

## Year 6 Curriculum Plan

Term	Autumn		Spring		Summer	
	One	Two	Three	Four	Five	Six
Literacy	<p>Reading</p> <p>Read a broad range of genres</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recommend books to others</li> <li><input type="checkbox"/> Make comparisons within/across books</li> <li><input type="checkbox"/> Support inferences with evidence</li> <li><input type="checkbox"/> Summarising key points from texts</li> <li><input type="checkbox"/> Identify how language, structure, etc. contribute to meaning</li> <li><input type="checkbox"/> Discuss use of language, inc. figurative</li> <li><input type="checkbox"/> Discuss &amp; explain reading, providing reasoned justifications for views</li> </ul>	<p>Writing</p> <p>Use knowledge of morphology &amp; etymology in spelling</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop legible personal handwriting style</li> <li><input type="checkbox"/> Plan writing to suit audience &amp; purpose; use models of writing</li> <li><input type="checkbox"/> Develop character &amp; setting in narrative</li> <li><input type="checkbox"/> Select grammar &amp; vocabulary for effect</li> <li><input type="checkbox"/> Use a wide range of cohesive devices</li> <li><input type="checkbox"/> Ensure grammatical consistency</li> </ul>		<p>Grammar</p> <p>Use appropriate register/ style</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the passive voice for purpose</li> <li><input type="checkbox"/> Use features to convey &amp; clarify meaning</li> <li><input type="checkbox"/> Use full punctuation</li> <li><input type="checkbox"/> Use language of subject/object</li> </ul>		<p>Oracy and Spoken Word.</p> <p>Use questions to build knowledge</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulate arguments &amp; opinions</li> <li><input type="checkbox"/> Use spoken language to speculate,</li> </ul> <p>hypothesise &amp; explore</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use appropriate register &amp; language</li> </ul>
Ongoing	Reading for pleasure, decoding and comprehension.					
Maths	<p><b>Number/Calculation</b></p> <p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>round any whole number to a required degree of accuracy</p> <p>use negative numbers in context, and calculate intervals across zero</p> <p>solve number and practical problems that involve all of the above.</p>		<p><b>Geometry &amp; Measures</b></p> <p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>convert between miles and kilometres</p>		<p><b>Fractions, decimals &amp; percentages</b></p> <p>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>compare and order fractions, including fractions &gt; 1</p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>multiply simple pairs of proper fractions,</p>	

	<p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>perform mental calculations, including with mixed operations and large numbers</p> <p>identify common factors, common multiples and prime numbers</p> <p>use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>solve problems involving addition, subtraction, multiplication and division</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p><b>Algebra</b></p> <p>use simple formulae</p> <p>generate and describe linear number sequences</p> <p>express missing number problems algebraically</p> <p>find pairs of numbers that satisfy an equation with two unknowns</p> <p>enumerate possibilities of combinations of two variables.</p>	<p>recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p>calculate the area of parallelograms and triangles</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].</p> <p>draw 2-D shapes using given dimensions and angles</p> <p>recognise, describe and build simple 3-D shapes, including making nets</p> <p>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p><b>Statistics</b></p> <p>interpret and construct pie charts and line graphs and use these to solve problems</p> <p>calculate and interpret the mean as an average.</p>	<p>writing the answer in its simplest form,</p> <p>divide proper fractions by whole numbers</p> <p>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction</p> <p>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>use written division methods in cases where the answer has up to two decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><b>Ratio and Proportion</b></p> <p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p> <p>solve problems involving similar shapes where the scale factor is known or can be found</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
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Ongoing	Practise methods of calculation, recall multiplication tables and use agreed methods for mental calculation.					
	<b>Where did it happen? When did it happen?</b> History and Geography in the news – ongoing LU Y3-6					
Connected Curriculum Unit	What's out there? <b>Science</b>	Has there ever been a better time to live here? <b>History</b>	Why do some creatures no longer exist? <b>Science, Geography, History</b>	The Lady of Shalott* <b>Art</b>	The Great UK Geographical Challenge <b>Geography</b>	Mini-enterprise <b>DT</b>
Science	Following agreed Kent Scheme of work for the New Curriculum.					
Science (connected curriculum)	Earth & Space	Forces	Evolution & inheritance		Animals including humans.	All living things and their habitats.
Computing	6.1 we are app planners	6.3 we are market researchers	6.4 we are interface designers	6.5 we are mobile app developers	6.6 we are marketers	6.2 we are project managers
Humanities		History: A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Possible aspects: political, military, economic, social	Geography: Geography – islands Madagascar & the Gallapagos  History: Why was Charles Darwin the most dangerous man in England in 1859?		Geography: Regions of the United Kingdom	
DT/Art				Art: Develop fantasy image to ink and wash		DT: D&T design make evaluate
Music	Perform with control & expression solo & in ensembles <input type="checkbox"/> Improvise & compose using dimensions of music		Listen to detail and recall aurally <input type="checkbox"/> Use & understand basics of staff notation		Develop an understanding of the history of music, including great musicians & composers	
PSHE/SEAL	New Beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Transition
PE	Use running, jumping, catching and throwing in isolation and in combination <input type="checkbox"/> Play competitive games, applying basic principles					

	<input type="checkbox"/> Develop flexibility & control in gym, dance & athletics <input type="checkbox"/> Take part in Outdoor & Adventurous activities <input type="checkbox"/> Compare performances to achieve personal bests		
MFL	Spanish		
	<input type="checkbox"/> Listen & engage <input type="checkbox"/> Engage in conversations, expressing opinions <input type="checkbox"/> Speak in simple language & be understood	Develop appropriate pronunciation <input type="checkbox"/> Present ideas & information orally <input type="checkbox"/> Show understanding in simple reading	Adapt known language to create new ideas <input type="checkbox"/> Describe people, places & things <input type="checkbox"/> Understand basic grammar, e.g. gender