



# Year 6 Curriculum

## English Objectives

English Objectives			
SPEAKING AND LISTENING	A	Sp	Su
SL1: listen and respond appropriately to adults and their peers			
SL2: ask relevant questions to extend their understanding and knowledge			
SL3: use relevant strategies to build their vocabulary			
SL4: articulate and justify answers, arguments and opinions			
SL5: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings			
SL6: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments			
SL7: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			
SL8: speak audibly and fluently with an increasing command of Standard English			
SL9: participate in discussions, presentations, performances, role-play, improvisations and debates			
SL10: gain, maintain and monitor the interest of the listener(s)			
SL11: consider and evaluate different viewpoints, attending to and building on the contributions of others			
SL12: select and use appropriate registers for effective communication			
READING			
WR1: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet			
RC1: maintain positive attitudes to reading and understanding of what they read by:			
RC1.1: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
RC1.2: reading books that are structured in different ways and reading for a range of purposes			
RC1.3: 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			
RC1.4: recommending books that they have read to their peers, giving reasons for their choices			
RC1.5: identifying and discussing themes and conventions in and across a wide range of writing			
RC1.6: making comparisons within and across books			
RC1.7: learning a wider range of poetry by heart			
RC1.8: 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			
RC2: understand what they read by:			
RC2.1: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words			
RC2.2: asking questions to improve their understanding			
RC 2.3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence			
RC2.4: predicting what might happen from details stated and implied			
RC2.5: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas			
RC2.6: identifying how language, structure and presentation contribute to meaning			
RC3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader			
RC4: distinguish between statements of fact and opinion			
RC5: retrieve, record and present information from non-fiction			
RC6: 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			
RC7: 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			
RC8: provide reasoned justifications for their views			
SPELLING			
WTS1: use further prefixes and suffixes and understand the guidelines for adding them			
WTS2: spell some words with 'silent' letters, e.g. knight, psalm, solemn			
WTS3: continue to distinguish between homophones and other words which are often confused			
WTS4: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1			
WTS5: use dictionaries to check the spelling and meaning of words			
WTS6: use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary			
COMPOSITION			

WC1: plan their writing by:			
WC1.1: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own			
WC1.2: noting and developing initial ideas, drawing on reading and research where necessary			
WC1.3: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed			
WC2: draft and write by:			
WC2.1: selecting appropriate vocabulary and grammar, understanding how such choices can change and enhance meaning			
WC2.2: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action			
WC2.3: précisising longer passages			
WC2.4: using a wide range of devices to build cohesion within and across paragraphs			
WC3: evaluate and edit by:			
WC3.1: assessing the effectiveness of their own and others' writing			
WC3.2: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning			
WC3.3: ensuring the consistent and correct use of tense throughout a piece of writing			
WC3.4: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register			
WC4: proof-read for spelling and punctuation errors			
WC5: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear			
VOCABULARY, GRAMMAR AND PUNCTUATION			
WVGP1: develop their understanding of the concepts set out in English Appendix 2 by:			
WVGP1.2a: the difference between structures typical of informal speech and structures appropriate for formal speech and writing			
WVGP1.1: Recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive form			
WVGP1.2: using passive verbs to affect the presentation of information in a sentence			
WVGP1.3: using the perfect form of verbs to mark relationships of time and cause			
WVGP1.4: using expanded noun phrases to convey complicated information concisely			
WVGP1.5: using modal verbs or adverbs to indicate degrees of possibility			
WVGP1.6: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative			
WVGP2: indicate grammatical and other features by:			
WVGP2.1: using commas to clarify meaning or avoid ambiguity in writing			
WVGP2.2: using hyphens to avoid ambiguity			
WVGP2.3: using brackets, dashes or commas to indicate parenthesis			
WVGP2.4: using semi-colons, colons or dashes to mark boundaries between independent clauses			
WVGP2.5: using a colon to introduce a list			
WVGP2.6: punctuating bullet points consistently			
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WTS7: use a thesaurus			
HANDWRITING			
WHP1: write legibly, fluently and with increasing speed by:			
WHP1.1: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters			
WHP1.2: choosing the writing implement that is best suited for a task			

## Maths Objectives

PLACE VALUE			
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			
FOUR OPERATIONS			
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why			
Multiply multi-digit number up to 4 digits by a 2-digit whole number using a 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 2-digit number using the formal written method of short division, interpreting remainders according to 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 problems involving addition, subtractions, multiplication and division			
Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy			
FRACTIONS			
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination			
Compare and order fractions, including fractions $>1$			
Generate and describe linear number sequences (with fractions)			
Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.			
Multiply simple pairs in proper fractions, writing the answer in its simplest form (for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ )			
Divide proper fractions by whole numbers (for example $\frac{1}{3}$ divided by 2 = $\frac{1}{6}$ )			
Associate a fraction with division and calculate decimal fraction equivalents			
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts			
POSITION AND DIRECTION			
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			
DECIMALS			
Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.			
Multiply one-digit numbers with up to 2 decimal places by whole numbers.			
Use written division methods in cases where the answer has up to 2 decimal places.			
Solve problems which require answers to be rounded to specified degrees of accuracy.			
PERCENTAGES			
Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.			
Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.			
ALGEBRA			
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.			
CONVERTING UNITS OF MEASURE			
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 3dp.			
Convert between miles and kilometres.			
PERIMETER, AREA AND VOLUME			
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.			
Calculate the area of parallelograms and triangles.			
Calculate, estimate and compare volume of cubes and cuboids using standard units, including $\text{cm}^3$ , $\text{m}^3$ and extending to other units ( $\text{mm}^3$ , $\text{km}^3$ )			
RATIO			
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 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.			
<b>PROPERTIES OF SHAPE</b>			
Draw 2-D shapes using given dimensions and angles.			
Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.			
Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.			
<b>STATISTICS</b>			
Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.			
Interpret and construct pie charts and line graphs and use these to solve problems.			
Calculate the mean as an average.			

## Science Objectives

<b>WORKING SCIENTIFICALLY</b>			
1: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary			
2: taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate			
3: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs			
4: using test results to make predictions to set up further comparative and fair tests			
5: reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations			
6: identifying scientific evidence that has been used to support or refute ideas or arguments			
<b>ELECTRICITY</b>			
1: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit			
2: 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			
3: use recognised symbols when representing a simple circuit in a diagram			
<b>LIGHT</b>			
1: recognise that light appears to travel in straight lines			
2: 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			
3: explain that we see things because light travels from light sources to objects and then to our eyes			
4: use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them			
<b>EVOLUTION AND INHERITENCE</b>			
1: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago			
2: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents			
3: identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution			
<b>ANIMALS INCLUDING HUMANS</b>			
1: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood			
2: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function			
3: describe the ways in which nutrients and water are transported within animals, including humans			
<b>LIVING THINGS AND THEIR HABITATS</b>			
1: 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			
2: Give reasons for classifying plants and animals based on specific characteristics.			

## History Objectives

6: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			
7: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus valley; Ancient Egypt; The Shang Dynasty of Ancient China			

## Geography Objectives

LOCATION KNOWLEDGE			
1: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities			
2: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time			
3: identify the position and significance 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 (including day and night)			
PLACE KNOWLEDGE			
4: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			
HUMAN AND PHYSICAL GEOGRAPHY			
5: describe and understand key aspects of:			
5.1: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			
5.2: human geography, including: types of settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water			
GEOGRAPHICAL SKILLS AND FIELDWORK			
6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			

## Computing Objectives

1: design and write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts			
2: use sequence, selection, and repetition in programs; work with variables and various forms of input and output			
3: use logical reasoning to explain how some simple algorithm works and to detect and correct errors in algorithms/programs			
4: 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			
5: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			
6: 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			
7: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			

## Design and Technology Objectives

DESIGN			
1: 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			
2: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design			
MAKE			
3: select from and use a wider range of tools and equipment to perform practical tasks, (for example, cutting, shaping, joining and finishing) accurately			
4: 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:			
5: investigate and analyse a range of existing products			
6: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work			
TECHNICAL KNOWLEDGE			
8: apply their understanding of how to strengthen, stiffen and reinforce more complex structures			
9: understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)			
10: understand and use electrical systems in their products (for example series circuits incorporating switches, bulbs, buzzers and motors)			
11: apply their understanding of computing to programme, monitor and control their products			
COOKING AND NUTRITION			
12: understand and apply the principles of a healthy and varied diet			
13: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			
14: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			

### Art and Design Objectives

1: to create sketch books to record their observations and use them to review and revisit ideas			
2: to improve their mastery of art and design techniques, such as drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)			
3: about the greatest artists, architects and designers in history			

### Music Objectives

1: play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression			
2: listen with attention to detail and recall sounds with increasing aural memory			
3: use and understand staff and other musical notations			
4: use and understand staff and other musical notations			
5: appreciate and understand a wide range of high-quality live and recorded music from drawn different traditions and from great musicians and composers			
6: develop an understanding of the history of music			

### Languages Objectives

1: listen attentively to spoken language and show understanding by joining in and responding			
2: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words			
3: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*			
4: speak in sentences, using familiar vocabulary, phrases and basic language structure			
5: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*			
6: present ideas and information orally to a range of audiences*			
7: read carefully and show understanding of words, phrases and simple writing			
8: appreciate stories, songs, poems and rhymes in the language			
9: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			
10: write phrases from memory, and adapt these to create new sentences, to express ideas clearly			
11: describe people, places, things and actions orally* and in writing			
12: 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.			