, simile, analogy, imagery, style and effect</p> <p>To retrieve information in history, geography , science books etc</p>	<p>Fiction – nonfiction – poetry</p> <p>SATs revision</p> <p>Key skills: inference, deduction, predict, summarise, structure and presentation, evaluate, understand difference between fact and opinion</p> <p>Technical terms that children should use: metaphor, simile, analogy, imagery, style and effect</p> <p>To retrieve information in history, geography , science books etc</p>
<h3>Numeracy</h3>		
<p>Place value:</p> <ul style="list-style-type: none"> <li>To read, write and order numbers to <b>10 000 000</b></li> <li>Rounding whole numbers to nearest 10, 20, 50</li> </ul> <p>Addition – subtraction</p> <p>Multiplying - Dividing</p> <ul style="list-style-type: none"> <li>4 digit numbers by 2 digit numbers – grid method</li> <li>4 digit numbers by 2 digit numbers – chunking and formal method</li> <li>Perform mixed mental operations leaving large numbers</li> <li>Identify prime numbers and common factors</li> </ul> <p>Fractions – decimals %:</p> <ul style="list-style-type: none"> <li>To simplify fractions: use common multiples to express fractions in same denomination</li> <li>To divide by 10, 100, 1000 to 3 decimal places</li> </ul> <p>Measures:</p> <ul style="list-style-type: none"> <li>Solve problems involving conversion using 3 decimal places length , mass, volume</li> </ul>	<p>Place value:</p> <ul style="list-style-type: none"> <li>Use negative numbers across zero</li> <li>Problem solving</li> </ul> <p>Addition – subtraction</p> <p>Multiplying - Dividing</p> <ul style="list-style-type: none"> <li>4 digit numbers by 2 digit numbers – formal method</li> </ul> <p>Dividing</p> <ul style="list-style-type: none"> <li>4 digit numbers by 2 digit numbers – chunking and formal method – remainders as fractions</li> <li>Perform mixed mental operations leaving large numbers</li> <li>To know the order of operations – to know which to use and why</li> </ul> <p>Fractions, decimals %:</p> <ul style="list-style-type: none"> <li>To compare and order fractions</li> <li>X 1 digit number by number up to 2 decimal places</li> <li>Divide 2 decimal places</li> </ul> <p>Ration and proportion:</p> <ul style="list-style-type: none"> <li>To recognize ratio and proportion</li> </ul>	<p>Addition – subtraction</p> <p>Multiplying - Dividing</p> <ul style="list-style-type: none"> <li>4 digit numbers by 2 digit numbers – formal method</li> </ul> <p>Dividing</p> <ul style="list-style-type: none"> <li>To solve problems involving +- X division</li> <li>Perform mixed mental operations leaving large numbers</li> <li>To know the order of operations – to know which to use and why</li> </ul> <p>Fractions , decimals %:</p> <ul style="list-style-type: none"> <li>To multiply fractions</li> <li>To divide fraction by whole number 1/3 divide by 6</li> <li>Solve problems</li> <li>Recall equivalences between % , decimals and fraction</li> </ul> <p>Ration and proportion:</p> <ul style="list-style-type: none"> <li>Calculate % i.e. 15% of 360</li> </ul> <p>Solve problems involving scale factor unequal grouping</p> <p>Algebra</p> <ul style="list-style-type: none"> <li>Simple formulae</li> <li>Generate linear number sequences</li> </ul>

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<p><b>and time</b></p> <ul style="list-style-type: none"> <li>Calculate area and perimeter of parallelograms and triangles</li> </ul> <p>Geometry /Shapes: draw 2 d shape</p> <ul style="list-style-type: none"> <li>Recognize and build 3d shapes</li> </ul> <p>Geometry: position and direction:</p> <ul style="list-style-type: none"> <li>4 quadrants – coordinates</li> <li>Translate/ reflect</li> <li>Draw and label co-ordinates of shapes (rectangles/ rhombuses etc)</li> </ul>	<ul style="list-style-type: none"> <li>Calculate % i.e. 15% of 360</li> <li>Solve problems involving scale factor unequal grouping</li> </ul> <p>Algebra</p> <ul style="list-style-type: none"> <li>Simple formulae</li> <li>Generate linear number sequences</li> <li>Express missing numbers algebraically</li> <li>Find pairs of numbers that satisfy and equation with two unknowns</li> <li>Enumerate possibilities of 2 variables</li> </ul> <p>Measures:</p> <ul style="list-style-type: none"> <li>Solve problems involving conversion using 3 decimal places length , mass, volume and time</li> </ul> <p>Measures:</p> <ul style="list-style-type: none"> <li>Solve problems involving conversion using 3 decimal places length , mass, volume and time</li> <li>Convert between miles and KM</li> <li>Relationship between area and perimeter</li> <li>Formulae for area and perimeter</li> </ul> <p>Geometry/ shapes</p> <ul style="list-style-type: none"> <li>Properties of circles</li> <li>Missing angles</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>Interpret and construct pie charts and line graphs and use to solve problems</li> <li>Calculate and interpret the mean as an average</li> </ul>	<ul style="list-style-type: none"> <li>Express missing numbers algebraically</li> <li>Find pairs of numbers that satisfy and equation with two unknowns</li> </ul> <p>Enumerate possibilities of 2 variables</p> <p>Measures:</p> <ul style="list-style-type: none"> <li>Calculate, compare, estimate volume of cubes/ cuboids</li> <li>Cubed cm<sup>3</sup>/ kms etc</li> </ul> <p>Revision</p>
<b>Science</b>		
Living things and their habitats	Electricity Light	Animals including humans Evolution and inheritance
<b>History</b>		
Ancient Egypt	Ancient Greece	Non- European society eg Mayan
<b>Geography</b>		
<p>Geographical skills</p> <ul style="list-style-type: none"> <li>Maps, atlases, globes computers to locate countries and describe features studied</li> <li>6 figure grid reference</li> </ul>		
<p>Isle of Wight</p> <ul style="list-style-type: none"> <li>Key geographical features</li> <li>Land use patterns and how this has changed</li> </ul>	<p>The Andes</p> <ul style="list-style-type: none"> <li>Settlement and land use</li> <li>Trade links</li> </ul>	<p>Fieldwork</p> <ul style="list-style-type: none"> <li>Use of ordinance survey maps</li> </ul>

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over time		
<b>Art/D&amp;T</b>		
<ul style="list-style-type: none"> <li>To create sketch books to record their observation</li> <li>To improve their mastery of art and design techniques, including drawing paintings and sculpture with a range of materials (for example pencil, charcoal, paint , clay)</li> <li>Great artists, architects and designers in history</li> </ul>		
People in Action – drawing and sculpture	Perspective	Topic work links- 70's wall paper Warhol Picasso
<b>DT</b>		
<ul style="list-style-type: none"> <li>A variety of creative and practical activities</li> <li>Pupils should be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making</li> <li>Work in a range of relevant contexts – home, school , leisure, sculpture, enterprise, industry, wider environment</li> <li>Design , make and evaluate</li> <li>Technical knowledge: Cooking and nutrition</li> </ul>		
Slippers – sewing skills	Shelters	
<b>RE</b>		
Christianity and Buddhism: Christian and Buddhist beliefs and practices The Buddha	Expressing faith in Art, Drama and Song The importance of Jesus to Christians	Ideas about God Human responsibility for the environment Suffering
<b>ICT</b>		
<ul style="list-style-type: none"> <li>Design, write and debug programs to complete a goal</li> <li>Use sequences, repetition, inputs, variables and outputs in programs</li> <li>Direct and correct errors on programs</li> <li>Understand use of networks for collaboration and communication</li> <li>Be discerning in evaluating digital content</li> </ul>		
Data Matters	Information Models	Sound works
<b>PE/Gymnastics/Dance</b>		
Play competitive games applying basic principle of attacking and defending: Netball/ Football	Play competitive games applying basic principle of attacking and defending: hockey/ basketball	Play competitive games applying basic principle of attacking and defending: Cricket/ rounder's/ tennis
Use running , jumping , catching and throwing in isolation and in combination	Use running , jumping , catching and throwing in isolation and in combination	Use running , jumping , catching and throwing in isolation and in combination
Develop flexibility and control in gymnastics	Develop flexibility and control in dance  Take part in outdoor and adventurous activities	Develop flexibility and control in athletics  Compare performance to achieve personal best
<b>Music</b>		
Listening and appraising Musical preferences	Lyrics, melody and composition	Singing Performing
<b>MFL</b>		
Listen and engage	Present ideas and information	Engage in conversation,

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Speak in simple language and be understood Develop appropriate pronunciation Show understanding in simple reading Everyday house-hold objects	orally  Describe people places and things  Understand basic grammar, i.e. gender  Rooms in the house/ furniture	expressing opinions  Adapt known language to create new ideas  Transport and countries
<b>PSCHE</b>		
New beginnings Getting on and falling out:	Going for Goals Good to be me	Relationships Changes Keeping healthy