



SUBJECT	YEAR 6 CURRICULUM SKILLS COVERAGE
ENGLISH	<p>Reading:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ maintain positive attitudes to reading and understanding of what they read by:▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks▪ reading books that are structured in different ways and reading for a range of purposes▪ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions▪ recommending books that they have read to their peers, giving reasons for their choices▪ identifying and discussing themes and conventions in and across a wide range of writing▪ making comparisons within and across books▪ learning a wider range of poetry by heart▪ preparing 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▪ understand what they read by:▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context▪ asking questions to improve their understanding▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence▪ predicting what might happen from details stated and implied▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas▪ identifying how language, structure and presentation contribute to meaning▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader▪ distinguish between statements of fact and opinion▪ retrieve, record and present information from non-fiction <p>Writing:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms▪ use passive verbs to affect the presentation of information in a sentence▪ use the perfect form of verbs to mark relationships of time and cause▪ use expanded noun phrases to convey complicated information concisely▪ use modal verbs or adverbs to indicate degrees of possibility▪ use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun▪ indicate grammatical and other features by:▪ use commas to clarify meaning or avoid ambiguity in writing, use hyphens to avoid ambiguity, use brackets, dashes or commas to indicate parenthesis, use semi-colons, colons or dashes to mark boundaries between independent clauses, use a colon to introduce a list and punctuate bullet points consistently▪ plan their writing by:▪ identifying the audience for and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own▪ noting and developing initial ideas, drawing on reading and research where necessary▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed▪ draft and write by:▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action▪ précising longer passages▪ use a wide range of devices to build cohesion within and across paragraphs

	use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
<i>MATHS</i>	<p>Autumn Number: Place Value Number: Addition, Subtraction, Multiplication and Division Fractions Mathematics</p> <p>Spring Number: Decimals Number: Percentages Measurement Number: Algebra Number: Ratio Geometry and Statistics</p> <p>Summer Geometry: Properties of shapes Geometry: Position and Direction Post SATs – Project work.</p>
<i>SCIENCE</i>	<p>Working scientifically, using test results to make predictions, set up comparative and fair tests</p> <p>Animals, identify and name the main parts of the human circulatory system,</p> <p>Living things habitat, give reasons for classifying plants and animals based on specific characteristics</p> <p>Light, recognise that light appears to travel in straight lines</p> <p>Electricity, compare and give reasons for variations in how components function</p> <p>Evolution, recognise that living things have changed over time, fossils provide information</p>
<i>COMPUTING</i>	<ul style="list-style-type: none"> • protect password and other personal information. • can explain the consequences of sharing too much about myself online. • support friends to protect themselves and make good choices online, including reporting concerns to an adult. • can explain the consequences of spending too much time online or on a game. • can explain the consequences to myself and others of not communicating kindly and respectfully. • protect computer or device from harm on the Internet. • can deconstruct a problem into smaller steps, recognising similarities to solutions used before. • can explain and program each of the steps in my algorithm. • can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. • can recognise when I need to use a variable to achieve a required output. • can use a variable and operators to stop a program. • can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. • can use logical reasoning to detect and correct errors in a algorithms and programs. • can plan the process needed to investigate the world around me. • can select the most effective tool to collect data for my investigation. • can check the data I collect for accuracy and plausibility. • can interpret the data I collect. • can present the data I collect in an appropriate way. • use the skills I have developed to interrogate a database. • can talk about audience, atmosphere and structure when planning a particular outcome. • can confidently identify the potential of unfamiliar technology to increase my creativity. • can combine a range of media, recognising the contribution of each to achieve a particular outcome. • can tell you why I select a particular online tool for a specific purpose. • can be digitally discerning when evaluating the effectiveness of my own work and the work of others. • can tell you the Internet services I need to use for different purposes. • can describe how information is transported on the Internet. • can select an appropriate tool to communicate and collaborate online. • can talk about the way search results are selected and ranked. • can check the reliability of a website. • can tell you about copyright and acknowledge the sources of information that I find online. • know that websites can use my data to make money and target their advertising.

<i>HISTORY</i>	<ul style="list-style-type: none"> • Use my factual knowledge of British, local and world history to describe features of past societies and periods. • Sequence all of my previously taught KS2 units into correct chronological order. • Describe past societies and periods, and make connections and contrasts within and across these different periods. • Ask historically valid questions, and begin to analyse why there are different historical interpretations of events and people. • Describe the impact of historical events and changes. • Select, organise and deploy relevant historical sources to produce detailed structured written work and analyses. • Make appropriate use of dates, contrasting evidence and historical terms. • Ask and respond to historical questions using sources effectively to test hypotheses.
<i>GEOGRAPHY</i>	<ul style="list-style-type: none"> • Name and locate an extensive range of places in the world including globally significant physical and human features & places in the news. • Relate different maps to each other and to aerial photos. • Create detailed maps using symbols/key • Investigate different places, environments and geographical issues by asking and answering questions that are more causal • Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Use more precise geographical language relating to physical and human processes e.g. coniferous/deciduous forests, reforestation, the water cycle. • Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.
<i>P.E.</i>	<p>Autumn Gymnastics Invasion</p> <p>Spring Net/wall games Dance</p> <p>Summer Athletics Striking/Fielding</p>
<i>MUSIC</i>	<p>Performance Song cycle performance Composition and leavers performance Improvise and compose with dimension of music/listen and recall aurally. Use and understand basic notation. Composers and musical history.</p>
<i>ART AND DESIGN</i>	<p>Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects & designers</p>
<i>DESIGN AND TECHNOLOGY</i>	<p>Use research& criteria to develop products which are fit for purpose and aimed at specific groups Use annotated sketches, cross-section diagrams & computer-aided design Analyse & evaluate existing products and improve own work •Use mechanical & electrical systems in own products, including programming Cook savoury dishes for a healthy & varied diet</p>
<i>R.E.</i>	<p>Living by the rules Being fair and just Creating unity and harmony Cultivating inclusion, identity and belonging Remembering roots Being confident and courageous Being regardful of suffering Appreciating beauty</p>
<i>MODERN LANGUAGES</i>	<p>Le plage (The Beach) Children will give a simple description of a scene or place. They will learn key holiday vocabulary and use this to write a poem about the beach Les quatre saisons (The Four Seasons) Children learn to describe seasons using a poem, Le retour du printemps, and the music from Vivaldi's 'The Four Seasons'. The poem is provided at the end of the unit. They also learn to talk about what the weather was like.</p>