

The school closures during 2020 meant that the children were being taught remotely rather than in school and appreciate that this may have impacted on learning and understanding. We have adapted our year 6 curriculum to ensure that any gaps in learning from year 5 are addressed throughout the year through careful assessment and re-teaching of key topics.

**Year 6 Maths**

Rounds any whole number to a required degree of accuracy	Uses negative numbers in context and calculates intervals across zero	Multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication	Divides 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	Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy	Uses written division methods in cases where the answer has up to two decimal places
Solves problems which require answers to be rounded to specified degrees of accuracy	Recalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts		Solves problems involving the calculation of percentages e.g. of measures and calculations such as 15 per cent of 360, and the use of percentages for comparison		Solves problems involving unequal sharing and grouping using knowledge of fractions and multiples	
Uses simple formulae	Uses, reads, writes and converts 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		Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons		Draws and translates simple shapes on the coordinate plane and reflects them in the axes	
Interprets pie charts and line graphs and uses these to solve problems			Calculates and interprets the mean as an average			

Year 6 Reading								
Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met	Increases 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			Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context		Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		
Retrieves, records and presents information from non-fiction		Participates in discussions about books that are read to the individual and those that can be read independently			Provides reasoned justifications for their views about a book			
Year 6 Writing								
Working towards the expected standard								
Write for a range of purposes	Use paragraphs to organise ideas	In narratives, describe settings and characters		In non-narrative writing, use simple devices to structure to writing and support the reader		Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	Spell correctly most words from the year 3/ year 4 spelling list, and some words from the year 5/ year 6 spelling list	Write legibly
Working at the expected standard								
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	In narratives, describes settings, characters and atmosphere	Integrate dialogue in narratives to convey character and advance the action	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately	Use a range of devices to build cohesion within and across paragraphs	Use verb tenses consistently and correctly throughout their writing	Use the range of punctuation taught at key stage 2 mostly correctly	Spell correctly most words from the year 5/ year 6 spelling, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	Maintain legibility in joined handwriting when writing at speed
Working at greater depth								
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing		Distinguish between the language of speech and writing and choose the appropriate register			Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity	

**Year 6 Science**

<p><b>Animals, including humans</b>                  -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting).                  -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</p>	<p><b>Electricity</b>                  -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</p>	<p><b>Light</b>                  -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</p>	<p><b>Living things and their habitats</b>                  -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</p>	<p><b>Evolution and inheritance</b>                  -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</p>	<p><b>Working scientifically</b>                  plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary                   use test results to make predictions to set up further comparative and fair tests                  take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate                  record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs,                  report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations                   identify scientific evidence that has been used to support or refute ideas or arguments.</p>
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### Year 6 History

<p><b>Victorians/ Industrial Revolution</b> (Alternate Each Year)  <b>Key concept:</b> Empire and Civilisation/ Multiculturalism  <b>Know how to:</b> Secure chronologically knowledge  <b>Key questions:</b> How did Britain change whilst Victoria was Queen? Why did the British Empire grow during her reign? How did life change for ordinary people? Why did Britain industrialise the world? How have explorers changed the way we live?  <b>Key vocabulary:</b> Reign, reigned, industrial revolution, inventions, poverty</p>	<p><b>WW2/ Normandy landings</b> (Alternate Each Year)  <b>Key concept:</b> Conquest/ Invasion/  <b>Know how to:</b> Enquire/ ask valid questions/ Secure chronologically knowledge  <b>Key questions:</b> Why did Britain have to go to war in 1939? How was Britain able to defeat the Germans in WWII? Why did Germany lose the Battle of Britain?  <b>Key vocabulary:</b> Socialists, political party, allies, axis, Luftwaffe,</p>	<p><b>Ancient Greeks</b>  <b>Key concept:</b> Civilisations/ society  <b>Know how to:</b> Use a range of sources to look for evidence  <b>Key questions:</b> How did the Greeks influence the western world? What is the best form of government? What are a citizen's rights and responsibilities? Compare Empires and why they ended? How did philosophers influence the world?  <b>Key vocabulary:</b> Government, citizenship, influence, empire, democracy, Tyrant</p>
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### Year 6 Geography

<p>Natural resources used in Industrial Revolution  <b>Key concept:</b> Trade/ Economy/ Settlement/ migration  <b>Key location: Manchester/ Liverpool</b>  <b>Know how to:</b> Identify on a map (using 6 figure grid references) natural resources, analyse which resources would have been most in demand.  <b>Key questions:</b> What resources were needed and how did they move them from one location to another? How did industrialisation affect people's lives? How did industrialisation change towns and cities? How the UK trade with the wider world/ British Empire?  <b>Key vocabulary:</b> urbanisation, rural, cities, factory, mass production,</p>	<p><b>Coasts-</b> link to WW2 invasion, investigating coastlines around Europe  <b>Key concept:</b> Space- interactions between places  <b>Key location: France/ Normandy/ Dunkirk</b>  <b>Know how to:</b> Identify key physical and human features on maps  <b>Key questions:</b> What human/ physical features would have affected invasion during WW2? What are the similarities/ differences between Knutsford/UK and key location?  <b>Key vocabulary:</b> peninsula, beaches, estuary, defences, ports, reefs, bunkers, harbour</p>	<p>Mountains- Everest exploration Hillary/ Norgay (book Everest A. Stewart)  <b>Key concept:</b> Change/ sustainability  <b>Key location: Nepal</b>  <b>Know how to:</b> Interpret sources of information (maps, diagrams, globes, aerial photographs), communicate geographical information through maps, graphs and writing  <b>Key questions:</b> How does the land use in Nepal affect life for locals and visitors? What is the land used for? How are mountains formed? What is life like on the Everest? What animals live on Everest?  <b>Key vocabulary:</b> core, mantle, crust, magma, tectonic, convection, crescent, glaciers, ecosystems, vegetation, coniferous, altitudes</p>
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### Year 6 Design and Technology

<p><b>Victorian Room Diorama</b> Key Concept / Theme: Tool manipulation Key Skill: Use a wider range of tools and equipment to perform practical tasks. Use a wide range of materials and components, including construction materials and textiles.</p>	<p><b>War biscuits</b> Key Concept / Theme: Food hygiene, preparation and cookery Key Skill: Prepare healthy and varied dishes. Understand seasonality and where food comes from.</p>	<p><b>Sphero maze</b> Key Concept / Theme: Technical knowledge Key Skill: Apply their understanding of computing to program, monitor and control their products.</p>
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### Year 6 Art

<p><b>Painting:</b> Use of sketchbook for ideas and techniques. Create a colour palette based upon colours observed in the natural or built world. Use brush techniques and the qualities of paint to create texture (van Gogh.) Develop a personal style of painting, drawing upon ideas from other artists.</p>	<p><b>Drawing:</b> Use of sketchbook using a variety of pencils e.g.: 4H-9B, pastels and charcoals. Use cross hatching techniques, cartoons, perspective and a greater awareness of composition. More detailed line and shaded drawings: landscapes, portraits and still-life's etc. Develop use of tone in own work.</p>	<p><b>Collage:</b> Use of photographs, photocopies, magazines etc. to produce work involving tearing, cutting and combining a variety of art media.</p>	<p><b>Textiles:</b> Use clay and other mouldable materials. Tie dyeing and tapestry techniques.  Weaving paper place mats and wool for book marks (DT link.)</p>	<p><b>Printing:</b> Use press print Recognise tonal effects in monoprints. Replicate patterns observed in natural or built environments. Stencilling: using own templates for printing.</p>	<p><b>3D:</b> More detail in planning, evaluating and suggesting modifications for work. Use wire, masking tape and mod roc (Iron man,) reproducing 2D in 3D form focusing on colour, light, shade and tone. Adapting a variety of scales e.g.: small models to large. Environmental art: Use of photographs to record. Clay work.</p>
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### Year 6 Computing

<p><b>Information Technology</b> -To design an information app that contains multimedia pages linked together using hyperlinks. -To create an on-screen presentation with slide transitions, advanced animation effects and action buttons. -To develop spread sheets skills, writing formulae to solves mathematical problems. -To edit images using layering techniques. -To create and edit a stop motion animation.</p>	<p><b>Digital Literacy</b> -To revise strategies for doing effective Internet research and learn how to evaluate the usefulness of a website. -To discuss reasons for and against sharing material publicly online. -To learn how to safely share images online. -To research localities using a digital map and use advanced tools like route finders. -To describe the safest response to possibly dangerous online scenarios (concept cartoons).</p>	<p><b>Computer Science- Programming</b> -To create flowcharts showing how steps of algorithms are linked together. -To design and program games that include conditional events, score variables, random number generators and time limits. -To detect and correct errors in programs (syntax and logical bugs).programming language. -To learn how to write code using a text-based language (e.g. Python and/or HTML).</p>	<p><b>Computer Science- theory</b> -To describe the services offered by the Internet. -To understand the history of WWII computer code breaking. -To understand how binary numbers work.</p>
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**Year 6 RE**

<p><b>Essential Content: Christianity</b></p> <ul style="list-style-type: none"> <li>-Explain the roles of ‘Father, Son and Holy Spirit’ (Trinity) in the Christian view of God.</li> <li>-Describe why Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’.</li> <li>-Identify ways in which Christians believe the Old Testament prophecies speak about Jesus.</li> <li>-Suggest answers to questions that the resurrection of Jesus might raise.</li> </ul>	<p><b>Essential Content: Islam</b></p> <ul style="list-style-type: none"> <li>-Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message.</li> <li>-Identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death;</li> <li>-Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.</li> <li>-Explain why the Qur’an is so important to Muslims.</li> <li>-Analyse how the main features of a mosque explain Muslim key beliefs.</li> </ul>	<p><b>Essential Content: Hinduism</b></p> <ul style="list-style-type: none"> <li>-Describe various forms of worship that happen in the Hindu Temple, including Puja.</li> <li>-Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.</li> <li>-Describe how and suggest why Hindus celebrate Diwali and Holi.</li> <li>-Analyse and evaluate Hindu beliefs about reincarnation, vegetarianism &amp; caring for the environment.</li> <li>-Explain the Hindu idea of ‘Karma and how actions have consequences’.</li> <li>Compare and contrast with similar values found in other religious/non-religious viewpoints studied.</li> </ul>	<p><b>Cross Religious/ /Non-Religious Viewpoints</b></p> <ul style="list-style-type: none"> <li>-Outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don’t believe in God.</li> <li>-Compare and contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers.</li> <li>-Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</li> <li>-Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</li> </ul>
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**Year 6 Relationships and Health Education**

**Relationships**

<p><b>Families and people who care about me</b></p> <ul style="list-style-type: none"> <li>-That other’s families, either in school or the wider world <a href="#">look different</a> from their family, but that they should respect those difference and know that other children’s families are also characterised by <a href="#">love</a> and care for <a href="#">them</a> (see lesson plan in PSHE folder)</li> </ul>	<p><b>Caring Friendships</b></p> <ul style="list-style-type: none"> <li>-How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>	<p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>-To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through <a href="#">social media</a>)</li> <li>-That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> </ul>	<p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>-How information and data is shared and used online (see <a href="#">Internet safety and Harms folder</a>)</li> <li>-How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (see <a href="#">relationships folder</a>)</li> </ul>	<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>- How to report concerns or abuse, and the vocabulary and confidence needed to do so and where to get advice, e.g. family, school or other sources</li> <li>-How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel <a href="#">uncomfortable</a></li> </ul>
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**Physical Health and Mental Wellbeing**

<p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>-to recognise that they may experience</li> </ul>	<p><b>Internet Safety and Harms</b></p>	<p><b>Physical Health and Fitness</b></p>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>- The characteristics of a poor diet and risks</li> </ul>	<p><b>Drugs, Alcohol and Tobacco</b></p>	<p><b>Health and Prevention</b></p> <ul style="list-style-type: none"> <li>- The facts and science relating to</li> </ul>	<p><b>Changing Adolescent Body</b></p>
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<p>conflicting emotions and when they might need to listen to, or <a href="#">overcome these</a> (link to transition- see relationships folder)</p> <p>-Where and how to seek support, who in school they should speak to if they are worried about their own or someone else's mental wellbeing</p>	<p>-to critically examine what is presented to them in social <a href="#">media</a> and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>-what positively and negatively affects their physical, mental and emotional <a href="#">health</a></p> <p><a href="#">-How and when to seek support including which adults to speak to in school if they are worried about their health</a></p>	<p>associated with <a href="#">unhealthy eating</a> (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<p>-which, why and how, commonly available substances and drugs (including <a href="#">alcohol</a>, tobacco and '<a href="#">energy drinks</a>') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p>immunisation and vaccination</p>	<p>- Key facts about puberty and the changing adolescent body, including physical and emotional changes</p> <p>-About menstrual wellbeing including the key facts about the menstrual cycle</p>
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Year 6 PE			
<p><b>Games</b></p> <ul style="list-style-type: none"> <li>- Choose and combine techniques within a game (running, throwing, catching, passing, jumping and kicking)</li> <li>- Work alone/ with team mates to gain points/ possession</li> <li>- Strike a bowled/ volleyed ball with accuracy</li> <li>-Use forehand and back hand when playing racket games</li> <li>- Choose the most appropriate tactics for a game (e.g. whilst taking part in games such as tag rugby and mini golf)</li> <li>- Lead others when called upon and act as a good role model within a team</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Compose creative/ imaginative dance sequences</li> <li>- Perform expressively and hold a precise/ strong body posture</li> <li>- Develop physical strength and suppleness by practicing moves and stretching.</li> <li>- Express different ideas in original and imaginative ways</li> <li>- Plan to perform with high energy, slow grace or other themes and also maintain this throughout a dance piece</li> <li>- Perform complex moves which combine strength and stamina through gymnastics activities (e.g. cartwheels/ handstands)</li> <li>- Use styles from different cultures (e.g. Bollywood and African dances)</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Create complex and well executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>Travelling</li> <li>Balances</li> <li>Swinging</li> <li>Springing</li> <li>Flight</li> <li>Vaults</li> <li>Inversions</li> <li>Rotations</li> <li>Bending, stretching and twisting</li> <li>Gestures</li> <li>Linking skills</li> </ul> </li> <li>- Hold shapes that are strong, fluent and expressive</li> <li>- Vary speed, direction, level and body rotation during floor performances</li> <li>- Practise and refine the gymnastics techniques used in performances (above)</li> <li>- Use equipment to vault and to swing (whilst remaining upright)</li> <li>- Include in a sequence set pieces, choosing the most appropriate linking elements</li> <li>- Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions.)</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Combine sprinting with low hurdles over 60 metres</li> <li>- Throw accurately when hitting a target or covering a distance</li> <li>- Refine your throwing performance by analysing technique and body shape</li> <li>- Run over a longer distance, conserving energy in order to sustain your performance</li> <li>- Show control in take-off and landing whilst jumping</li> <li>- Compete with others and keep track of personal best performances, setting targets for individual improvement</li> <li>- Choose the best place for running over a variety of distances</li> </ul>

**Year 6 MFL**

I can tell the time on the hour, half hour and quarter hour.  
I understand the similarities and differences between French and English schools.  
I can recognise and say the places in a school.  
To recognise the difference between le/ la and un/une  
I can say what lessons I do at school.  
I can read and understand a French school timetable and understand the 24 hr clock in French.

I can recognise the names of places in town.  
I can say what is and is not in my town using whole sentences and I can talk about my town in the past and present.  
I can use and recognise numbers 70 to 100 in French.  
I can say the year in French.  
I can recognise and use adjectives and antonyms.  
I can read and understand a French email and show knowledge of sentence construction and word order.  
I can produce a leaflet for tourists describing my town "Then and now".

I can recognise items from a French menu.  
I can sing a song in French about a café and pick out the useful phrases for a conversation.  
I can appreciate some similarities and differences between cultures and culinary traditions.  
I know some ice-cream flavours in French.  
I can use the language needed when ordering food.