

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														
<b>National Curriculum (Statutory)</b>		<b>MATHS - Priority Objectives for pupils to master by the end of Year 6</b>															
<b>Spoken Language / Oracy:</b>		<b>Number &amp; Place Value:</b>															
Reading - word reading		<ul style="list-style-type: none"> <li>- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>- Round any whole number to a required degree of accuracy</li> <li>- Use negative numbers in context, and calculate intervals across zero</li> <li>- Solve number and practical problems that involve all of the above.</li> </ul>	<table border="1"> <thead> <tr> <th>Term</th><th>Knowledge Focus</th></tr> </thead> <tbody> <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> </tbody> </table>	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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<b>Reading - comprehension (to develop an understanding of what they have read)</b>		<b>Number: Addition, Subtraction, Multiplication &amp; Division:</b>															
<b>Reading for pleasure (develop a positive attitude to reading)</b>		<b>Number: Fractions (Including Decimals &amp; Percentages)</b>															
<b>Writing: spelling</b>		<ul style="list-style-type: none"> <li>- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>- Compare and order fractions, including fractions <math>&gt; 1</math></li> <li>- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</li> <li>- Divide proper fractions by whole numbers [for example, <math>\frac{1}{2} \div 2 = \frac{1}{4}</math>]</li> <li>- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</li> <li>- 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</li> <li>- Multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>- Use written division methods in cases where the answer has up to two decimal places</li> <li>- Solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul>	<p>Link to Knowledge &amp; Concept Organisers:  <a href="#">W Year 6 Primary Science Curriculum Pro...</a></p> <p>Link to Progression on Working Scientifically:  <a href="#">E Edited Science Skills Progression Map</a></p>  														
<b>Writing: handwriting</b>		<b>Ratio &amp; Proportion:</b>															
<b>Writing: composition</b>		<b>Algebra:</b>															
		<b>Measurement:</b>															

	<ul style="list-style-type: none"> <li>- in writing narratives, considering how authors have developed characters and settings</li> <li>- 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</li> <li>- précising longer passages using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by:</li> <li>- assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural,</li> <li>- distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>vice versa</li> <li>- Recognise when it is possible to use formulae for area and volume of shapes</li> <li>- Calculate the area of parallelograms and triangles</li> <li>- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units [for example, <math>\text{mm}^3</math> and <math>\text{km}^3</math>].</li> </ul> <p><b>Geometry: Properties of Shape:</b></p> <ul style="list-style-type: none"> <li>- Draw 2-D shapes using given dimensions and angles</li> <li>- Recognise, describe and build simple 3-D shapes, including making nets</li> <li>- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul> <p><b>Geometry: Position &amp; Direction:</b></p> <ul style="list-style-type: none"> <li>- Describe positions on the full coordinate grid (all four quadrants)</li> <li>- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>- Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>- Calculate and interpret the mean as an average.</li> </ul>	
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"> <li>- 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</li> <li>- using the perfect form of verbs to mark relationships of time and cause</li> <li>- using expanded noun phrases to convey complicated information concisely</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- learning the grammar for years 5 and 6 in English Appendix 2 and indicate grammatical and other features by:</li> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list punctuating bullet points consistently</li> <li>- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>		
Range of Writing Purposes / Audiences:	List		
Grammar Appendix (NC / Statutory)			
Word	<ul style="list-style-type: none"> <li>- Formation of nouns using prefixes.</li> <li>- Using a and an correctly.</li> <li>- Understanding how word families are related in form and meaning.</li> </ul>		
Sentence	<ul style="list-style-type: none"> <li>- 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]</li> </ul>		
Text	<ul style="list-style-type: none"> <li>-Introduction to paragraphs as a way to group related material</li> <li>-Headings and sub-headings to aid presentation</li> <li>-Use of the present perfect form of verbs instead of the simple past</li> </ul>		
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
We have chosen to adopt the JIGSAW PHSE scheme.	Autumn 1 and 2: Communication ■ Year 6: Commun...	Autumn 1 <a href="https://drive.google.com/drive/folders/1TRq8pkpKGdm0B6txz1UBHcsQGlcAuKYd">https://drive.google.com/drive/folders/1TRq8pkpKGdm0B6txz1UBHcsQGlcAuKYd</a>	Autumn: ■ Structures (Frame Structures) ■ Copy of 5_6 Fra...	Autumn 1: ■ Year 6 French o... Recap/extend vocabulary from topics of previous year.	Autumn 1: France ■ PLAN - The Geo...	Autumn 2: WW2 ■ WW2 Planning.d...	We follow the agreed Kingston SACRE curriculum:	Music is taught by a specialist teacher through a weekly music lesson and a weekly singing lesson ■ Music Plans	PE is taught by a specialist, a swimming teacher and the class teacher T Sport Sport 1 Tag Rugby Country Dancing

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

<p>■ UK 10-11 2-CD ...  <b>Spring 1:</b> Dreams and Goals  ■ UK 10-11 3-DG ...  <b>Spring 2:</b> Healthy Me  ■ UK 10-11 4-HM ...  <b>Summer 1:</b> Relationships  ■ UK 10-11 5-RL ...  <b>Summer 2:</b> Changing Me  ■ UK 10-11 6-CM ...  SMSC We follow a programme adopting UNICEF Rights Respecting School.  We have a class council contributing to a school council.</p>	<p>Summer 1: Digital  ■ Year 6: Digital Li...  Summer 2: Multimedia  ■ Year 6: Multimedia</p> <p>Innovation:  3D printer  Drone  Robotics  Green Screen</p>	<p>Explore the history of portraits  Explore creating own portraits and sketching  Experience striking a pose and speed sketching/ continuous line  Study the work of Mark Barrett  <b>Explore how artists use art to empower activism</b>  Explore the history of activism in art. Look at WW2 propaganda posters, Soviet posters Blitz sky art silhouette and roof line  Grounds day sketching from nature. Mixing colours  Zendoodle mindfulness art. Pencil skills  Christmas cards  Christmas tree decoration  Spring 1 Environmental posters  Spring 2 Native Americans totem poles design and make from clay  Summer 1  Summer 2 Arts week</p>	<p>In addition, WW2 rationing cooking and 'Make Do and Mend' sewing on WW2 Day.  Sewing for Dress the Tree.</p>	<p><b>Spring 2:</b>  Moi: Me  <b>Summer 1:</b>  Ma Maison: My House  <b>Summer 2:</b>  Presentations</p>	<p><b>Autumn 2:</b>  Why do some people believe in God and some not?  ■ Year 6 - Why do ...  <b>Spring 1:</b>  Why do Hindus try to be good?  ■ Year 6 - Why do ...  <b>Spring 2:</b>  What do Christians believe God did to 'save' people?  ■ Year 6 - What do ...  <b>Summer 1:</b>  For Christians, what kind of king was Jesus?  ■ Year 6 - For Chri...  <b>Summer 2:</b>  How does faith help people when life gets hard?  ■ Year 6 Unit 2.12...</p>	<p>2 Football  3 Contemporary Dance  4 Tennis/Table Tennis  5 Cricket  6 Rounders/Athletics</p>	<p>■ Extra ... Swimming</p>
							<p>Daily Mile is undertaken  Playtimes (continuous provision)</p>

<p><b>Educational Visits, Residential Trips, Visiting Groups</b>  <b>WOW / 101 Experiences / Special Days and Events for the Development of Character</b></p>	<p><b>Term 1</b>  101LE- Mummify a tomato.  101LE- Learn a new language.  101LE- Adopt a native tree for a year and watch it grow.  Ada Lovelace Day (STEM)  School Grounds / Outdoor Learning Day</p>	<p><b>Term 2</b>  Ancient Egyptian day.  101LE- Dress up like an Egyptian.  Children in Need  Remembrance  Dress the Tree</p>	<p><b>Term 3</b>  Trip - Museum of London for Stone Age (tbc)</p>	<p><b>Term 4</b>  Stone Age- Iron Age Day  101LE- Dress up for World Book Day.  101LE- Fold paper accurately through symmetry or origami.</p>	<p><b>Term 5</b>  Field Trip to Hook Parade shops.  101LE- Plan and budget for a party.  101LE- Buy something from a shop and check your change.</p>	<p><b>Term 6</b>  Sleepover  101LE- Go on a nature walk at night.  101LE- Cook outside safely on a campfire.  101LE- Sleep overnight at school.</p>
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