



St. Anne's Curriculum Content – Year 6

Year 6: Reading

I can use knowledge of morphology and etymology to read aloud and understand new words

I can make comparisons within and across books

I can read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions

I can identify and discuss themes and conventions across a wide range of writing

I can discuss understanding of texts, including exploring meaning of words in context I can ask questions to improve understanding of texts

I can summarise ideas drawn from more than one paragraphs, identifying key details

I can predict future events from details stated and implied

I can identify how language, structure and presentation contribute to meaning

I can discuss how authors use language, including figurative language, to affect the reader

I can make book recommendations, giving reasons for choices

I can participate in discussions about books, building on and challenging ideas

I can explain and discuss understanding of reading

I can participate in formal presentations and debates about reading

I can provide reasoned justifications for views





Year 6: Writing

I can spell some words with silent letters

I can recognise and use spellings for homophones and other often-confused words

I can use a dictionary to check spelling and meaning

I can identify the audience and purpose before writing, and adapt accordingly

I can select appropriate grammar and vocabulary to change or enhance meaning

I can develop setting, atmosphere and character, including through dialogue

I can précis longer passages

I can use a range of cohesive devices

I can use advanced organisational and presentational devices

I can use the correct tense consistently throughout a piece of writing

I can ensure correct subject and verb agreement

I can perform compositions using appropriate intonation, volume and movement I can use a thesaurus

I can use expanded noun phrases to convey complicated information concisely

I can use modal verbs or adverbs to indicate degrees of possibility I can use relative clauses

I can convert nouns or adjectives into verbs

I can use adverbials of time, place and number for cohesion

I can recognise vocabulary and structures that are appropriate for formal use

I can use passive verbs to affect the presentation of information

I can use the perfect form of verbs to mark relationships of time and cause

I can recognise difference in informal and formal language

I can use grammatical connections and adverbials for cohesion I can use ellipsis

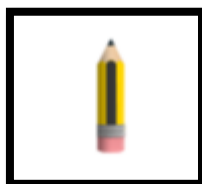
I can use commas to clarify meaning or avoid ambiguity

I can use brackets, dashes and commas to indicate parenthesis

I can use hyphens to avoid ambiguity

I can use semi-colons, colons and dashes between independent clauses I can use a colon to introduce a list

I can punctuate bullet points consistently





Year 6: Maths

Place value

I can round any whole number to a required degree of accuracy

I can use negative numbers to calculate intervals across zero

Calculation

I can multiply a multi-digit number up to four digits by a two-digit whole number using the formal written method of long multiplication

I can divide numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

I can use order of operations to carry out calculations

Fractions

I can use common factors to simplify fractions

I can compare and order fractions of any size

I can add and subtract fractions with different denominators and mixed numbers I can multiply simple pairs of proper fractions

I can divide proper fractions by whole numbers

I can calculate decimal fraction equivalents for simple fractions

I can multiply a number with up to two decimal places by whole numbers

I can use written division with answers of up to two decimal places

I can recall and use equivalences between fractions, decimals and percentages

Ratio and proportion

I can solve problems involving the calculation of percentages

I can solve problems using ratio using multiplication and division facts

I can solve problems involving proportion, using knowledge of fractions and multiples Algebra

I can use simple formulae

I can generate and describe linear number sequences

I can express missing number problems algebraically

Measurement

I can calculate the area of parallelograms and triangles

I can calculate and compare volume of cubes and cuboids

I can convert units of measure between smaller and larger units

I can convert between miles and kilometres

Properties of shape

I can find missing angles in triangles, quadrilaterals and regular polygons

I can illustrate and name parts of a circle

Position and direction

I can recognise vertically opposite angles and find missing angles

I can translate shapes on a co-ordinate grid and reflect in the axes

I can describe positions on the full co-ordinate grid

I can construct and interpret pie charts

Statistics

I can calculate and interpret the mean as an average





Year 6: Science

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Biology

Living things and their Habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Animals Including Humans

- 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

- 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

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity

- 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





Year 6: Computing

Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller groups.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand computer networks, including the internet, how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



Year 6: Art

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork

Develop and share ideas in a sketchbook and in finished products

Improve mastery of techniques

Learn about the great artists, architects and designers in history





Year 6: Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression

Improvise and compose music using the inter-related dimensions of music separately and in combination

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand the basics of the staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers

Develop an understanding of the history of music



Year 6: PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.

Swimming and water safety

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations





Year 6: Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages

Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

Apply their understanding of computing to programme, monitor and control their products

Cooking and nutrition

Understand and apply the principles of a healthy and varied diet

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed





Year 6: PSHE

Families and Friendships

Attraction to others; romantic relationships; civil partnership and marriage

Safe Relationships

Recognising and managing pressure; consent in different situations

Respecting Ourselves and Others

Expressing opinions and respecting other points of view, including discussing topical issues

Belonging to a Community

Valuing diversity; challenging discrimination and stereotypes

Media Literacy and Digital Resilience

Evaluating media sources; sharing things online

Money and Work

Influences and attitudes to money; money and financial risks

Physical Health and Mental Wellbeing

What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

Growing and Changing

Human reproduction and birth; increasing independence; managing transition

Keeping Safe

Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media





Year 6: Religious Education

Unit Number 6.1 Teachings, wisdom and authority

Knowledge

Pupils will learn:

- to understand two carefully selected texts from the scriptures of each of the religions selected for study.
- about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.

Skills

- Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.

Unit Number 6.2 Religion, worldviews, family and community

Knowledge

Pupils will learn::

- about the statistics of world religions in the local area, the county, region, nation and world.
- about at least two examples of interfaith co-operation.

Skills

- They will think reasonably about questions of community harmony and inter faith work.

Unit Number 6.3 Beliefs in action in the World

Knowledge

Pupils will learn:

- about spiritual concepts of justice, fairness, compassion and responsibility.
- about at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity).

Skills

- Pupils will learn to gather, weigh up and use information through simple research.
- They will practice the skills of discussion, reasoning and argument in relation to questions about global issues.

Unit Number 6.4 Beliefs in action in the World

Knowledge

Pupils will learn:

- about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s.
- about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are.
- about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. (This can be achieved through using resources online, the NHCM outreach programme or by visiting The Journey exhibition at the National Holocaust Centre.)

Skills

Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves.





Year 6: History

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

The changing power of monarchs using case studies such as John, Anne and Victoria

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

A significant turning point in British history, for example, the Battle of Britain

Chronological Awareness

- I can use timelines to place events, periods and cultural movements from around the world and use these as a reference point.
- I can use key timelines to demonstrate changes and development in one key area: culture, technology or religion.
- I can use words and phrases for movements or times of change.
- I can describe main changes in a period in history using words such as: social, religious, political, technological and cultural.

Knowledge and Understanding

- I can identify how aspects of life have changed during a time period and give reasons why, backing it up with evidence and statistics.
- I can describe how some changes impact both on subsequent periods, and, in the long term, on today's society.
- I can summarise how Britain has had a major influence on world history.
- I can recognise and describe differences and similarities/ changes and continuity between different periods of history.
- I can choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.

Historical Contexts

- I can evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion.
- I can form my own opinions about historical events from a range of sources.
- I can select the most appropriate source material, using primary and secondary, for a particular task.

Organise, Evaluate and Communicate Information

- I can present information in an organised and clearly structured way and in the most effective/appropriate manner. (E.g. written explanation, tables and charts, labelled diagram.)
- I can make accurate use of specific dates and terms.





Year 6: Geography

Locational Knowledge

- I can study maps of North and South America to identify environmental regions. I can Compare and contrast these regions.
- I can locate the key physical and human characteristics.
- I can relate these features to the locality e.g. population sizes near tourist landmarks/ivers, transport links to mountains.
- I can locate man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.
- I can reflect on the importance and value of the tourism industry in these areas.
- I can name and locate the cities of the United Kingdom and I can identify the human and physical characteristics and understand how these may have changed over time.
- I can use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.
- I can locate the major cities of the United Kingdom and draw conclusions as to their similarities and differences.
- I can locate the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. I can evaluate the significance of these.
- I can explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.
- I can use maps to identify longitude and latitude.

Place Knowledge

- I can use maps, globes and Google Earth to identify the continents of Europe, North America and South America.
- I can use prior knowledge of the world to identify the climate I think may exist in different parts of Europe, North America and South America.
- I can make connections between North America, South America, Europe and the United Kingdom.
- I can look at photographs and compare and contrast a region in North America, South America, Europe and the United Kingdom.
- I can consider how the location of geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District.
- I can understand how geographical features are marked on a map. Using this knowledge, I can study world maps to identify other major cities, hilly areas, rivers etc.
- I can ask geographical questions e.g. Are there any links? (Big cities near rivers, less populated areas near hilly ones etc).

Human and Physical Geography

- I can describe and explain the processes that cause natural disasters.
- I can draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.
- I can research and present Britain's export trade.
- I can ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?
- I can study photographs, aerial photographs and maps of Modern pre-war, post war and present day.
- I can study population numbers throughout the course of WWII and reflect on the reasons for changes.
- I can draw conclusions and develop informed reasons for the changes of land use during these three periods.



Year 6: Geography

Geographical Skills and Fieldwork

- I can undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses
- I can collate the data collected and record it using data handling software to produce graphs and charts of the results.
- I can ask geographical questions e.g. how is traffic controlled? What are the main problems?
- I can make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?
- I can report on the effects of environmental change on themselves and others.
- I can be aware of own responsibility in the world
- I can use atlases/maps to locate local roads using 6 figure grid references.



Year 6: MFL

Through learning French, we aim to enable pupils to have a gateway into another culture. We aim to foster pupils' curiosity and deepen their understanding of the world. We will teach French in KS2 which will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, in speech and in writing. Through practical examples, we hope to enable them to communicate in French.

Pupils will learn:

- Classroom routines
- Recap of simple negative
- Recap of clothes
- Recap of expressing opinions
- Justifying opinions
- Recap of family members
- Recap of quantifiers
- Recap of adjectives
- Verbs
- Occupations
- Phrases to use when playing games
- Recap of phrases from Y4 and Y5 (Houses)
- Recap of adjectives
- Recap of prepositions
- Recap of repetition requests (Y3)
- Furniture vocabulary
- Recap of stalling strategies
- Recap days of the week and months of the year
- Recap of the verb aller
- Holidays
- Names of places to visit

