

## Curriculum Overview for Year 6

<h3 style="color: #000080;">English</h3> <p><b>Reading</b></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><b>Writing</b></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> <p><b>Grammar</b></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><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Use questions to build knowledge</li> <li>• Articulate arguments &amp; opinions</li> <li>• Use spoken language to speculate, hypothesise &amp; explore</li> <li>• Use appropriate register &amp; language</li> </ul>		
<h3 style="color: #000080;">Mathematics</h3> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>• Secure place value &amp; rounding to 10,000,000, including negatives</li> <li>• All written methods, including long division</li> <li>• Use order of operations (not indices)</li> <li>• Identify factors, multiples &amp; primes</li> <li>• Solve multi-step number problems</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Introduce simple use of unknowns</li> </ul>	<h3 style="color: #000080;">Mathematics</h3> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>• Confidently use a range of measures &amp; conversions</li> <li>• Calculate area of triangles / parallelograms</li> <li>• Use area &amp; volume formulas</li> <li>• Classify shapes by properties</li> <li>• Know and use angle rules</li> <li>• Translate &amp; reflect shapes, using all four quadrants</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>• Use pie charts</li> <li>• Calculate mean averages</li> </ul>	<h3 style="color: #000080;">Mathematics</h3> <p><b>Fractions, decimals &amp; percentages</b></p> <ul style="list-style-type: none"> <li>• Compare &amp; simplify fractions</li> <li>• Use equivalents to add fractions</li> <li>• Multiply simple fractions</li> <li>• Divide fractions by whole numbers</li> <li>• Solve problems using decimals &amp; percentages</li> <li>• Use written division up to 2dp</li> <li>• Introduce ratio &amp; proportion</li> </ul>
<h3 style="color: #000080;">Science</h3> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Classification, including micro-organisms</li> <li>• Health &amp; Lifestyles, incl. circulatory system</li> <li>• Evolution &amp; Adaptation</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Light &amp; Shadows; the eye</li> <li>• Forces, including gravity</li> <li>• Electricity: investigating circuits</li> </ul>	<h3 style="color: #000080;">History</h3> <p><b>British History (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>• An extended period study, e.g. <ul style="list-style-type: none"> <li>- <i>The changing power of monarchs</i></li> <li>- <i>Significant turning points in British history</i></li> <li>- <i>Crime &amp; punishment</i></li> <li>- <i>Leisure</i></li> </ul> </li> </ul> <p><b>Broader History Study</b></p> <ul style="list-style-type: none"> <li>• Non-European society, i.e. <ul style="list-style-type: none"> <li>- <i>Islamic civilization, including Baghdad</i></li> <li>- <i>Mayan civilization</i></li> <li>- <i>Benin (West Africa)</i></li> </ul> </li> </ul>	<h3 style="color: #000080;">History</h3> <p><b>British History (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>• An extended period study, e.g. <ul style="list-style-type: none"> <li>- <i>The changing power of monarchs</i></li> <li>- <i>Significant turning points in British history</i></li> <li>- <i>Crime &amp; punishment</i></li> <li>- <i>Leisure</i></li> </ul> </li> </ul> <p><b>Broader History Study</b></p> <ul style="list-style-type: none"> <li>• Non-European society, i.e. <ul style="list-style-type: none"> <li>- <i>Islamic civilization, including Baghdad</i></li> <li>- <i>Mayan civilization</i></li> <li>- <i>Benin (West Africa)</i></li> </ul> </li> </ul>
<h3 style="color: #000080;">Art &amp; Design (UKS2)</h3> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, review, revisit &amp; 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>	<h3 style="color: #000080;">Computing (UKS2)</h3> <ul style="list-style-type: none"> <li>• Design &amp; write programs to solve problems</li> <li>• Use sequences, repetition, inputs, variables and outputs in programs</li> <li>• Detect &amp; correct errors in programs</li> <li>• Understand uses of networks for collaboration &amp; communication</li> <li>• Be discerning in evaluating digital content</li> </ul>	<h3 style="color: #000080;">Geography (UKS2)</h3> <ul style="list-style-type: none"> <li>• Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>• Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>• Study a region of Europe, and of the Americas</li> <li>• Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.</li> <li>• Use 4- and 6-figure grid references on OS maps</li> <li>• Use fieldwork to record &amp; explain areas</li> </ul>
<h3 style="color: #000080;">Design &amp; Technology (UKS2)</h3> <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>	<h3 style="color: #000080;">Modern Languages (UKS2)</h3> <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>	<h3 style="color: #000080;">Music (UKS2)</h3> <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>
<h3 style="color: #000080;">Physical Education (UKS2)</h3> <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>	<h3 style="color: #000080;">Religious Education</h3> <p>Continue to follow locally-agreed syllabus for RE</p>	