Year 6

Reading

By the end of the year, Year 6 need to know:

Word Reading:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.

Reading comprehension:

- maintain positive attitudes to reading and an 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:

Meet the team!

Mrs Madre, Class Teacher
Mrs Good, Class Teacher

Maths

Number and Place value.

Pupils should be taught to:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- round any whole number to a required degree of accuracy
- use negative numbers in context and calculate intervals across zero.
- solve number and practical problems that involve all of the above.

Addition, Subtraction, Multiplication and Division.

Pupils should be taught to:

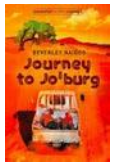
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- 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.
- perform mental calculations, including with mixed operations and large numbers.
- identify common factors, common multiples and prime numbers.
- use their knowledge of the order of operations to carry out calculations involving the four operations.
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and

- 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 1 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.
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- provide reasoned justifications for their views.

Writing

The texts we will use as inspiration are:

The BFG by Roald Dahl (Video stimulus)



Journey to Jo' Burg by Beverley Naidoo

Alma (Video stimulus)

The Martian (Sci-fi)

Harry Potter

We will use them to write:

- Narratives with suspense, dual viewpoints and from other cultures.
- Recounts including diary entries and newspaper reports.
- Biographies/Autobiographies.
- Poetry.
- Information/Explanation texts.
- Balanced/persuasive arguments.

The Grammar and punctuation we will learn is:

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- Use of the passive voice to affect the presentation of information in a sentence.

why Mathematics – key stages 1 and 2 40 Statutory requirements.

- solve problems involving addition, subtraction, multiplication and division.
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Fractions.

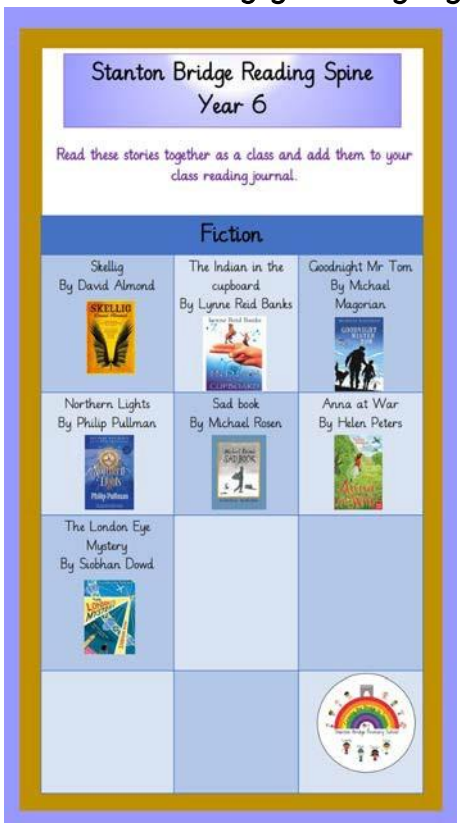
Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- compare and order fractions, including fractions > 1.
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- multiply simple pairs of proper fractions, writing the answer in its simplest form.
- divide proper fractions by whole numbers.
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.
- 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.
- multiply one-digit numbers with up to two decimal places by whole numbers.
- use written division methods in cases where the answer has up to two decimal places.
- solve problems which require answers to be rounded to specified degrees of accuracy.
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion

Reading for pleasure

Stories we will enjoy reading together:



Music

During year 6, pupils will:

- to sing and play musically with increasing confidence and control.
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Expanded noun phrases to convey complicated information concisely.
- The difference between structures typical of informal speech and structures typical of formal speech and writing.
- Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion, grammatical connections and elision.
- Layout devices such as headings, sub-headings, columns, bullets or tables to structure text.
- Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.
- Punctuation of bullet points to list information.
- How hyphens can be used to avoid ambiguity.

Science

During Year 6, pupils will study:

Electricity:

In this topic we will learn all about how the components in a circuit affect the brightness of a bulb and the volume of a buzzer.

Light:

As part of our light topic, we will investigate the idea that light travels in straight lines, we will understand how the eye works and experiment with creating shadows.

Living things and their habitats:

We will explore how living things are classified based on similarities and differences. We will identify and give reasons for classifying plants and animals based on specific characteristics.

Animals including humans:

Pupils should be taught:

- 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 [and the use of percentages for comparison.
- solve problems involving similar shapes where the scale factor is known or can be found.
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

Pupils should be taught.

- use simple formulae.
- generate and describe linear number sequences.
- express missing number problems algebraically.
- find pairs of numbers that satisfy an equation with two unknowns.
- enumerate possibilities of combinations of two variables.

Measurement

Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- 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.
- convert between miles and kilometres.
- recognise that shapes with the same areas can have different perimeters and vice versa.
- recognise when it is possible to use formulae for area and volume of shapes.

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

Instruments we learn to play:

Glockenspiel

Recorder

We will develop our understanding of the human body, looking in depth at the circulatory system and observing the impact of diet, exercise, drugs and lifestyle on our bodies.

Evolution and inheritance:

In this topic we will recognise that living things have changed over time and what information fossils can provide about living things that inhabited the Earth millions of years ago. We will explore how animals and plants have adapted to their environments over time.

- calculate the area of parallelograms and triangles.
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].

- **Geometry – properties of shape**

Pupils should be taught to:

- draw 2-D shapes using given dimensions and angles.
- recognise, describe and build simple 3-D shapes, including making nets.
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry – position and direction

Pupils should be taught to:

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics.

Pupils should be taught to:

- interpret and construct pie charts and line graphs and use these to solve problems.
- calculate and interpret the mean as an average.

Personal, Social, Health Education

During Year 6, pupils will study:

Being me in my world.
In our first topic, we will identify and set goals for the year ahead, discussing our fears and worries and develop strategies to overcome them.

Celebrating Difference.
In this topic, we will explain ways in which difference can be a source of conflict or a cause for celebration. We will have a deeper understanding of empathy and how we can show empathy with people in either situation.

Dreams and Goals.
In dreams and goals, we will explore ways in which we can work with others to make the world a better place.

Healthy Me.
In the 'Healthy me' topic, we will find out more about the effects of a poor lifestyle, drugs and alcohol have on our bodies. We will evaluate situations in which these are being used anti-socially or being misused.

Relationships.
In our relationship's topic, we will recognise when people are trying to gain power or control. We will demonstrate ways in which we can stand up for ourselves in these situations.

Changing Me.
In our 'changing me' topic, we will learn how a baby develops, how it is born and recognise how we feel when we reflect on the development and birth of a baby.

Physical Education

During Year 6, pupils will:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance,
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

By the end of Primary school, pupils will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively.
- perform safe self-rescue in different water-based situations.

Some of the sports we take part in will include:

- Gymnastics,
- movement,
- fitness,
- dodgeball,
- football,
- tennis.

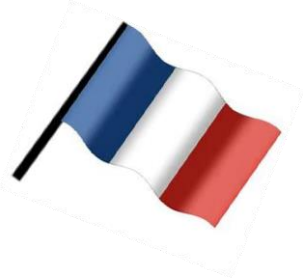
Religious Education

During Year 6, pupils will study:

- Why do some people think God exists?
- What would Jesus do?
- If God is everywhere, why go to a place of worship?
- What does it mean to be a Sikh in Britain?
- What does it mean to be a Muslim in Britain today?

Through these key questions, pupils will learn what the religions they study believe, items that are special to them and develop an understanding of key stories in the religion. They will learn about some of the celebrations that believers take part in and the meaning behind them.

Modern Foreign Languages – French



During year 6, pupils will:

- listen attentively to spoken language and show understanding by joining in and responding.
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- speak in sentences, using familiar vocabulary, phrases and basic language structures.
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- present ideas and information orally to a range of audiences.
- read carefully and show understanding of words, phrases and simple writing.
- appreciate stories, songs, poems and rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- describe people, places, things and actions orally and in writing Languages – key stage 2.
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Topic

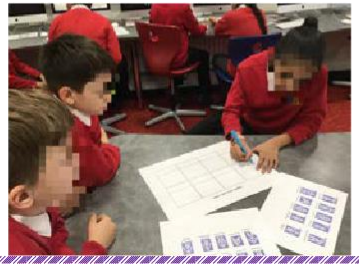
Globetrotters.	Tomb Raiders!	Summer Surprise!
During this topic, we will study two global destinations – Japan and Africa!	During this topic, we travel to Egypt to discover the secrets of the pyramids and the tombs they home.	
In history we will learn about the Kingdom of Benin, the beliefs of the people and learn about key stories passed down through time. In geography we will extend our map reading skills to using atlases as we identify key natural and manmade landmarks in our focus countries. In art we will explore, design and create African masks using the skill of Batik. Using hot wax and fabric dye we will create elaborate designs for our own masks. In DT we will taste foods traditional to those countries we are studying. We will then design recipes for sushi and overnight oats before setting up a food stall selling the food we have made. In computing we will learn how apps are made. We will conduct market research and survey the staff in school before using the results to create a school take away app.	In history we will learn all about the Egyptians and the first civilisation. Our studies will enable us to discover what life was like as an Egyptian and what happens when they die. Look out for mummified tomatoes! In geography we will explore Egypt as a country and where in the world it resides. We will explore the great pyramids and trace the path of the famous river Nile. In art we will explore the extravagant masks and what the features meant about the body inside the tomb before designing and making our own. In DT we will learn about the skill of applique, refining our sewing skills to create a class applique scene telling the story of an Ancient Egyptian Legend. In computing we will use the app 'Garage Band' to write, play and record our own Egyptian music. We will then choreograph and programme the robots with a dance routine to create a Stanton Bridge Egyptian music video!	For this term, our learning will be planned around a topic of interest chosen by the class. Watch out for an end of year performance like you've never seen before!

Things to look forward to!

Batik designs

Egyptian Death Masks!

Designing choreography for robots!



Year 6 food stall and sushi making!