

YEAR 6

IPC Topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mission To Mars	Bake It	Myths & Legends	Revision of all areas pre-assessment	What Price Progress	Growing Up

Homework

In Year 6 the homework goes out on a Friday and is returned on a Wednesday. The homework is set at different levels to cater for different abilities within the class. Each week your child will get homework in:

Maths

Comprehension

Spelling and Grammar

Reading

Children will take part in a guided reading session with an adult twice a week: this helps to develop their reading understanding. Some children will also read one to one with an adult to support their learning. Their reading books will be changed at least once a week. In school and at home children will be practising reading common words and spelling common and tricky words for their year group. They will be learning to read and respond to written comprehension tasks. There will be a big focus on understanding in this year group, prior to their end of key stage assessments. Children will be expected to read and respond to a range of genres. You can support this by talking to your child about what they are reading and asking a range of questions.

YEAR 6 – ENGLISH CURRICULUM

Pupils should be taught to:

<p>Spoken English</p>	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, roleplay/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication
<p>Reading</p>	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English both to read aloud and to understand the meaning of new words that they meet. • 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 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.

<p>Writing</p>	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus • Pupils should be taught to write legibly , fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task • Plan their writing by 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 pupils have read, listened to or seen performed • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, précising longer passages, using a wide range of devices to build cohesion within and across paragraphs, using further organisational and presentational devices to structure text and to guide the reader • Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear • develop their understanding of the concepts by 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 (ie 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
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YEAR 6 – MATHS CURRICULUM

Pupils should be taught to:	
Number and Place Value	<ul style="list-style-type: none"> • 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 0 • solve number and practical problems that involve all of the above
Addition and Subtraction	<ul style="list-style-type: none"> • use their knowledge of the order of operations to carry out calculations involving the 4 operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Multiplication and Division	<ul style="list-style-type: none"> • 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, • 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 4 operations • solve problems involving multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Fractions	<ul style="list-style-type: none"> • use common factors to simplify fractions; use common multiples to express fractions in the same denomination, compare and order fractions, • 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 [for example, $1/4 \times 1/2 = 1/8$] • divide proper fractions by whole numbers [for example, $\div 2 =$] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,] • identify the value of each digit in numbers given to 3 decimal places. Multiply/ divide numbers by 10, 100 and 1,000 giving answers 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 • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
Measurement	<ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places • 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 3 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 • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including (cm^3) and (m^3), and extending to other units

Properties of Shape	<ul style="list-style-type: none"> • 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
Position and Direction	<ul style="list-style-type: none"> • describe positions on the full coordinate grid (all 4 quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Statistics	<ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average
Ratio and Proportion	<ul style="list-style-type: none"> • solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] 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	<ul style="list-style-type: none"> • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with 2 unknowns • enumerate possibilities of combinations of 2 variables

YEAR 6 – RELIGIOUS EDUCATION CURRICULUM

Religious Education Themes:

	Autumn Term	Spring Term	Summer Term
Reception	God's World God's Family	Getting to Know Jesus Sorrow and Joy	New Life The Church
Year 1	God's Great Plan Mary, Mother of God	Families and Celebrations Following Jesus	Resurrection Miracles
Year 2	Chosen People Mysteries	The Good News The Mass	Eastertide The Church is Born
Year 3	The Christian Church Mary our Mother	Called to Change Eucharist	Celebrating Being a Christian
Year 4	The Bible Trust in God	Jesus the teacher Jesus the Saviour	The Mission of the Church Belonging to the Church
Year 5	Gifts from God The Commandments	Inspirational People Reconciliation	Life in the Risen Jesus People of other faiths
Year 6	The Kingdom of God Justice	Jesus the Bread of Life Jesus the Son of God	The work of the Apostles Called to Serve