

Lovelace Primary School - Key Curriculum Content for Year 6 - Smarter, Healthier, Happier

ENGLISH - Priority Objectives for pupils to master by the end of Year 6 MEL/ERIN/SUE		MATHS - Priority Objectives for pupils to master by the end of Year 6	SCIENCE - Topics / Knowledge Covered														
National Curriculum (Statutory)		Number & 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 zero- Solve number and practical problems that involve all of the above. Number: Addition, Subtraction, Multiplication & 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, interpreting remainders according to the 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 addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why- Solve problems involving addition, subtraction, multiplication and division- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Number: Fractions (Including Decimals & Percentages) <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, including fractions > 1- 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 $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]- Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places- Multiply one-digit numbers with up to two decimal places by whole numbers- Use written division methods in cases where the answer has up to two 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. Ratio & Proportion: <ul style="list-style-type: none">- 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 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">- 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. Measurement: <ul style="list-style-type: none">- 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 three decimal places- Convert between miles and kilometres- Recognise that shapes with the same areas can have different perimeters and	<table><tr><th>Term</th><th>Knowledge Focus</th></tr><tr><td>1</td><td>Animals including humans</td></tr><tr><td>2</td><td>Living things and their habitats</td></tr><tr><td>3</td><td>Light</td></tr><tr><td>4</td><td>Electricity</td></tr><tr><td>5</td><td>Evolution and Inheritance</td></tr><tr><td>6</td><td>Working scientifically</td></tr></table> <p>Link to Knowledge & Concept Organisers: Year 6 Primary Science Curriculum Pro...</p> <p>Link to Progression on Working Scientifically: Edited Science Skills Progression Map</p>	Term	Knowledge Focus	1	Animals including humans	2	Living things and their habitats	3	Light	4	Electricity	5	Evolution and Inheritance	6	Working scientifically
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Spoken Language / Oracy:	Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.																
Reading - word reading	-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.																
Reading - comprehension (to develop an understanding of what they have read)	<ul style="list-style-type: none">- 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 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- 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.																
Reading for pleasure (develop a positive attitude to reading)	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none">- 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, andbooks 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																
Writing: spelling	<ul style="list-style-type: none">- use further prefixes and suffixes and understand the guidance for adding them- spell some words with 'silent' letters [for example, knight, psalm, solemn]- 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, as listed in English Appendix 1-use dictionaries to check the spelling and meaning of words- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary- use a thesaurus.-Use the prefixes: dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto																
Writing: handwriting	write legibly, fluently and with increasing speed by: <ul style="list-style-type: none">-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.																
Writing: composition	plan their writing by: <ul style="list-style-type: none">- 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																

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	<ul style="list-style-type: none"> - 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 [for example, headings, bullet points, underlining] evaluate and edit by: <ul style="list-style-type: none"> - 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 - proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> 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 cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. <p>Geometry: Properties of Shape:</p> <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. <p>Geometry: Position & Direction:</p> <ul style="list-style-type: none"> - 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. <p>Statistics:</p> <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. 	
Writing: vocabulary, grammar & punctuation	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - 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 - learning the grammar for years 5 and 6 in English Appendix 2 and indicate grammatical and other features by: <ul style="list-style-type: none"> - 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 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 		
Range of Writing Purposes / Audiences:	List		
Grammar Appendix (NC / Statutory)			
Word	<ul style="list-style-type: none"> - Formation of nouns using prefixes. - Using a and an correctly. - Understanding how word families are related in form and meaning. 		
Sentence	-Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]		
Text	<ul style="list-style-type: none"> -Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation -Use of the present perfect form of verbs instead of the simple past 		
Punctuation	-Introduction to inverted commas to punctuate direct speech		
Terminology	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')		

Foundation Curriculum - Priority Objectives / Key Building Blocks / Linked Learning e.g. STEM

PHSE / RSE	Computing	Art & Design	Design Technology	MFL French	Geography	History	RE	Music	PE & Sport						
<p>We have chosen to adopt the JIGSAW PHSE scheme.</p> <p>Autumn 1: Being Me in My World ■ UK 10-11 1-BM ...</p> <p>Autumn 2: Celebrating Difference</p>	<p>Autumn 1 and 2: Communication ■ Year 6: Commun...</p> <p>Spring 1: Programming ■ Year 6: Program...</p> <p>Spring 2: Data ■ Year 6: Data</p>	<p>Autumn https://drive.google.com/drive/folders/1TRq8pKpKGDm0B6txzTU5HcSQGicAuKYd</p> <p>Seurat as an artist Exploring pointillism Exploring identity through portraiture</p>	<p>Autumn: Structures (Frame Structures) ■ Copy of 5_6 Fra...</p> <p>Spring:</p> <p>Summer:</p>	<p>Autumn 1: ■ Year: 6 French o... Recap/extend vocabulary from topics of previous year.</p> <p>Autumn 2: Noel: Christmas</p> <p>Spring 1: Voyage: Travel</p>	<p>Autumn 1: France ■ PLAN - The Geo...</p> <p>Spring 1: Caring for the environment ■ Caring For Our ...</p>	<p>Autumn 2: WW2 ■ WW2 Planning.d...</p> <p>Spring 2: Native Americans ■ North America P...</p>	<p>We follow the agreed Kingston SACRE curriculum:</p> <p>Autumn 1: Creation and Science: Conflicting or Complementary? ■ Year 6 Unit 1 -Cr... ■ Creation vs Scie...</p>	<p>Music is taught by a specialist teacher through a weekly music lesson and a weekly singing lesson</p> <p>■ Music Plans</p>	<p>PE is taught by a specialist, a swimming teacher and the class teacher</p> <table><tr><th>T</th><th>Sport</th><th>Sport</th></tr><tr><td>1</td><td>Tag Rugby</td><td>Country Dancing</td></tr></table>	T	Sport	Sport	1	Tag Rugby	Country Dancing
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<div><div><div>UK 10-11 2-CD ...</div></div><div>Spring 1: Dreams and Goals</div><div><div>UK 10-11 3-DG ...</div></div><div>Spring 2: Healthy Me</div><div><div>UK 10-11 4-HM ...</div></div><div>Summer 1: Relationships</div><div><div>UK 10-11 5-RL ...</div></div><div>Summer 2: Changing Me</div><div><div>UK 10-11 6-CM ...</div></div><div>SMSC We follow a programme adopting UNICEF Rights Respecting School.</div><div>We have a class council contributing to a school council.</div></div>	<div><div>Summer 1: Digital</div><div><div>Year 6: Digital Li...</div></div><div>Summer 2: Multimedia</div><div><div>Year 6: Multimedia</div></div><div>Innovation:</div><div>3D printer</div><div>Drone</div><div>Robotics</div><div>Green Screen</div></div>	<div>Explore the history of portraits</div> <div>Explore creating own portraits and sketching</div> <div>Experience striking a pose and speed sketching/ continuous line</div> <div>Study the work of Mark Barrett</div> <div>Explore how artists use art to empower activism</div> <div>Explore the history of activism in art. Look at WW2 propaganda posters, Soviet posters</div> <div>Blitz sky art silhouette and roof line</div> <div>Grounds day sketching from nature.Mixing colours</div> <div>Zendoodle mindfulness art. Pencil skills</div> <div>Christmas cards</div> <div>Christmas tree decoration</div> <div>Spring 1 Environmental posters</div> <div>Spring 2 Native Americans totem poles design and make from clay</div> <div>Summer 1</div> <div>Summer 2 Arts week</div>	<div>In addition, WW2 rationing cooking and 'Make Do and Mend' sewing on WW2 Day.</div> <div>Sewing for Dress the Tree.</div>	<div>Spring 2: Moi: Me</div> <div>Summer 1: Ma Maison: My House</div> <div>Summer 2: Presentations</div>			<div>Autumn 2: Why do some people believe in God and some not?</div> <div><div>W</div> Year 6 - Why do ...</div> <div>Spring 1: Why do Hindus try to be good?</div> <div><div>W</div> Year 6 - Why do ...</div> <div>Spring 2: What do Christians believe God did to 'save' people?</div> <div><div>W</div> Year 6 - What do...</div> <div>Summer 1: For Christians, what kind of king was Jesus?</div> <div><div>W</div> Year 6 - For Chri...</div> <div>Summer 2: How does faith help people when life gets hard?</div> <div><div>W</div> Year 6 Unit 2.12...</div>				<div><div>Extra ...</div></div> Swimming	2	Football		3	Contemporary Dance		4	Tennis/Table Tennis	Gymnastics	5	Cricket	Orienteering			Swimming interventions	6	Rounders/ Athletics	Swimming interventions
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Educational Visits, Residential Trips, Visiting Groups WOW / 101 Experiences / Special Days and Events for the Development of Character	<p>Term 1</p> <p>101LE- Mummify a tomato.</p> <p>101LE- Learn a new language.</p> <p>101LE- Adopt a native tree for a year and watch it grow.</p> <p>Ada Lovelace Day (STEM)</p> <p>School Grounds / Outdoor Learning Day</p>	<p>Term 2</p> <p>Ancient Egyptian day.</p> <p>101LE- Dress up like an Egyptian.</p> <p>Children in Need</p> <p>Remembrance</p> <p>Dress the Tree</p>	<p>Term 3</p> <p>Trip - Museum of London for Stone Age (tbc)</p>	<p>Term 4</p> <p>Stone Age- Iron Age Day</p> <p>101LE- Dress up for World Book Day.</p> <p>101LE- Fold paper accurately through symmetry or origami.</p>	<p>Term 5</p> <p>Field Trip to Hook Parade shops.</p> <p>101LE- Plan and budget for a party.</p> <p>101LE- Buy something from a shop and check your change.</p>	<p>Term 6</p> <p>Sleepover</p> <p>101LE- Go on a nature walk at night.</p> <p>101LE- Cook outside safely on a campfire.</p> <p>101LE- Sleep overnight at school.</p>