



Year 6

**Online Safety threads through every topic*

Science & Foundation Curriculum

Topic →	Blood and Heart	Mexico	Globalisation	Gallows and Handcuffs	Charles Darwin	Shang Dynasty
Local Links	Royal Papworth Hospital Ely	Museum of Archaeology and Anthropology	Cambridge Felixstowe Docks	Huntingdon Gaol Ely	Botanic Gardens	Fitzwilliam
Science	Animals including humans	Light	Electricity	Living things and their habitats	Evolution and inheritance	Evolution and inheritance
Art & Design	Paint	Sculpt	Digital Draw – perspective	Draw Mould	Collage Henri Matisse	Textiles
Computing*	Computing systems and networks	Web page creation	Programming – variables in games	Data and information: spreadsheets	3D Modelling	Programming B
D&T	Food and Nutrition Materials		Construction and Mechanics		Textiles Electricals & Electronics Computing	
Geography	Fieldwork		Migration and trade Developed and developing countries		Ordnance survey maps (six figure grid reference) Biomes – desert	
History		Mayan Civilisation		Crime and Punishment in British History		Ancient civilisation: Shang Dynasty
Music	Dynamics, pitch and texture	Advanced rhythms	Song of World War 2	Film Music	Theme and variation	Leavers' song
PE	Gymnastics: Body symmetry Circuits	Invasion games: Tag rugby Dance: Mexican	OAA: Archery and team building Gymnastics: Group work	Dance: Fitness routines and Why Bully Me? Games: Hockey	Athletics: Decathlon Games: Tennis	Athletics Games: Rounders
PSHE	What will change as we become more independent?	How can we keep healthy as we grow?	How do friendships change as we grow?	How can the media influence people?	What will change as we become more independent?	How can we keep healthy as we grow?
RE	What does it mean to be a Buddhist?	What can we learn from Jesus?	Christians in other parts of the world		What are the different views on how our world began?	
Spanish	Describing me and others	Saying what I and others have	Saying where you are going and what there is there	Saying where you are going and what there is	Saying what activities I and others do	Saying what I and others like/dislike, want and have to do



Character Education – Year 6
Every Caldecote pupil will:
<ul style="list-style-type: none">- Celebrate the diverse culture represented within their class- Have a chance to ‘dress up’ for a special occasion at least once every year- Prepare some food and then eat it as part of a celebration- Have the chance to meet someone from their community- Perform in front of their class at least once every year- Tell their class about their favourite character from a book- Take part in a performance in the hall- Compete in a whole school sporting competition at least once a year
“11 by 11” by the age of 11 years each Year 6 pupil will:
<ul style="list-style-type: none">- Write and then read aloud a mystery story at twilight- Send an email to an official body- Vote in a school election- Interview someone- Find out about a local charity and how they can support them- Design a product or business idea and pitch it to get it chosen for the £5 challenge- Make a Mexican dessert and organise a tea party for their parents- See the sun set- Plan and go on a visit to a place in Cambridge using public transport- Apply and commit to job within school- Keep a diary for a week



Readers - Year 6			
Decoding	Skim and scan texts to get the general idea of the content of a piece. Read with fluency and understanding.	Inference	Search for simple clues within the text to support 'reading between the lines' Uses clues from action, dialogue and description to interpret meaning. Explain and justify inferences, providing evidence from the text to support reasoning
Range of Reading	Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression Can compare, contrast and evaluate different texts.	Prediction	Make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text.
Familiarity of texts.	Provide straightforward explanations for the purpose of the language, structure and presentation of texts. Answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text.	Authorial Intent	Identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc. Comment upon the use and effect of the author's language on the reader.
Poetry and Performance	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Non-Fiction	Identify whether statements from a text are fact or opinion. Accurately and selectively summarise main ideas, events, and information from non-fiction.
Word Meanings	Talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean.	Discussing Reading	Identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole. Find and discuss evidence of themes and conventions in different genres and forms of text.
Understanding	Understand that authors write about specific issues to elicit questions from the reader. Identify the main theme in a text, as well as subsidiary themes.	Accelerated Reader	Star reader test termly to set book range and targets which are monitored weekly



Year 6 readers should			
	Autumn	Spring	Summer
Applying phonics	<p>Apply knowledge of root words, prefixes, suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p>		
Reading for pleasure – positive attitude	<p>Be familiar with a range of narrative genres which includes classic, traditional, myths, legends, poems and play scripts</p> <p>Know that texts can have elements of more than one text type; identify elements</p> <p>Explain why they enjoyed a text and who might also enjoy it</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised</p>	<p>Know that non-fiction texts may include a creative, fictional element</p> <p>Explain how the choices a writer has made about the structure of a text supports its purpose</p> <p>Make predictions using knowledge of the conventions of different genres and text types</p> <p>Understand the non-fiction texts may present the same information with different viewpoints</p> <p>Identify characteristics of a writer's style</p> <p>Know that the word and language choices support the writer's purpose</p> <p>Use examples of words and language in own writing</p>	<p>Know that style and vocabulary are linked to purpose of a text and explain how using evidence</p> <p>Evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information</p> <p>Explain characteristics of a writer's style using evidence</p> <p>Explain how the word and language choices support writer's purpose using evidence</p> <p>Explain how the techniques and structures used support the writer's purpose using evidence</p> <p>Use examples in own writing and comment on the techniques</p>
Reading for pleasure – comprehension	<p>Understand there will be unfamiliar words in texts and use dictionaries to check meaning</p> <p>Use meaning-seeking strategies to explore words in context and the meaning of idiomatic and figurative language</p>	<p>Ask questions to improve and deepen understanding</p> <p>Re-read to check the text is meaningful</p> <p>Know a text may need to be read slowly or re-read to deepen understanding</p> <p>Know that texts have different layers of meaning: between and beyond the lines</p> <p>Summarise the main ideas drawn from a text</p>	<p>Find layers of meaning and explain how they contribute to the reader's overall understanding</p> <p>Make predictions from evidence found and implied</p> <p>Know that the context in which it was written can affect a text eg classics reflect audience at that time</p> <p>Explain how the context reflects the reactions of the audience it was written for</p>
Reading for pleasure – justification for views	<p>Give a personal viewpoint and explain reasons using evidence</p> <p>Listen to others' ideas and opinions about a text</p>	<p>Build on others' ideas and opinions about a text in discussion and by asking questions</p> <p>Make connections between texts which may not initially seem similar and explain why with evidence</p> <p>Explain differences and similarities between different versions</p>	<p>Identify themes which have different cultural, social or historical contexts</p> <p>Compare and contrast themes</p> <p>Explain how there are common themes using evidence</p>



Explaining & discussing own understanding	<p>Identify and summarise key information</p> <p>Present an oral view of a summary of key information</p> <p>Understand difference between fact and opinion, find examples and explain why to someone else</p> <p>Use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts</p>	<p>Understand that a narrative can be told from different views: narrator, character</p> <p>Identify the point of view in a narrative</p> <p>Explore how events are viewed from another perspective</p> <p>Identify the techniques used to create feelings, atmosphere, mood or messages</p> <p>Comment on how the writer's intent affects the reader</p>	<p>Know that points of view can also be implied; identify and explain using evidence</p> <p>Understand that the writer may have a point of view; identify eg how different characters are presented</p> <p>Explain writer's point of view and the affect with evidence</p> <p>Explain how techniques used create feelings, atmosphere, mood or messages</p>
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When planning writing always refer to:

Writing Document Number	What it is	Details
1	Genres – whole school map	An overview of what genres are taught in each year group
2	Sentence progression skills	What type of sentences are taught in each year group
3	Composition, transcription, spelling & handwriting overview	Outline of what is taught year by year
4	Grammar & punctuation overview	Outline of grammar and punctuation taught in each year group
5	Genre progression documents	Outlines of key features taught in all genres: 5a: Discussion writing (Years 5 & 6 only) 5b: Explanations 5c: Instructions 5d: Narrative 5e: Non-chronological reports 5f: Playscripts (key stage 2 only) 5g: Persuasion 5h: Poetry performance and writing 5i: Recounts



The writing process must always include the following components

INTRODUCTION

Always plan time to:

- Explore different types of texts by looking at real life examples
- Identify the purpose of the genre
- Identify the key features and structure so pupils understand each genre
- Agree the audience and why you are writing it for them

MODELLING

This component must be well planned as the teacher must be the '**expert**'. This step must include:

- **Direct instruction:**
 - o from the sentence progression ladder for your year group
 - o main features of the genre
 - o vocabulary that is specifically chosen for the genre
 - o grammar, punctuation and spelling (linked to what has been taught in your short sessions)
 - o drafting (including oral rehearsal) and editing

This is a crucial part of the modelling process that must not be left to the end

TIME TO WRITE & EDIT

Pupils need adequate time to write for all stages of the writing process. During this time pupils should:

- practice specific elements that have been modelled
- have opportunities to work with a teacher, in a small group, where they will be guided and given feedback about their writing
- edit their work

pupils will need guidance from teachers for this element

PRESENTATION

All writing should be presented to a high standard in all books, written for a purpose and celebrated.

Annually, pupils should have the opportunity to present their writing creatively through art & DT.



WRITING DOCUMENT 1: GENRES – WHOLE SCHOOL MAP

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Story writing based on traditional tales	Fantasy writing linked to another culture	Historical narrative	Fables	Myths	Legends	Narratives to include: - Classic - Detective /crime - Flashbacks - link to different culture
	Story writing based on traditional tales with repeating patterns	Fiction within a familiar setting	Adventure writing linked to another culture	Fantasy writing linked to history including humour	Historical narrative including mystery	Narrative linked to another culture	
				Playscript including a dilemma	Playscript linked to another culture	Film script	Film/TV script linked to sci-fi
Non-fiction	Recount of a shared, recent event	Recount of shared event in a letter	Recount – diary writing	Recount – autobiography	Recount – newspaper report	Recount – autobiography or biography	Recount autobiography or biography or in role of character
			Persuasion in adverts		Persuasion in letters		Persuasion in a formal letter
	Instructions linked to science	Instructions linked to history		Instructions linked to science		Instructions linked to Art & DT or computing	



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Non-chronological report: labels or sentences about drawings, models etc.	Non-chronological report linked to geography	Non-chronological report linked to history			Non-chronological report linked to science that compares and contrasts	Report writing
			Explanation linked to science	Explanation linked to another culture	Explanation		Explanation
						Discussion writing linked to PSHCE	Discussion writing
Poetry	Poems based on nursery rhymes with rhyming words	Poems based on traditional rhymes with rhyming couplets	Riddles and calligrams	Poems as couplets, Kennings and Cinquains	Poems with figurative language	Narrative poems in a classic styles linked to history	Poems such as Haikus and limericks and with figurative language



WRITING DOCUMENT 2: SENTENCE PROGRESSION SKILLS

Autumn		Sentence Progression skills		Summer
	Autumn Term		Summer Term	
YR	Know what a sentence and clause is and that a sentence can be a single clause The dog barked .		Capital letters and full stops Subject & verbs identified in a clause/sentence (In EYFS – Y2 explain that a verb is an action word) The bird ate the worm.	
Y1	Write subject & verb clause The dog waited . Simple sentence The dog waited for his food.		Add adjective to a clause/sentence The hungry bird ate the worm. Question mark Phrase The tiny mouse, was reading, very tall , only occasionally	
Y2	Subject verb clause/sentence The dog waited for his food. Noun phrase (emphasise that it does NOT contain a verb) A bank account, the hair brush, the dog. Verbs 'To be' and 'To have' and all forms and tenses		Exclamation marks (be explicit that exclamation sentences start with 'how' and 'what') <u>What</u> big teeth you have! <u>How</u> beautiful you look! Adverbs The hungry bird ate the worm quickly . Compound sentences The bird ate the worm and the mouse ran away .	
Y3	Subject, verb <u>object</u> The man ate a <u>cream cake</u> Main clause The dog barked at the cat. Compound sentences The bird ate the worm and the mouse ran away .		Adverbial phrases In the morning, due to the train strike, Paragraphs *see below	
Y4	Subordinate clause (dependent clause) I played out <u>until it went dark</u> Paragraphs *see below		Complex sentences I took my dog to the vet <u>because he was feeling sick</u> .	
Y5	Relative clause The dog, <u>who had three legs</u> , was looking old and shabby. Modal verbs Can, could, will, would, shall, ought, should.		Adverbs for degrees of possibility Certainly, definitely, maybe, possibly, clearly, obviously, perhaps, probably.	
Y6	Passive Voice: The meal was being eaten by the whole family.			



Active: The whole family ate the meal.

****Subjunctive form:** If I were a millionaire, I'd buy a mansion.

Brief glossary – for more detailed definitions follow link

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Sentence	A sentence is a group of words that contain a complete thought. It contains a subject and a verb. A sentence can be a single clause or several clauses. A sentence begins with a capital letter and ends with a full stop.
Clause	A clause is a group of words that contains a LINKED subject and a verb that have a relationship
Subject	The subject of the clause or sentence is normally the noun or pronoun that is doing the action (performing the verb). It can be a person, place, thing or idea - <i>Thomas enjoyed the film.</i>
Noun	A person a place or a thing. There are common, proper, concrete, abstract and collective nouns.
Verb	A verb is a word that generally conveys an action, an occurrence, or a state of being. They make the nouns/pronouns act and interact with each other
Adjective	A word that describes a noun
Adverb:	A word that describes a verb
Phrase	A group of two or more words that work as a meaningful unit of writing within a sentence or clause. If the most important part of the phrase is an adjective, the phrase is an Adjective Phrase; if the most important part of the phrase is a noun, the phrase is a Noun Phrase, and so on
Noun Phrase	Includes one noun and adjectives used to describe it
Adverbial Phrase	A group of words that functions as an adverb. It does not contain a verb.
Object	An object is normally a noun, pronoun, or noun phrase which is involved in the action, but does not do the action eg Marie wrote a poem .
Determiner	A modifying word that introduces a noun: one dog, my dog
Article	A sub-set of determiners: a, an, the
Compound sentence	A sentence containing 2 or more independent clauses that are linked by a co-ordinating conjunction
Co-ordination conjunction	Link parts of a sentence together e.g. and, but, or
*Paragraph	A section of writing which consists of one or more sentences grouped together, which deal with one subject or element of the writing as a whole.
Subordinate Clause	Typically introduced by a subordinating conjunction – Therefore, Because, Although - that forms part of and is dependent on a main clause
Complex sentence	A sentence containing one independent clause and at least one dependent clause
Relative clause	A special type of subordinate clause that modifies a noun often using the pronouns ' that ', ' which ', ' who ', ' whose ', ' where ' and ' when '.
Modal Verbs	Verbs used to express ideas such as possibility, intention, obligation and necessity: can/could, may/might, shall/should
Passive Voice	When the subject of the sentence has something done to it by someone or something
Active Voice	When the subject of the sentence is performing the action
Subjunctive:	The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions



Top teaching tip on <https://www.teachwire.net/news/how-to-teach-the-subjunctive-form/>



WRITING DOCUMENT 3: COMPOSITION, TRANSCRIPTION, SPELLING & HANDWRITING OVERVIEW

	Composition Taught through different writing genres	Transcription Taught daily using Sentence Progression ladder	Spelling	Handwriting
YR	Compose a sentence orally individually or as a group before they write it Say aloud what they are going to write about Write simple phrases and sentences that can be read by themselves and others	Write recognisable letters, most correctly formed Spell words by identifying sounds in them and represent the sounds with letters	Little Wandle	Little Wandle
Y1	Say aloud what they are going to write about Jot down key words and new vocabulary Compose a sentence orally before writing it Sequence sentences to form short pieces of writing Re-read what they have written to check it makes sense Discuss what they have written with others	All letters correctly formed Write simple sentences that are correctly punctuated Identify and correct errors Use question marks accurately in sentences	Little Wandle	Little Wandle
Y2	Plan or say aloud what they are going to write and write down main ideas/words including new vocabulary Write a sequence of sentences for a type of genre Re-read to check writing makes sense and that verbs tenses are accurate Read aloud using intonation so that the meaning is clear	All letters, including capitals, ascenders, descenders, correctly formed Start to join letters Write compound sentences Use exclamation marks accurately in sentences Proof-read to check for errors in spelling, grammar and punctuation	Essential Spelling Y2	Teach Handwriting Y2



Y3	<p>When planning writing, look at similar texts to understand and learn from the structure; consider the vocabulary and grammar</p> <p>Check for tense consistency</p> <p>Accurate use of pronouns</p> <p>Read aloud their own writing to a group or whole class, using intonation and controlling the volume so they can heard</p>	<p>Cursive handwriting is joined</p> <p>Paragraphs – how to set them out and sentences are around one theme</p> <p>Using commas and inverted commas</p> <p>Proofread for spelling and punctuation errors</p>	Essential Spelling Y3	Teach Handwriting Y3
Y4	<p>Plan writing to fit the genre</p> <p>Assess effectiveness of own and others' writing; suggest improvements</p> <p>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</p> <p>Adjust how they read their writing according to the situation (eg to younger pupils, to a large audience)</p>	<p>Cursive handwriting is joined</p> <p>Write complex sentences</p> <p>Accurately spell a range of conjunctions that can be used for compound sentences</p> <p>Punctuate dialogue accurately</p>	Essential Spelling Y4	Teach Handwriting Y4
Y5	<p>Adjust writing to suit the audience</p> <p>Use a range of devices to build cohesion within and between paragraphs</p> <p>Use organisational and presentational devices to structure text and to guide the reader (eg sub-headings, diagrams)</p> <p>Assess effectiveness of their own and others' writing</p> <p>Suggest changes to enhance effects and clarify meaning</p> <p>Precis longer passages</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>	<p>Cursive handwriting is joined</p> <p>Check grammar and punctuation is accurate</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Proof-read for spelling and punctuation errors</p>	Essential Spelling Y5	Teach Handwriting Y5



Y6	<p>Note and develop initial ideas, drawing on reading and research, where necessary</p> <p>Identify the audience and purpose of the writing and select the appropriate form</p> <p>Use a range of devices to build cohesion within and between paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (eg bullets, different writing styles)</p> <p>Assess effectiveness of their own and others' writing</p> <p>Suggest changes to enhance effects and clarify meaning</p> <p>Consider devices authors have used in different writing genres</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>	<p>Cursive handwriting is joined</p> <p>Check all grammar and punctuation is accurate</p> <p>Ensure the consistent and correct use of tense throughout writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Essential Spelling Y6</p>	<p>Teach Handwriting Y6</p>
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WRITING DOCUMENT 4: GRAMMAR & PUNCTUATION OVERVIEW

Reception	
Grammar	Punctuation
Sentence Clause	Capital letter Full stop Finger spaces Letter Capital letter for personal pronoun I

Year 1	
Grammar	Punctuation
Simple sentence Subject Verb Subject & verb clause Phrase Adjective Simile Noun Proper Noun	Question mark

Year 2	
Grammar	Punctuation
Subject & verb sentence Noun phrase Verbs 'to be' and 'to have' and all forms and tenses Compound sentences Adverbs Alliteration Suffixes Tense: past and present	Exclamation mark Apostrophes to mark where letters are missing Commas to separate items in a list



Year 3

Grammar	Punctuation
Object Subject Main clause Compound sentences Adverbial phrases Paragraphs Conjunctions Prepositions Article: a, an, the Pronoun Prefix Metaphor	Inverted commas for direct speech Commas Apostrophe to mark singular possession

Year 4

Grammar	Punctuation
Subordinate clause Paragraphs Complex sentences Plural and possessive '-s' Determiner Possessive pronoun Collective nouns Antonyms & Synonyms Onomatopoeia	Inverted commas and other punctuation e.g. comma End punctuation within inverted commas Apostrophe to mark plural possession Commas after adverbial phrases at start of sentence

Year 5

Grammar	Punctuation
Relative clause Modal verb Adverbs for degrees of possibility Co-ordinating conjunction Past tense, past progressive, past perfect Reported speech Personification	Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning or ambiguity



Year 6	
Grammar	Punctuation
Passive voice Active voice Subjunctive form Formal & informal speech	Ellipsis Hyphen Colon Semi-colon Bullet points



Writing genres

5a: Discussion writing (Years 5 & 6 only)

5b: Explanations

5c: Instructions

5d: Narrative

5e: Non-chronological reports

5f: Playscripts (key stage 2 only)

5g: Persuasion

5h: Poetry performance and writing

5i: Recounts



5a: DISCUSSION WRITING – YEAR 6

Purpose		Type in Year 6
Set out opposing views in alternate sentences within paragraphs Refer to evidence in other texts to support the discussion Clarify strengths and weaknesses of different positions Communicate your personal opinion with developed reasons		Discussion (own choice)
Features which should be included	<ul style="list-style-type: none">- Use range of cohesive devices to move between opposing views- Subject specific language and vocabulary used- Use repetition, adverbials, noun phrases- Use of passive to give tone of formality	
Composition	<ul style="list-style-type: none">- Paragraphs are organised so opposing viewpoints are given equal weighting within and across paragraphs- Range of sentence types and length for best effect- Accurate reference to any evidence to support viewpoints- Use range of punctuation	
Grammar & Punctuation	<ul style="list-style-type: none">- Passive voice- Subjunctive form- Hyphen, colon, semi-colon	



5b: EXPLANATION WRITING – YEAR 6

Purpose		Type in Year 6
Compare different types of explanations eg past or present tense; decide which will be used Use a variety of organisational features: direct appeal to audience, layout, careful vocabulary choices Use subject specific vocabulary accurately		Explanation (own choice)
Features which should be included	<ul style="list-style-type: none">- Consistent tense- Subject specific language and vocabulary used- Paragraphs organised using cohesive devices such as repetition, adverbials, noun phrases- Use of passive to give tone of formality	
Composition	<ul style="list-style-type: none">- Paragraphs are organised so ideas are linked across and within paragraphs- Range of sentence types and length for best effect- Accurate use of organizational features eg bullets, diagrams,- Use range of punctuation	
Grammar & Punctuation	<ul style="list-style-type: none">- Passive voice- Subjunctive form- Hyphen, colon, semi-colon	



5c: INSTRUCTION WRITING – YEAR 6

Purpose		Type in Year 6
Write instructions using different layout devices: sub-headings, columns, bullets, tables, etc. Interweave use of diagrams or illustrations and link to written instructions		
Features which should be included	<ul style="list-style-type: none">- A range of organisational features- Use dash to mark boundary between independent clauses- Use of parenthesis or commas to clarify meaning or ambiguity- Colons to introduce a list- Semi-colons within lists and to add clarity	
Composition	<ul style="list-style-type: none">- Reader is guided by organisational features- Range of sentence types and length for best effect- Range of grammar and punctuation is used for best effect	
Grammar & Punctuation	<ul style="list-style-type: none">- Relative clauses- Modal verbs- Co-ordinating conjunctions- Hyphen, colon, semi-colon, dash	



5d: NARRATIVE WRITING – YEAR 6

Purpose	Type in Year 6
<p>Stories are well constructed and some raise intrigue eg first paragraph gives the resolution, etc.</p> <p>Dialogue used to move action on or to heighten empathy for a character</p> <p>Deliberate ambiguity is set up in the mind of the reader to be answered later on in the story</p> <p>Use both active and passive and subjunctive form</p>	<p>Narratives to include:</p> <ul style="list-style-type: none"> - Classic - Detective /crime - Flashbacks - link to different culture
Features which should be included	<ul style="list-style-type: none"> - Range of story writing and cohesive devices used - Paragraphs of varying length and complexity - Dialogue and reported speech gives information or moves action on - Range of time connectives used to construct flashbacks
Composition	<ul style="list-style-type: none"> - Paragraphs are organised to confuse the reader - Range of sentence types and length for best effect - Modifiers for intensity: eg insignificant amount, exceptionally, recently, etc. - Use range of a full range of punctuation
Grammar & Punctuation	<ul style="list-style-type: none"> - Passive and active voice - Subjunctive form - Hyphen, colon, semi-colon
	<ul style="list-style-type: none"> -



5e: NON-CHRONOLOGICAL REPORT WRITING – YEAR 6

Purpose		Type in Year 6
Write reports which can be displayed and engages reader Use range of features eg sub-headings, diagrams, grids, etc Organise report with opening, paragraphs and conclusion Write both information and formal reports using appropriate vocabulary and style		Report writing
Features which should be included	<ul style="list-style-type: none">- A range of organisational features- Use dash to mark boundary between independent clauses- Use of parenthesis or commas to clarify meaning or ambiguity- Colons to introduce a list- Semi-colons within lists and to add clarity- Diagrams and other visual features that provide information and are clearly labelled and appropriate placed	
Composition	<ul style="list-style-type: none">- Reader is guided by organisational features- Range of sentence types and length for best effect- Range of grammar and punctuation is used for best effect	
Grammar & Punctuation	<ul style="list-style-type: none">- Relative clauses- Modal verbs- Co-ordinating conjunctions- Hyphen, colon, semi-colon, dash	



5f: PERSUASION WRITING – YEAR 6

Purpose		Type in Year 6
Use different persuasive language techniques to deliberately influence the reader Develop a main point logically and effectively Anticipate possible objections; mitigate for these in your letter Include known views, popular opinion		Persuasion in a formal letter
Features which should be included	<ul style="list-style-type: none">- Subject specific language and vocabulary used for effect and to persuade- Paragraphs organised using cohesive devices such as repetition, adverbials, noun phrases- Use of passive to give tone of formality	
Composition	<ul style="list-style-type: none">- Paragraphs are organised so ideas are linked across and within paragraphs- Range of sentence types and length for best effect- Accurate use of organizational features eg bullets, diagrams,- Use range of punctuation	
Grammar & Punctuation	<ul style="list-style-type: none">- Passive voice- Subjunctive form- Hyphen, colon, semi-colon	



5g: PLAYSRIPT WRITING – YEAR 6

Features	Type in Year 6
Understand how to use stage directions, location details, costume information to support film production Main characters + ‘extras’ Script is written partly as a playscript for actors and partly as an information document for production Use of stage directions to indicate how characters say lines, interact with each other, gesture / facial and body reactions Dialogue between characters creates tension or empathy for the viewer	Film/TV script linked to sci-fi

5h: POETRY PERFORMANCE & WRITING – YEAR 6

Features	Type in Year 6
Understand the structures of different types of poems Compare and contrast structured poems with modern verse Explain the impact of figurative language, including metaphor Use models to create own poems Decide how to present or perform poems for best effect	Poems such as Haikus and Limericks and with figurative language Modern verse



5i: RECOUNT WRITING – YEAR 6

Purpose		Type in Year 6
Recount to inform, entertain or persuade Use passive, active and subjunctive forms in writing		Write a biography or diary in role of character
Features which should be included	<ul style="list-style-type: none">- Paragraphs vary in length- Writer uses feelings, empathy, viewpoints- Use of both informal and formal speech	
Composition	<ul style="list-style-type: none">- Paragraphs navigate reader- Range of sentence types and length for best effect- Use formal and informal speech- Use range of punctuation	
Grammar & Punctuation	<ul style="list-style-type: none">- Passive voice- Active voice- Subjunctive form- Formal & informal speech- Ellipsis, hyphen, colon, semi-colon	



Maths - Year 6

Number and place value	<ul style="list-style-type: none"> • Positive integers • Negative numbers • Numbers to 10million 	Addition & subtraction	<ul style="list-style-type: none"> • Addition and subtraction of numbers of any size • Calculating with decimals 	<p>Calculation Pupils consolidate these strategies and choose the most efficient methods for their calculation in Y6</p> <ul style="list-style-type: none"> • Column addition and subtraction • Bar modelling • Short multiplication • Short division 'bus stop' method • Rounding, estimation and inverse to check calculations
Multiplication and Division	<ul style="list-style-type: none"> • All X tables • Calculations with four operations • Common factors and multiples and prime numbers • Multiply 4 digit by 2 digit number • Divide 4 digit by 2 digit including remainders as decimals 	Fractions and decimals	<ul style="list-style-type: none"> • Adding and subtracting fractions with different denominators and mixed numbers • Multiply and divide fractions • Calculating with percentages • Rounding • Improper fractions • Problems with fractions, decimals and percentages 	
Measurement	<ul style="list-style-type: none"> • Solving problems involving converting between units of measure • Area and volume and perimeter – formulae • Units of measure up to 3 decimal places • Area of parallelograms and triangles 	Geometry	<ul style="list-style-type: none"> • Circles – radius, diameter and circumference • Building and drawing 2D and 3D shapes and nets • Classifying shapes • Missing angles and lengths • Coordinates – all 4 quadrants • Translation and reflection 	



Statistics	<ul style="list-style-type: none">•Pie charts and line graphs•The mean average•Mode and median			
Ratio and proportion	<ul style="list-style-type: none">•Solving problems involving ratio and proportion•Relative sizes•Missing values•Scale factors		Algebra <ul style="list-style-type: none">•Simple formulae•Linear number sequences•Express missing numbers algebraically•Equations with 2 unknowns•Brackets (BIDMAS)	



Our Year 6 mathematicians should be able to

Number and place value

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- Use negative numbers in context and calculate intervals across zero
- Round any whole number to the required degree of accuracy
- Solve number and practical problems that involve all other year group number and place value objectives

Multiplication and Division

- Identify common factors, common multiples and prime numbers
- Perform mental calculations, including with mixed numbers and large numbers
- Multiply multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method for short multiplication
- Divide numbers up to 4-digits by a 2-digit whole numbers using the formal written method of short division and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Solve multiplication and division multi-step problems in contexts, deciding which operations and methods to use and why

Geometry

- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons
- Draw 2D shapes given dimensions and angles
- Describe positions on the full coordinate grid – all four quadrants
- Draw and translate simple shapes on the coordinate grid and reflect them in the axes
- Recognise, describe and build simple 3D shapes, including making nets
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

Measurement

- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3 and m^3 , and extending to other units such as mm^3 and km^3
- Convert between miles and km
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from smaller units of measure to a larger unit, and vice versa, using decimal notation to three decimal places
- Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate
- Recognise when it is possible to use formulae for area and volume of shapes
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Calculate the area of parallelograms and triangles

Addition & subtraction

- Perform mental calculations including with mixed operations and large numbers
- Use knowledge of the order of operations to carry out calculations involving the four operations
- Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Fractions and decimals

- Compare and order fractions including mixed number and improper fractions
- Use common factors to simplify fractions, use common multiples to express fractions in the same denomination
- Recall and use equivalences between simple fractions, decimals and percentages, including different contexts
- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in the simplest form
- Divide proper fractions by whole numbers
- Associate a fraction with division to calculate decimal fraction equivalents, for simple fractions

Statistics

- Interpret and construct pie charts and line graphs and use them to solve problems
- Calculate and interpret the mean, mode and median averages

Ratio and Proportion

- 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 the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison

Algebra

- Express missing number problems algebraically and use simple formulae
- Find pairs of numbers that satisfy number sentences with two unknowns
- Solve calculations with brackets using (BIDMAS)



Year 6

Our science teaching is structured around:

✓ **At the start of a unit:** Pre-assessment activities

✓ **Every lesson:** Retrieval practice

✓ **During the unit:** A rich task

✓ **At the end of each unit:** A big question

Area of science		Big Question	Big idea	Key Vocabulary		Enquiry type
Biology	Living things and their habitats	Living things: what is the same? What is different?	Although some living things do not appear to be active, all will at some stage carry out the life processes of respiration, reproduction, feeding, excretion, growth and developments and will eventually die	micro-organisms crustaceans arthropods mollusc virus bacteria	characteristics vertebrates invertebrates	Identify, classify and group: Use a classification key for vertebrates/invertebrates or microorganisms Use a classification tree Observing changes over time: What happens to a piece of bread if you leave it on the windowsill for two weeks? Fair test: How does the temperature affect the amount of gas produced by yeast? Secondary sources: What do different types of microorganisms do? Are they all harmful?
	Animals including	How do choices affect how our bodies work?	The circulatory system takes material needed by cells to all parts of the body and removes waste	circulatory system blood vessels vein artery oxygenated deoxygenated		Fair test: How does the length of time we exercise for affect our heart rate? Pattern seeking: Calories in snacks and time taken to burn Secondary sources: Drugs / lifestyle and impact on health Identify, classify and group: Organs that make up the circulatory system
	Evolution and inheritance	Part 1: Why do animals look the way they do? Part 2: What is evolution, how does it happen and how do scientists know?	The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live	adaption DNA evolution extinct natural selection	inheritance species variation	Pattern seeking: Size and shape of bird's beak and the food it will eat Comparative test: Most common eye colour How do polar bears keep warm? Peppered moth – colour and size of moth. Number recovered: number hidden. Observation over time: Skeleton changes over time – apes, humans and Neanderthals Researching using secondary sources: Charles Darwin, Barbara McClintock
Physics	Light	How can we hear what we cannot see?	Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it.	light rays straight lines reflect spectrum absorb		Fair test & pattern seeking: Size of shadow and distance from light source Identify, classify and group: Primary and secondary sources of light Research using secondary sources: Light pollution and the impact on animals such as turtles
	Electricity	Can we vary the effects of electricity?	Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it.	voltage components series circuit circuit diagram symbols cell	buzzer	Pattern seeking: Temperature of light bulb and the time it is on for. Is this the same for LEDs? Fair test: Amount of batteries and brightness of light Research using secondary sources: Electricity production and sustainable alternatives



Area of science		Year 6 Scientists should be able to	
Biology	Living things and their habitats	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> Decide which type of test they will do based on the type of data collected (continuous or discrete) Understand the difference between dependent and independent variables Justify why the variable has been isolated in the investigation Use all measurements set out in Year 6 mathematics which includes capacity, mass, ratio and proportion Choose appropriate scientific instruments for particular investigations e.g. spring scales, lux meter, thermometer Take repeated readings where necessary (finding the average) and understand the importance of doing this Decide how best to record and present their data based on their investigation and justify their reasons why Confidently use data generated to explain the possible reasons for the results Make accurate predictions for further tests by referring back to the results from previous investigations Create new investigations based on their previous findings rationalising why they think this is the next step Present information using IT such as power-point, animoto and iMovie Focus on the planning, doing and evaluating phases when reporting findings Use diagrams when necessary Confidently present findings orally in front of the class and compare findings with other students Explain about what has been found through the investigation and compare this to other enquiries Evaluate investigation considering the degree in which results should be trusted e.g. repeated readings Explain causal relationships suggesting reasons why based on scientific knowledge. Make conclusions based scientific theories and decide whether the results from an investigation support or refute an argument or theory Explain reasons why evidence could contradict scientific knowledge
	Animals including humans	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	
Physics	Light	<ul style="list-style-type: none"> The similarities and differences between light waves and waves in matter. Light waves travelling through a vacuum; speed of light. The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface. Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye. Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras. Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection. 	
	Electricity	<ul style="list-style-type: none"> 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>N.B. Children do not need to understand what voltage is but will use volts and voltage to describe different batteries. The words “cells” and “batteries” are now used interchangeably.</p>	



Art & Design Year 6

Generate Ideas:

- Use sketchbooks as a place to raise questions which can be explored and answered outside the sketchbook
- Look at a variety of types of source material and understand the difference
- Develop questions to ask when looking at artworks or stimulus
- Look at **Artists & Designers** such as Henri Matisse, Damien Hirst, Tracey Emin, Chris Ofili, Frank Lloyd Wright, Mayan architecture

Making

Key Vocab

Drawing

Selects appropriate media and techniques to achieve a specific outcome using marks, lines and curves
Uses a variety of techniques to interpret texture and show the effect of light on objects and people
Work collaboratively on a variety of scales
Draw with increasing accuracy – people and perspective

Painting & Collage

Investigate symbols, forms, shapes and space and tones, shade, hues and mood
Explore the use of texture in colour and the use of colour to express moods and feelings
Using known artists as a stimulus, explore and develop own artwork

Textiles & Sculpture

Recreate images in 2D & 3D looking at one area of experience e.g. recreate a landscape painting, focusing on textures
Uses a malleable material to create an object in the style of a past era
Dye fabrics using tie-dye, batik etc
Develop experience in embellishing, using more advanced stitching and applique techniques

Digital

Enhance digital media by editing including sounds, video, animation, still images and installation

Negative / positive space
Resist
Modroc
Figurine
Batik
Installation

Evaluate: Pupils should be given the opportunity to:

- Express and share an opinion about artwork understanding their opinion is legitimate
- Share how other artists or artworks inspired them
- Present their work in retrospective i.e. to the class, parents, in assembly



Year 6 Artists and Designers should be able to

- Explain why they have chosen different tools, specific techniques and media to create own art
- Explain their style of work and how it has been influenced by a famous artist
- Recreate both 2D and 3D images with increasing accuracy with particular attention to scale and proportion
- Create a piece of textile artwork using a range of techniques to produce and embellish
- Use feedback to make amendments and improvement in their own art
- Use a range of e-resources to create art



Computing - Year 6

Area of Computing	Key Understanding and skills	Vocabulary	Implementation	Online Safety
Understanding Technology	<p>To understand how search results are ranked and to be aware that some information may be misleading.</p> <p>To use a range of technology to complete a project and evaluate the results.</p> <p>To explain how computer networks work, beginning to understand how data travels across networks in packets and how these can be broken up and reconstructed.</p>	<p>Rank</p> <p>Misleading</p> <p>Plagiarises</p> <p>Restrictions</p> <p>Smart</p> <p>Research</p> <p>Checksum</p> <p>TCP/IP</p> <p>Generalisation</p> <p>Packet</p>	<p>Use search engines to complete research linked to the topic.</p> <p>Evaluate results and information.</p> <p>Deepen pupils' understanding of how search engines work.</p> <p>Through a selection of unplugged activities, develop understanding of networks using key vocabulary and terminology.</p>	<p>Core Objectives:</p> <p>To be increasingly aware of the potential dangers in using aspects of ICT and to know when to alert someone if they feel uncomfortable and who to go to in school, at home and in the community(eg reporting to websites, police).</p> <p>Year 6 understanding and skills:</p> <p>I am able to discuss the positive and negative aspects of ICT in my life and that of my family and friends.</p> <p>I understand the need to be a critical analyser of content and that content can be inaccurate.</p> <p>I understand the risks of using the internet (eg scams, phishing).</p> <p>I understand about security settings and how they can protect the user.</p> <p>I understand that I shouldn't put other people's information/ photos etc on the internet without asking them.</p> <p>I understand the use of different domain names (eg .net, .gov etc) and can use these to support validation of information.</p> <p>Key Vocabulary:</p> <p>Critical</p> <p>Validate</p> <p>Security Settings</p> <p>Analyse</p> <p>Scam</p> <p>Phishing</p>
Digital Literacy	<p>To use search engines to complete research linked to the topic.</p> <p>To evaluate results and information.</p> <p>To create a piece of digital literacy combining a variety of self-chosen software, considering goal, effect and audience.</p> <p>To present data in different ways considering what makes it easiest for others to interpret and understand.</p>	<p>Formulas</p> <p>Format</p> <p>Interpret</p> <p>Tab</p> <p>Activate</p> <p>Active cell</p> <p>Merged cell</p> <p>Aesthetics</p> <p>Edit</p> <p>Improve</p> <p>Capture</p>	<p>Create a piece of digital literacy using a variety of chosen software and evaluate choices and effect.</p> <p>Use Excel, photographs, film within a presentation considering interpretation and effect.</p>	
Programming	<p>To use logical reasoning to detect errors in algorithms.</p> <p>To explain how algorithms work.</p> <p>To solve problems by decomposing and improving.</p> <p>To design, write and evaluate a program combining more than one attribute.</p> <p>To use technology to control an external device/ system.</p> <p>To identify and use repetition, sequence, variables and two way selection in a program.</p> <p>To use various forms of input and output.</p>	<p>Two way selection</p> <p>Abstraction</p> <p>Boolean</p> <p>Condition</p> <p>All other programming vocabulary learnt</p>	<p>Decompose programs to solve problems and improve them.</p> <p>Explain what they found and discuss different solutions.</p> <p>Evaluate each other's work, decomposing, problem solving and finding solutions.</p> <p>Scratch:</p> <p>Work more independently on a Scratch project to develop a program with a given brief linked to topic.</p> <p>It must include a physical system eg use of a Makey Makey board, LED lights and input & output devices, use algorithms with 2 way selection.</p> <p>Explore "What if" type questions by planning and carrying out different outcomes on external devices.</p>	



Our Year 6 computer users should be able to

Algorithms and programming:

- Design a solution by breaking a problem up
- Recognise that different solutions can exist for the same problem
- Use logical reasoning to detect errors in algorithms
- Use selection in programs
- Work with variables
- Explain how an algorithm works
- Explore 'what if' questions by planning different Scenarios for controlled devices

Information Technology

- Select, use and combine software on a range of digital devices
- Use a range of technology for a specific project

Digital Literacy

- Discuss the risks of online use of technology
- Identify how to minimise risk

A safe computer user in Year 6 Knowledge and Understanding

- Understand the need to be critical evaluators of content
- Understand that some websites and/or pop-ups have commercial interests that may affect the way Information is presented
- Recognise the potential risks of using internet communication tools and understand how to minimise risks
- Understand that some malicious adults may use various techniques to make contact and elicit personal information
- Know that it is unsafe to arrange to meet unknown people on line
- Understand they should not publish other people's pictures or tag them on the internet without permission
- Know that content put online is extremely difficult to remove

Skills

- Independently select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school
- Use appropriate strategies for finding, critically evaluation, validating and verifying information eg using different key words, skim reading to check relevance, cross checking,
- Use knowledge of the meaning of different domain names and common website extensions eg .co.uk, .com, .sch, . org etc.



Design Technology Year 6

Designing:

- Use market research to develop a design that is innovative, functional, appealing and fit for purpose and communicates nutritional information
- Generates, develops and models ideas through discussion, annotated sketches, prototypes, cross-sectional, pattern pieces and computer-aided designs

Making

Key Vocab

Materials	Use precision cutting after a rough cut-out of a shape for an object Apply any finishing techniques as needed to use the material in constructions Show an understanding of the quality of different materials and explain choices	Market research Environment, climate, Innovation Precision Rough-cut Ratios – scale up/down Micro-organism Tactile
Textiles, Electricals & Electronics	Select different qualities of materials to create suitable and tactile effects when using textiles eg soft decoration for comfort Join textiles with a combination of stitching techniques appropriate to the purpose (eg back stitch for seams, running stitch to attach decoration) Create circuits that include a number of components	
Construction & Mechanics	Use practical skills such as cutting, drilling, screwing, nailing, gluing and sanding to create products Use combinations of electronics or computing and mechanics in products Convert rotary motion to linear motion using cams	
Computing	Write code to control and monitor models of products	
Food Technology	When storing and handling ingredients use knowledge of micro-organisms Create and refine recipes for a savoury dish including ingredients, preparation methods, cooking method and times and temperature; adjust quantities to scale up /down for specific purposes Understand how to calculate nutritional information of a product	
Technical Knowledge	Use knowledge to design and construct a sturdy 3D model with different joints for different purposes Understand how to plan and draw a template that has a seam allowance and a flap for a fastener Understand and successfully use electronics in a construction (lights, buzzers, switches, etc) Applies understanding of computing to program, monitor and control products	

Evaluating: Pupils should be given the opportunity to:

- Investigate and analyse a range of commercial products; use this information for their own designs
- Learn about a key person who has influenced design and technology e.g. Lloyd Wright, Hadid



Year 6 Designers should be able to

- Use market research to inform their plans and ideas and be able to work within a set of given parameters
- Follow, refine and justify their plans in a convincing way
- Show that they consider culture and society in their plans and designs
- Show that they can test and evaluate their products against a set of clear criteria
- Explain how products should be stored and give their reasons
- Understand how to adjust a recipe for different purposes eg different numbers, less spicy, more nutritional value, etc.



Year 6 - Geography

A Year 6 Geographer should be able to

1. Know how to use an atlas by using the index to find places
2. Know how to use some basic ordinance survey map symbols
3. Know how to use Ordnance Survey symbols and six-figure grid references
4. Collect and accurately measure information (e.g. rainfall, temperature, wind, speed, noise, levels)
5. Know why some places are similar and dissimilar in relation to their human and physical features
6. Know how time zones work and calculate time differences around the world
7. Name the largest deserts in the world and locate desert regions in an atlas
8. Know why industrial areas and ports are important
9. Know the main human and physical differences between developed and developing countries
10. Use Google Earth to locate a country or place of interest and follow the journey of rivers etc.

Geography unit	Deserts (and other biomes)	Biomes Time Zones	Ordnance survey maps	Globalisation developing countries vs developed	Using technology British Empire Industrial Areas	Fieldwork
Skills Covered	5, 7	4,5,7	2,3	1,6, 8, 9	5,10	10
Activity Ideas/ Context	Compare and contrast features of different biomes	Compare and contrast features of different biomes	Plan and take a route using an ordinance survey map Six figure grid reference	Name and locate key developed and developing countries Compare and contrast key features	What are the key features of an industrial area?	Use Google earth to locate places of Interest Comment on places of Interest
Vocabulary	Digital computer mapping Location Physical features (of location): mountain, lake, island, valley, river, cliff, forest, beach	Climate zones Vegetation belts Natural resources Minerals Deciduous Savanna Steep Tundra Taiga Montane	Ordnance survey map Grid reference (six figure) Symbol	Developing /Developed (country) Settlement Land use Economic activity (trade links) Distribution of natural resources (food, minerals, water) Globalisation	Industrial Port Trade links Land use	Google earth Locate (location)



History Year 6

History period	Non-European society contrast with UK: early Ancient Mayan civilisation	Crime and Punishment in British History	The Shang Dynasty
Termly topic	Mexico	Gallows and Handcuffs	Shang Dynasty
Enquiry question	How was Maya society different to life in Britain?	How has crime and punishment changed over time?	Why was the Shang army important?
Key knowledge/coverage and significant figures	<ul style="list-style-type: none"> Find out how religious beliefs affected the civilisation Describe how the Mayan civilisation grew to be very strong Describe what daily life was like in Ancient Maya Suggest reasons for the collapse of the Mayan civilisation Contrast Mayan civilisation with previously studied British history 	<ul style="list-style-type: none"> How crime and punishment has changed in Britain throughout history Examples of crime and punishment from Anglo-Saxons, Tudors and Victorians Discuss how crime and punishment reflects wider beliefs in society Describe Elizabeth Fry's work as a prison reformer in Victorian England 	<ul style="list-style-type: none"> Know when and where the Shang Dynasty took place Describe how the Shang Army fought and the weapons they used Compare similarities and differences with British history over the same time periods Describe the influence of Fu Hao Investigate how historians learnt about the Shang Dynasty Discuss the significance of the Shang Dynasty
Thematic focus and links to other periods of history	Culture and religion <i>Link to Year 3 and 4 knowledge of ancient civilisations</i>	Change <i>Link to Year 5 knowledge of Anglo-Saxons</i>	Conflict <i>Link to Year 3 knowledge of Bronze Age</i> <i>Link to Year 5 knowledge of conflict</i>
Key vocabulary	Civilisation, glyph, Chichen Itza, Tikal, ahau/ahaw, deity, Maya codex/codices, artefact, conquest, conquistador, primary and secondary sources	Capital punishment, execution, treason, trial, exile, workhouse, change, continuity	Dynasty, military, emperor, oracle bones, political



A Year 6 Historian Should...

- Know how to place features of historical events and people from the past in chronological order.
- Research to find similarities and differences between two periods of history.
- Explain how some events in history impact others.
- Consider how to check the accuracy of sources and suggest reasons why sources may differ.
- Know key dates, significant figures and events of time periods studied.
- Explore the concepts of continuity and change over time.
- Consider main changes in terms of whether they are social, religious, political, technological or cultural.
- Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making, extended writing pieces, whole-class presentations and debates.



A Year 6 international speaker can:

- speak on a topic using at least 3 sentences
- use their knowledge of grammar to speak correctly
- understand a short story or factual text and note the main points
- use the context to work out unfamiliar words
- use a bilingual dictionary to find new vocabulary
- write a paragraph of 4-5 sentences
- substitute words and phrases

Year 6

Listening	Speaking	Reading	Writing	Intercultural understanding
Understand the main points and some of the detail from a short spoken passage eg: • sentences describing what people are wearing • an announcement	Take part in a simple conversation. Express an opinion. Pronounce a range of letter strings. Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. More accurate pronunciation and intonation.	Begin to read independently. Use a bilingual dictionary to look up new words.	Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly.	Talk about, discuss and present information about a particular country's culture. Begin to understand more complex issues which affect countries in the world today e.g. poverty, famine religion and war.

Half-Termly Coverage

Themes and key grammatical features

Clothes Casual clothes and school uniform, colours, preferences speaking (fashion show script), reflexive verbs Event – fashion show	House and home Names of rooms, prepositions, household items prepositions, estar (location)	Holidays Places to go on holiday, holiday activities, things to take on holiday, transport, weather ir, simple future tense (voy + infinitive)	Fiesta Celebrations, birthdays, weddings, parties, religious holidays dates
Key vocabulary			
llevar vestirse vocabulary for clothes vocabulary for colours (recap)	detrás de (behind) delante de (in front of) entre (between) enfrente de (opposite) a la izquierda (left) a la derecha (right) al lado de (next to) vocabulary for rooms/locations in a house	¿Qué tiempo hace? ir vocabulary for holiday locations vocabulary for weather vocabulary for the seasons vocabulary for visitor attractions vocabulary for transport vocabulary for packing	celebrar decorar disfrazarse regalar la costumbre ¿Cuándo es tu cumpleaños? vocabulary for days of the week and months of the year







Music - Year 6

Featured Composers: Coldplay (present day) & Johann Sebastian Bach (1685-1750)

	Performing	Improvising and Composing	Listening and reviewing	History of Music
Skills – What?	Confidently sing part songs and canons with control, expression, phrasing and dynamics Sing in harmony confidently and accurately Perform with control, dynamic and awareness of others	Improvise with confidence and an awareness of rhythm, context and purpose. Compose a simple melody showing an understanding of note value and time signature Use a digital composition programme	Identify different ensemble combinations and instruments heard and their role with in the melody .e.g. ostinato, melody Listen to music of differing genres and compare and contrast the different styles	Begin to identify Bach’s style of work Research and talk about the impact different composers have had on people of that time
Inter-related dimensions	<ul style="list-style-type: none"> Pitch – identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments Duration – understand 2. 3. 4 metre and how rhythms fit in to a steady beat. Recognise and use a syncopated rhythm. Dynamics – understand how a wider range of dynamics can be used for expressive effect Tempo – understand how a wider range of tempi can be used for expletive effect Timbre – discuss the quality of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations e.g. choir, samba Texture – begin to understand different types of harmonies –simple parts, use of chords Structure – develop an understanding of conventional musical structure e.g. repeat signs, coda, drone ostinato, theme and variations 			
Possible Coverage	Warms ups. Copy, follow and play rhythms using semi quavers, quavers, crotchets, minims, semibreves including syncopated rhythms Learn and perform ‘Clocks’ and ‘Viva la Vida’ Perform group compositions inspired by Bach On-going singing assemblies Key Stage Performance	Garage band compositions with vocals Learn to play ‘Toccata and Fugue’ motif using stave notation. Improvise around this. Use as a basis for group composition	Listen to and compare a selection of Coldplay songs. Detailed analysis of ‘Clocks’ Listen to La Cucarcha and El Jarabe Tapatio. Identify Mexican instruments. Extended piece - Listen to and study Bach – ‘Toccata and Fugue’ (BBC Ten Pieces). Compare with modern version performed by Sky	Identify distinguishing features of Bach’s work. Place different compositions listened to on a timeline
Key Vocabulary	Harmony Repeated motfi Chords	Chords	Toccata Fugue Band Accelerando/ritardando Mariachi Folk ensemble	Musical periods Baroque Modern



Year 6 Musicians should know how to

- Sing in harmony confidently and accurately
- Perform parts from memory
- Take the lead in a performance
- Use a variety of different musical devices in their composition (including melody, rhythms and chords)
- Evaluate how the venue, occasion and purpose affects the way a piece of music is created
- Analyse features within different pieces of music
- Compare and contrast the impact that different composers from different times have had on people of that time



Year 6 PSHE		
Relationships	Health & Well-Being	Living in the Wider World
What will change as we become more independent? Different relationships, changing and growing, adulthood, independence, moving to secondary school.	How can we keep healthy as we grow? & How do friendships change as we grow? Looking after ourselves; growing up; becoming independent; taking more responsibility.	How can the media influence people? Media literacy and digital resilience; influences and decision-making; online safety.
SMSC (spiritual, moral, social and cultural) development throughout the year		
On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups		
Key Vocabulary		
Romantic/Intimate Relationships Attraction Marriage Civil Partnership Forced Marriage Consent	Mental Health/Mental Ill-health Human Rights Affirmation Anxiety Concerns Reproduction Birth Independence Transition Regulations FGM Personal Network	Diversity Social Media Unsafe/Suspicious content Blogs Gambling Assumptions Manipulation Persuasion Vulnerable Extremism
Year 6 children should be able to		
<ul style="list-style-type: none"> ➤ Explain about attraction to others; romantic relationships; civil partnership and marriage ➤ Recognise and manage pressure and understand the importance of consent in different situations ➤ Recognise that “knowing someone online” is different from knowing them face to face and the importance of keeping personal information safe ➤ Express opinions and respect other points of view, including discussing topical issues including valuing diversity and challenging discrimination and stereotypes ➤ Know what affects mental health and ways to take care of it; manage change, loss and bereavement; manage time online ➤ Explain about human reproduction and birth ➤ Understand their increasing independence and manage transitions, regulations and choice ➤ Explain about: drug use and the law and how it is portrayed in the media; reasons for complying with age restrictions and regulations eg social media, films, gaming ➤ Evaluate media sources and how text and images in the media/ social media can be manipulated/ invented. ➤ Understand about Influences and attitudes to money and what are financial risks 		



Year 6		
Themes	Skills	Key Vocabulary
Dance		
Mayans and Mexican inspired dance / Why bully me? * Zumba	To dance in different styles and create own movements for these To choose own music to accompany a dance To develop and improve based upon feedback To show a journey / story through dance To use a variety of speeds, levels, directions, spaces and styles within a dance	Composition Contrasting Improvisation Repetition, Fluency
Gymnastics		
Body symmetry* Group work*	To incorporate a range of jumps, rolls, balances, shapes and transitions in sequence. To control weight, speed, timings and balance. To develop a sequence to incorporate both floor and apparatus with clearly identifiable timings To create sequences of a longer time showing complex movements and a range of levels, speeds and directions along with different gymnastic movements (rolls, jumps, balances, shapes)	Conditioned Execution Symmetrical
Games		
Tag Rugby * Hockey * Tennis Rounders	To follow and understand rules for a broad range of games To communicate with teammates to create a tactical plan. To take leadership in a game situation To use a range of tactics for attacking and defending To develop accuracy of kicking, shooting and passing when in time pressured game situations To evaluate own and others performance To play and participate in a range of games both for enjoyment and competitively	Tag Rugby: Wing, Receive, Try Tennis: Cross court, Down the line, Serve, Volley Hockey: Back line, Dangerous play, Obstruction, Clearing
Athletics		
Decathlon * Personal Challenges – circuits	To use a hammer To develop personal performance To organize and participate in athletics competition To develop a knowledge of preparing for, participating in, and recovering from a training session To create their own interval and circuit training session	Decathlon Launch Core strength Stamina
Outdoor and Adventurous Activities		
Archery # Team building	To plan a route and a series of routes for someone else To take account of safety and danger To show leadership when completing a series of problems and adapt strategies when necessary	Navigate Route Delegate Collaboration
Knowledge and understanding of health, fitness and the body		
To understand why exercise is good for their physical and mental well being To independently prepare their bodies for physical activity		Mental wellbeing Emotional wellbeing



To understand how to cool down effectively after
To take an independence over their physical activity contribution

Physical well being

A Year 6 sports person should be able to

Dance:

- Develop sequences in a specific style
- Choose own music and style

Gymnastics:

- Combine own work with that of others
- Sequence to specific timings

Games:

- Play to agreed rules
- Explain rules to others
- Can umpire
- Make a team and communicate a plan
- Lead others in a game situation

Athletics:

- Demonstrate stamina

Outdoor and Adventurous:

- Plan a route and a series of clues for someone else
- Plan with others, taking account of safety and danger



RE - Year 6

Big Question	What are the different views on how our world began?	What is like to be a Christian in Vellore?	What does it mean to be a Buddhist?	What can we learn from Jesus?
Key Learning	Creation stories – incorporate Humanist element and compare with other religions	Christians in other parts of the world.	Ourselves, our families and our communities. Can we all be enlightened?	Religious stories and symbols Jesus and his teachings
Key Vocabulary	Agnosticism Atheism Empathy Evidence Evolution Natural selection The Big Bang	Diocese Vellore Missionary Dalits Discrimination David Livingstone Mother Theresa	Enlightenment Nirvana Buddha Siddhartha Gautama Eightfold path	Parables Saints Disciples Parable of the sower Parable of the prodigal son





