

Year 6

English

| Autumn | Spring | Summer |
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| <p>Reading (Word reading / Comprehension):</p> <p>Through texts such as 'The Giant's Necklace' and a 'Boy and a Bear in a Boat'.</p> <p>Read books that are structured in different ways and reading for a range of purposes; increase their familiarity with a wide range of books; identify and discussing themes and conventions in and across a wide range of writing; make comparisons within and across books; draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predict what might happen from details stated and implied; discuss and evaluate how authors use language, impacts on the reader; participate in discussions about books that are read to them, 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; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Writing: (Transcription / Composition) Plan their writing by: a) identifying the audience for and purpose of the writing, selecting the appropriate form and using</p> | <p>Reading (Word reading / Comprehension):</p> <p>Through text such as 'Macbeth' and 'Wolf Brother'.</p> <p>Reading books that are structured in different ways and reading for a range of purposes; increase familiarity with a range of books; identifying and discussing themes and conventions in and across a wide range of writing; making comparisons within and across books; Show understanding through intonation, tone, volume and action; recognise the social, historical and cultural impact on the themes in a text; checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context; ask questions to improve their understanding; draw 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; 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</p> | <p>Reading: (Word reading / Comprehension);</p> <p>Through short stories, poetry and picture books such as 'Sensational!', 'Varmints', 'The Savage' and 'The Viewer' (to inspire own writing)</p> <p>Writing: (Transcription / Composition) Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly; using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs; using passive and modal verbs mostly appropriately; using a wide range of clause structures, sometimes varying their position within the sentence; using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision; using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens; spelling most words correctly* (years 5 and 6); maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures; selecting verb forms for meaning and effect; using the full range of punctuation taught at Key Stage 2, including colons and semi-colons to mark the boundary</p> |

other similar writing as models for their own; b) noting and developing initial ideas, drawing on reading and research where necessary; c) in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed; Draft and write by: a) selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; b) in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; c) using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by: a) assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

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; comment on the development of themes in longer novels; evaluate the styles of different writers with evidence and explanation explain how and why a text has impact on a reader; identify how characters change during the events of a longer novel; compare and contrast characters, themes and structure in texts by the same and different writers explain the author's viewpoint in a text and present an alternative point of view; use a combination of skimming, scanning and text marking to find and collate information.

Writing (Transcription / Composition): Identifying the audience for and purpose of the writing, selecting the appropriate form and using 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 they have read, listened to or seen performed; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; assessing the effectiveness of their own and others' writing; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

between independent clauses, mostly correctly

GPS (Grammar, Punctuation and Spelling)**Through the year children will focus on the following for spelling, punctuation and grammar:**

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms; using passive verbs to affect the presentation of information in a sentence; using the perfect form of verbs to mark relationships of time and cause; using expanded noun phrases to convey complicated information concisely; using modal verbs or adverbs to indicate degrees of possibility; using 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: using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently.

Spellings: Revision of all previous years, as well as words ending with -cious -tious, -cial, -ant, -ance/-ancy, -ent, -ence/-ency, -able -ible, -ably-ibly; adding suffixes beginning with vowel letters to words ending in -fer; use of the hyphen; words spelt ei after c; words containing the letter-string ough; words with 'silent' letters; homophones and other words that are often confused.

Mathematics

| Autumn | Spring | Summer |
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| Use place value to read, write and order numbers up to 10,000,000; identify the value of each digit in numbers up to 3 decimal places; round numbers to the nearest 10, 100, 1,000, 10,000, 100,000 and 1,000,000; use negative numbers to solve problems; add and subtract mentally with two and three digit numbers; +/- four digit numbers (or greater) using a formal written method; use all four operations to solve multi-step word problems; know times tables up to and including 12 x 12; recognise and use multiples and factors; know what a prime number is, and can identify them up to 19; know what a square number is, and can identify them up to 144; multiply whole numbers and decimal numbers by 10, 100 and 1,000; multiply and divide mentally with two and three | Read, write and convert time between analogue and digital; 12 and 24 hour clocks; read Roman numerals to 1,000 (M); solve multi-step word problems using a range of measurements; read, write and convert a range of different measures; measure and calculate the perimeter and area of regular shapes; compare and classify shapes based on their properties; draw nets which create simple 3D shapes and can draw 2D shapes accurately; find unknown angles in a triangle; recognise different types of angle, and measure them using a protractor; describe what is meant by the radius, diameter and circumference of a circle; answer questions which ask me to read or plot points on a co-ordinates grid; complete, read and interpret information in tables and bar charts; draw and read information from pie charts and line graphs; calculate and interpret the different types of average from a set of given | Revision of all previously mentioned material in preparation for SATs. |

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| <p>digit numbers; use a formal written method for multiplication and division; use the four operations to reason, discuss and solve problems; recognise and use common factors; I can use division to simplify fractions to their simplest form; I can identify equivalent fractions; recognise and use the percentage symbol (%) to answer questions; add and subtract fractions with denominators which are multiples; convert between improper fractions and mixed numbers.</p> | <p>data; fraction, decimals and percentages recap.</p> | |
| <p>Extension objectives throughout the year Reason and spot patterns when multiplying and dividing by powers of ten; order fractions, including fractions less than 1; multiply pairs of fractions; divide proper fractions by whole numbers; identify highest and lowest common multiples and factors; solve a range of sophisticated problems including all four operations; use known multiplication and division facts, and the inverse, to solve missing number problems; convert imperial measurements to metric measurements and vice versa. (miles to km); recognise and use formulae to calculate the area and volume of shapes; calculate the areas of parallelograms and triangles; find unknown angles in any quadrilateral; describe positions on the full co-ordinates grid. (all four quadrants); translate and reflect shapes on a co-ordinates grid; solve tricky problems using charts and graphs.</p> | | |

Spanish

| Autumn | Spring | Summer |
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| <p>Listen and engage. Speak in simple language and be understood. Develop appropriate pronunciation. Present ideas and information orally and in writing. Understand basic grammar. Produce longer pieces of writing with understanding of grammatical features. Reading comprehensions in Spanish. Using a bilingual dictionary with confidence.</p> | <p>Listen and engage. Speak in simple language and be understood. Develop appropriate pronunciation. Present ideas and information orally. Understand basic grammar. Produce longer pieces of writing with understanding of grammatical features. Reading comprehensions in Spanish. Using a bilingual dictionary with confidence.</p> | <p>Listen and engage. Speak in simple language and be understood. Develop appropriate pronunciation. Present ideas and information orally and in writing. Understand basic grammar. Produce longer pieces of writing with understanding of grammatical features. Reading comprehensions in Spanish. Using a bilingual dictionary with confidence.</p> |

PE

| Autumn | Spring | Summer |
|---|---|---|
| Games skills: e.g. throwing, catching, passing, moving into space, marking. Learning and understanding the need for rules. Gymnastics: Moving in various ways, planning and performing sequences. | Games skills: e.g. throwing, catching, passing, moving into space, marking. Learning and understanding the need for rules. SPORTSMANSHIP– extending skills beyond what they have learnt as ‘Young Leaders’. | Games skills: e.g. throwing, catching, passing, moving into space, marking. Learning and understanding the need for rules. SPORTSMANSHIP– extending skills beyond what they have learnt as ‘Young Leaders’. |

RE

| Autumn | Spring | Summer |
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| Christianity: Authority and worship Sacred and inspirational writing Lifestyle and celebrations Aspects of Christmas | Buddhism– exploring beliefs and traditions. Aspects of Easter– leading in the Easter Church Service. | Journey of Life – transition to secondary schools, feelings associated with changes and how to deal with them. |

Music

| Autumn | Spring | Summer |
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| Listen and appreciate music composed since 1930 Listen to rhythms and recall Djembe drums Perform with control and expression in ensembles | Djembe drums Perform with control and expression in ensembles. Participation in music assembly | Preparation for school production. African drumming sessions. |