Curriculum 2014   Year 6

English

Reading

- Read a wide range of texts including modern fiction, fiction from our literary heritage and books from other cultures and traditions.

- Identifying and discussing themes in a wide range of book, making comparisons both within and across books.

- Prepare poems and plays to read aloud showing understanding through tone, intonation and volume to make the meaning clear.

- Summarising the evidence from more than one paragraph when reasoning and inferring, or gathering information.

- Participate in discussions about books, building on own and others ideas and challenging views courteously.

Writing

- Use dictionaries to check spellings, use a thesaurus.

- Choose which shape of a letter to use when given choices and deciding whether to join some letters.

- Plan by noting and developing initial ideas, drawing on reading and research where necessary.

- Integrate dialogue to advance the action when writing.

- Precis longer passages.

- Use a wide range of devices to build cohesion within and across paragraphs.

Grammar

- Recognising vocabulary and structures that are appropriate for formal speech and writing.

- Use a wide range of punctuation for effect including commas, hyphens, brackets, dashes colons and semi colons, correctly and for effect.

Speaking and listening

- Speak audibly and fluently with an increasing command of Standard English.

- Use spoken language to develop understanding by speculating, hypothesising, imagining and exploring ideas.

- Gain , maintain and monitor, the interest of the listener.

Maths

Number/Calculation

- Read, write, order and compare numbers to at least 10 000 000 and determine the value of each digit.

- Multiply multi digit numbers up to 4 digits by 2 digit whole number using long multiplication.

- Divide numbers up to 4 digits by 2 digits using the formal written method.

- Identify common factors, multiples and prime numbers.

- Solve increasingly complex problems using all 4 operations choosing the correct one. Use knowledge of order of operations.

Fractions

- Use common factors to simplify fractions and common multiples to express fractions in the same denomination.

- Add and subtract fractions with different denominators using the concept of equivalent fractions.

- Multiply pairs of fractions, writing answers in their simplest form. Divide fractions by whole numbers.

- Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.

- Know value of each digit up to 3 dp and x and ÷ by 10, 100, and 1000. X decimals to 2 dp by whole numbers.

Ratio and Proportion

- Solve problems involving the calculation of %, the scale factor for shapes, and unequal sharing and grouping.

Algebra

- Use simple formulae, generate and describe linear number sequences. Express missing number problems algebraically.

Measurement

- Convert between standard units and between miles and kilometres.

- Calculate the area of parallellograms and triangles.

Geometry

- Illustrate and name parts of circles. Compare and classify geometric shapes based on their properties.

- Use Co ordinates in all 4 quadrants.

Statistics

- Construct and interpret pie charts and line graphs. Calculate mean as average.

Science

Working Scientifically

- Controlling variables in investigations.

- Presenting results using scatter graphs.

- Report and present findings including conclusions, causal relationships and explanations of and degree of trust in results.

Living things and their habitats

- Describe how living things are classified into broad groups according to common characteristics. Give reasons for these groupings.

Animals, including humans

- Functions of parts of the Human circulatory system

- Healthy lifestyles and effects on bodies..

Light

- Light travelling in straight lines, How we see things, Explaining shadows.

Electricity

- Associate the brightness of the bulb in a circuit with the number of or voltage of cells in a circuit.

- Give reasons for findings in circuits and draw them using recognised symbols.

History

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- A non European society which contrasts with British History—One study chosen from; Early Islamic civilisation, including a study of Baghdad c.900AD; Mayan civilisation c.900AD; Benin, West Africa c 900-1300AD

Art and Design

- Create sketch books to record their observations and use them to revisit and review ideas.

- Improve their techniques in painting, drawing and sculpture with a range of materials e.g pencil, charcoal, paint and clay.

- About great artists, architects and designers in history.

Design and Technology

- Generate product ideas for specific markets through discussion, annotated sketches, exploded diagrams, prototypes and pattern pieces.

- Investigate and analyse existing products.

- Understand how key events and individuals in DT have helped to change the world.

- Prepare and cook a range of mostly savoury dishes using a range of cooking techniques.

Languages

- Describe people, places, things and actions orally and in writing.

- Understand basic grammar, including masculine and feminine forms, key features of the language and use this to build sentences correctly.

Computing

- Use sequence , selection and repetition in programs, work with variables and various forms of input and output.

- Use logical reasoning to explain how some algorithms work and to detect errors in algorithms and programs.

- Know how to stay safe online.

Geography

- Use maps at different scales to compare the topographical features of the UK and how they have changed over time.

- Describe key aspects of Physical geography e.g Volcanoes and Earthquakes.

- Use fieldwork to measure and present results using a range of methods eg sketch maps

Music

- Understand staff and other musical notation.

- Improvise and compose music for a range of purposes using the interrelated dimensions of music, both Individually and collaboratively.

- Listen with attention to detail and recall sounds with increasing aural memory.

- Play and perform In solo and ensemble contexts, with increasing fluency, control and expression.

PE

- Use running, jumping, throwing and catching in isolation and combination.

- Play competitive games and use basic principles suitable for attacking and defending across these.

- Develop flexibility, strength, technique, control, and balance (eg in Athletics or Gymnastics) linking their movements.

- Perform dances using a range of movement patterns, linking their movements to create sequences.

- Compare performances over time and demonstrate improvement to achieve their personal best.

RE

Following Locally agreed syllabus