

Year 6 Curriculum Map

Year 6-1 English

Fiction *Journey to the River Sea* and *'Blackface' Animation* **Outcome:** Story

Non Fiction **Outcome:** Discussion text – North or South America?

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. *At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.*

Reading – Comprehension

- maintain positive attitudes to reading and 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
 - 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 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

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre program or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Writing – Transcription

Spelling (see [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.

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Handwriting and presentation

- 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.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Writing – Composition

- 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
 - précisising 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:
 - 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
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Writing – Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - using passive verbs to affect the presentation of information in a sentence
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Year 6 – 1 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Know by heart facts for all multiplication tables up to 12 x 12.</p> <p>Find pairs of numbers with a sum of 100, decimals with a sum of 0.1, 1 or 10.</p> <p>To derive related facts from those already known (e.g. 4×0.8 linked to 4×8 or $3 + 7 = 10$ linked to $0.3 + 0.7 = 1$)</p> <p>Mentally multiply and divide two-digit and single-digit numbers.</p> <p>Use partitioning to double or halve any number.</p> <p>Mentally multiply and divide pairs of multiples of 10 and 100.</p> <p>Mentally multiply and divide two-digit decimals by a single digit number, e.g., $(U.t \times U$ or $U.t \div U)$.</p> <p>Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents.</p> <p>Order and compare whole numbers up to 1 000 000, negative numbers and decimals.</p> <p>Count forwards and backwards in steps of 0.001, 0.01, 0.1, 1, 10, 100, 1000, 25, 2.5, 0.2, 0.25 from any positive or negative integer or decimal.</p> <p>Multiply and divide whole numbers and decimals mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.</p> <p>Round whole numbers to the nearest 10, 100, 1000 or a number with up to three decimal places to the nearest integer or number of decimal places.</p> <p>Count in fraction steps and convert equivalent fractions (e.g. count in steps of $\frac{1}{12}$ converting to $\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{5}{12}, \frac{1}{2}, \dots$).</p>	<p>Know and use standard metric units of measure.</p> <p>Estimate and calculate length (including perimeter), mass, volume/capacity and area.</p> <p>Convert between units by multiplying and dividing by powers of 10.</p> <p>Know metric and imperial equivalences of feet, inches, pints and pounds.</p> <p>Read, write and convert between units of time.</p> <p>Identify and describe properties of 2D and 3D shapes, including regular and irregular.</p> <p>Find missing angles and lengths using properties of shape.</p> <p>Estimate and identify acute, obtuse and reflex angles.</p> <p>Describe positions on the first quadrant of a coordinate grid.</p> <p>Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</p>
Week	Main Learning	Rationale
1 Place value including decimals	<p><i>Identify, represent and estimate numbers using the number line.</i></p> <p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Count forwards or backwards in steps of integers, decimals or powers of 10 for any number.</p> <p>Order and compare numbers including integers, decimals and negative numbers.</p> <p><i>Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number.</i></p> <p><i>Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</i></p> <p><i>Round decimals with three places to the nearest whole number or one or two decimal places.</i></p> <p><i>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.</i></p> <p>Solve number and practical problems that involve all of the above.</p>	<p>Children extend their knowledge of the number system to larger numbers and further decimals. The Base 10 notion is centred around grouping in tens i.e. ten 1s are the same as one 10, ten 10s are the same as one 100 and so on and vice versa. Children learn that one is the same as ten $\frac{1}{10}$s, one $\frac{1}{10}$ is the same as $\frac{10}{100}$s and that $\frac{1}{100}$ is the same as $\frac{10}{1000}$s.</p> <p>Children understand how numbers relate to each other by ordering and comparing them on a number line, which supports the skill of rounding. This skill will be applied over the coming weeks when estimating calculations.</p> <p>When multiplying and dividing by 10, 100 and 1000, children recognise that this is scaling up and down by powers of 10 and is related to the Base 10 number system.</p>
2 Mental and written addition	<p>Perform mental calculations, including with mixed operations and large numbers and decimals.</p> <p><i>Identify, represent and estimate numbers using the number line.</i></p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p> <p>Solve addition multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p><i>Add whole numbers and decimals using formal written methods (columnar addition).</i></p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>	<p>Children learn when it is appropriate to use mental and written methods of calculation.</p> <p>Children make links with their knowledge of rounding numbers to estimate the answers to calculations. Calculations should be in contexts including, money, measures, real life problems and number enquiries.</p> <p>Children should also explore missing number problems using algebraic notation, including pairs of numbers to satisfy and equation with two unknowns and generalising the relationship between the two numbers.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.</p>
3 Mental and written multiplication in the context of time	<p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers.</p> <p>Perform mental calculations, including with mixed operations and large numbers and decimals.</p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Use, read, write and convert between standard units, converting measurements of time from a smaller unit to a larger unit, and vice versa.</p> <p>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>	<p>Children learn when it is appropriate to use mental and written methods of calculation.</p> <p>Children make links with their knowledge of rounding numbers to estimate the answers to calculations. Calculations should be in contexts including, money, measures, real life problems and number enquiries.</p> <p>Children should also explore missing number problems using algebraic notation, including pairs of numbers to satisfy and equation with two unknowns and generalising the relationship between the two numbers.</p> <p>If schools are using grid method of multiplication, the written methods for addition in the previous week will be further applied this week.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.</p>
4	Draw 2-D shapes using given dimensions and angles.	Children gain practical experience of drawing and making shapes, in order to support their work on recognising, describing,

2D and 3D shape	<p>Recognise, describe and build simple 3-D shapes, including making nets.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p><i>Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</i></p>	<p>comparing and classifying shapes.</p> <p>It is important that children see and use regular and irregular polygons and polyhedra and experience them in different orientations.</p> <p>Children should discover the angle sum of triangles and quadrilaterals and use this knowledge, and knowledge of the term 'regular' to find missing angles.</p>
5 Mental and written subtraction	<p>Perform mental calculations, including with mixed operations and large numbers and decimals.</p> <p><i>Identify, represent and estimate numbers using the number line.</i></p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p> <p>Solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving subtraction.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p><i>Subtract whole numbers and decimals using formal written methods (columnar subtraction).</i></p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>	<p>Children learn when it is appropriate to use mental and written methods of calculation.</p> <p>Children make links with their knowledge of rounding numbers to estimate the answers to calculations. Calculations should be in contexts including, money, measures, real life problems and number enquiries.</p> <p>Children should also explore missing number problems using algebraic notation, including pairs of numbers to satisfy and equation with two unknowns and generalising the relationship between the two numbers.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.</p>
6 Mental and written division	<p>Perform mental calculations, including with mixed operations and large numbers and decimals.</p> <p>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.</p> <p>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.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p>Solve problems involving division.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p>Children learn when it is appropriate to use mental and written methods of calculation.</p> <p>Children make links with their knowledge of rounding numbers to estimate the answers to calculations. Calculations should be in contexts including, money, measures, real life problems and number enquiries.</p> <p>Children should also explore missing number problems using algebraic notation, including pairs of numbers to satisfy and equation with two unknowns and generalising the relationship between the two numbers.</p> <p>If schools are using chunking method of division, the written methods for subtraction in the previous week will be further applied this week.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.</p>

Year 6	Science	Creative Curriculum	Computing	Languages	PE
<p>1</p> <p>North vs South: The Americas</p> <p>Outcome: Debate using the Geography skills they have learnt to back up their argument</p> <p>Trip: SSF</p>	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> -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>Working Scientifically</p> <ul style="list-style-type: none"> -planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -using test results to make predictions to set up further comparative and fair tests -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 -identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>Geography</p> <ul style="list-style-type: none"> -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -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 geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p><i>Focus on a specific region from North and South America and compare and contrast them, deciding on where they would prefer to live.</i></p>	<p>IT/DL – Wiki</p> <ul style="list-style-type: none"> - 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 - 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 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>- PBWiki (pbworks.com) Children learn what a wiki is. Create a wiki about North America and South America</p>	<p>Le week-end</p> <p>Use verbs in 1st, 2nd & 3rd person singular; use negatives; use <i>j'aime/je n'aime pas</i> + infinitive; adapt sentences to change meaning</p> <p><i>Le monde francophone</i></p> <ul style="list-style-type: none"> -describe people, places, things and actions orally* and in writing -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. 	<p>Games</p> <ul style="list-style-type: none"> -Use running, jumping, throwing and catching in isolation and combination -Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

Fiction *Beowulf***Outcome:** Legend based on the book – ensure you look at the appendix for specific skills.**Non Fiction****Outcome:** Historical recount of an event based on the book**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.

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

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 - recommending books that they have read to their peers, giving reasons for their choices
- 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
- distinguish between statements of fact and opinion

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Writing – TranscriptionSpelling (see [English Appendix 1](#))

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to

spell correctly.

Handwriting and presentation

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Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Writing – Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - using the perfect form of verbs to mark relationships of time and cause
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading

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	<p>Know by heart facts for all multiplication tables up to 12 x 12.</p> <p>Find pairs of numbers with a sum of 100, decimals with a sum of 0.1, 1, 10.</p> <p>To derive related facts from those already known (e.g. 4 x 0.8 linked to 4 x 8 or 3 + 7 = 10 linked to 0.3 + 0.7 = 1).</p> <p>Mentally multiply and divide two-digit and single-digit numbers.</p> <p>Use partitioning to double or halve any number.</p> <p>Mentally multiply and divide pairs of multiples of 10 and 100.</p> <p>Mentally multiply and divide two-digit decimals by a single digit number, e.g., (U.t x U or U.t ÷ U).</p> <p>Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents.</p> <p>Order and compare whole numbers up to 1 000 000, negative numbers and decimals.</p> <p>Count forwards and backwards in steps of 0.001, 0.01, 0.1, 1, 10, 100, 1000, 25, 2.5, 0.2, 0.25 from any positive or negative integer or decimal.</p> <p>Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</p> <p>Multiply and divide whole numbers and decimals mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.</p> <p>Round whole numbers to the nearest 10, 100, 1000 or a number with up to three decimal places to the nearest integer or number of decimal places.</p> <p>Count in fraction steps and convert equivalent fractions (e.g. count in steps of $\frac{1}{12}$ converting to $\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{5}{12}, \frac{1}{2}, \dots$).</p>	<p>Know and use standard metric units of measure.</p> <p>Estimate and calculate length (including perimeter), mass, volume/capacity and area.</p> <p>Convert between units by multiplying and dividing by powers of 10.</p> <p>Know metric and imperial equivalences of feet, inches, pints and pounds.</p> <p>Read, write and convert between units of time.</p> <p>Identify and describe properties of 2D and 3D shapes, including regular and irregular.</p> <p>Find missing angles and lengths using properties of shape.</p> <p>Estimate and identify acute, obtuse and reflex angles.</p> <p>Describe positions on the first quadrant of a coordinate grid.</p> <p>Solve comparison, sum and difference problems using information presented in all types of graph.</p> <p>Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</p>
Week	Main Learning	Rationale
1 Fractions	<p>Identify common factors, common multiples and prime numbers.</p> <p>Compare and order fractions, including fractions >1 (including on a number line).</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$).</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Solve problems involving fractions.</p>	<p>Children use knowledge of multiplication facts to identify factors and multiples of different numbers. In doing so, children can learn that prime numbers are ones whose only factors are themselves and 1. Prime numbers up to 100 can be derived using the Sieve of Eratosthenes.</p> <p>Children apply their knowledge of common factors to create equivalent fractions in order to compare, order and position on a number line.</p> <p>Children recognise that fractions, decimals and percentages are all ways of expressing a proportion. Decimals (decimal fractions) are ways of writing fractions in our Base 10 number system, so converting to tenths, hundredths and thousandths is essential understanding.</p>
2 Fractions, percentages, ratio and proportion	<p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Find simple percentages of amounts.</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>Children learn that percentage is a way of expressing a proportion as a fraction of 100. Links are made between scaling up or down to create fractions with a denominator that is 100. Links are also made between the equivalence that 10% is the same as $\frac{1}{10}$ and that to find $\frac{1}{10}$ of an amount you divide by 10. From finding 10%, other amounts can be found such as 5%, 40% etc. Children also learn how to share in unequal amounts by using ratios. Ratio can also be understood as comparing part to part. This can be applied to scaling up and down to draw similar shapes according to a given ratio.</p>
3 Geometry – angles Statistics – pie charts	<p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Solve comparison, sum and difference problems using information presented in all types of graph.</p>	<p>Children's work on angles is extended to applying the understanding of relationships between different ones in order to calculate missing angles on a straight line (total 180°), around a point (total 360°) and that vertically opposite angles are equal. The knowledge of angles around a point is then combined with knowledge of percentages when constructing pie charts. Children become familiar with pie charts, understanding the purpose of presenting data in this way and solving problems by interpreting data in different presentations.</p>
4 Measurement – length, including perimeter and mass	<p>Solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length and mass, from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places.</p> <p>Convert between miles and kilometres.</p>	<p>Children apply their understanding of the Base 10 number system and multiplying and dividing by powers of 10 in order to convert between units of measurement for length and mass.</p> <p>The learning of measurement should be practically based, and perimeter should be included in the learning of length as it is a measure of distance.</p> <p>Children are also introduced to the relationship between miles and kilometres i.e. that 8km is roughly equivalent to 5 miles, and use this to convert between these two units.</p>
5 Measurement – area and volume	<p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Use, read and write standard units using decimal notation up to three decimal places.</p> <p>Recognise when it is possible to use the formulae for area and volume of shapes.</p> <p>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>	<p>The work on perimeter from the previous week can be followed up by investigating shapes with the same perimeter having different areas and vice versa.</p> <p>Children learn how to find the area of triangles and parallelograms by relating their knowledge of finding the area of rectangles.</p> <p>Area of a triangle should be understood by children as $\frac{1}{2}$ (base x height). Area of a parallelogram should be related to area of a rectangle, with children cutting a parallelogram to create a rectangle.</p> <p>Children should learn and understand the formula for finding the area of these 2D shapes, and then relate this to finding the volume of prisms, including cubes and cuboids.</p>
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.
7		

Year 6	Science	Creative Curriculum	Computing	Languages	PE	
<p>2 Invasion!</p> <p>Outcome: Present in an information booklet with a purpose i.e. it is going to be for a library, school office, another year group</p> <p>Trip: Natural History Museum</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -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>Working Scientifically</p> <ul style="list-style-type: none"> -planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -using test results to make predictions to set up further comparative and fair tests -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 -identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Remember to plan an outcome and ensure you are planning investigative skills that are increasingly complex</p>	<p>History</p> <ul style="list-style-type: none"> -Britain's settlement by Anglo-Saxons and Scots -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>Focus on Anglo Saxon and Viking invasions – compare and contrast. What was the English resistance?</p> <p>Present in an information booklet with a purpose i.e. it is going to be for a library, school office, another year group</p>	<p>CS – App Creating</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p><i>- App Inventor Create an Android app that can be used to organise/access information about Saxon and Viking invasion of Britain.</i></p>	<p>To be confirmed</p>	<p>Gym</p> <ul style="list-style-type: none"> -Develop flexibility, strength, technique, control and balance -Use running, jumping, throwing and catching in isolation and in combination 	
					R.E.	PSHCE
					Buddhism part 2 unit 2	See values planner
				The Buddhist Community Worldwide		
				Remember to plan an outcome		

Non Fiction

Outcome: Non chronological report on the Shang Dynasty - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Fiction: Shang Dynasty

Outcome: Story - describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, précising longer passages, wide range of devices to build cohesion within and across paragraphs

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.

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Reading – Comprehension

- maintain positive attitudes to reading and 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
 - identifying and discussing themes and conventions in and across a wide range of writing
- 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
- retrieve, record and present information from non-fiction

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Writing – Transcription

Spelling (see [English Appendix 1](#))

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Handwriting and presentation

- 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.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Writing – Composition

- 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 [for example, headings, bullet points, underlining]
- 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
 - proof-read for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear

Writing – Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - using modal verbs or adverbs to indicate degrees of possibility
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Year 6 – 3 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Know by heart facts for all multiplication tables up to 10 x 10.</p> <p>Find pairs of numbers with a sum of 100, decimals with a sum of 0.1, 1, 10.</p> <p>To derive related facts from those already known (e.g. 4 x 0.8 linked to 4 x 8 or 3 + 7 = 10 linked to 0.3 + 0.7 = 1).</p> <p>Mentally multiply and divide two-digit and single-digit numbers.</p> <p>Use partitioning to double or halve any number.</p> <p>Mentally multiply and divide pairs of multiples of 10 and 100.</p> <p>Mentally multiply and divide two-digit decimals by a single digit number, e.g., (U.t x U or U.t ÷ U).</p> <p>Identify the multiples/factors of given numbers.</p> <p>Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents.</p> <p>Compare and order two or more different positive and/or negative integers and/or decimal numbers with up to 3 decimal places, say which is the least / greatest ;use the symbols <, > and = correctly and place on a number line.</p> <p>Calculate differences in temperature, including those that involve a positive and negative temperature.</p> <p>Count forwards and backwards in steps of 0.001, 0.01, 0.1, 1, 10, 100, 1000, 25, 2.5, 0.2, 0.25 from any positive or negative integer or decimal.</p> <p>Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</p> <p>Multiply and divide whole numbers and decimals mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.</p> <p>Round whole numbers to the nearest 10, 100, 1000 or a number with up to three decimal places to the nearest integer or number of decimal places.</p> <p>Count in fraction steps (e.g. of $\frac{1}{12}$, i.e. $\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{5}{12}, \frac{1}{2}$).</p>	<p>Starter suggestions for Measurement, Geometry and Statistics</p> <ul style="list-style-type: none"> • Know and use standard metric units of measure. • Estimate and calculate length (including perimeter), mass, volume/capacity and area. • Convert between units by multiplying and dividing by powers of 10. • Know metric and imperial equivalences of feet, inches, pints and pounds. • Read, write and convert between units of time. • Identify and describe properties of 2D and 3D shapes, including regular and irregular. • Find missing angles and lengths using properties of shape. • Estimate and identify acute, obtuse and reflex angles. • Describe positions on the first quadrant of a coordinate grid. • Solve comparison, sum and difference problems using information presented in all types of graph. • Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).
Week	Main Learning	Rationale
1 Place value, sequences and coordinates	<p>Count forwards or backwards in steps of integers, decimals or powers of 10 for any number.</p> <p>Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal.</p> <p>Use simple formulae.</p> <p>Generate and describe linear number sequences.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p>	<p>Children link counting in steps of different size to sequences and describe and generate formulae for these sequences. A linear number sequence is one that increases or decreases by the same amount each time.</p> <p>The generalising of sequences is then related to the coordinate grid, where children recognise the values of the vertical and horizontal lines.</p> <p>They apply their knowledge of negative numbers to the second, third and fourth quadrants.</p>
2 2D shape, coordinates, translation and reflection	<p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Children combine their understanding of shapes and coordinates. When identifying the coordinates of missing corners of shapes, the coordinate grid should be on plain paper, so children are applying their knowledge of shapes, rather than simply counting squares.</p> <p>When reflecting and translating shapes, children should identify relationships between coordinates of the corners and use these relationships when identifying and checking the coordinates of the transformed shape.</p>
3 Measurement, temperature and mean	<p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Order and compare numbers including integers, decimals and negative numbers.</p> <p>Calculate and interpret the mean as an average.</p>	<p>Children use and calculate with negative numbers using the context of temperature (as it is often very cold at this time of year).</p> <p>When ordering numbers from a set of data, they can be introduced to averages. The median could be found once the numbers have been ordered, then leading on to finding the mean, consolidating their addition and division skills.</p>
4 Calculating with fractions	<p>Identify common factors, common multiples and prime numbers.</p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denominator.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form (using diagram) (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$).</p> <p>Divide proper fractions by whole numbers (using diagram) (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$).</p> <p>Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$).</p>	<p>Children use knowledge of multiplication facts to identify factors and multiples of different numbers. In doing so, they can learn that prime numbers are ones whose only factors are themselves and 1.</p> <p>Children apply their knowledge of common factors to create equivalent fractions in order to compare, order and position on a number line.</p> <p>Children apply their knowledge of common multiples in order to add and subtract fractions with different denominators, by converting to equivalent fractions.</p> <p>When multiplying and dividing fractions, it is essential that children use diagrams and knowledge of multiplication and division of whole numbers to understand the concept of calculating with fractions.</p> <p>Children recognise that fractions, decimals and percentages are all ways of expressing a proportion. Decimals (decimal fractions) are ways of writing fractions in our Base 10 number system, so converting to tenths, hundredths and thousandths is essential understanding.</p>
5 Mental and written division	<p>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.</p> <p>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.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>	<p>Children learn when it is appropriate to use mental and written methods of calculation.</p> <p>Children make links with their knowledge of rounding numbers to estimate the answers to calculations. Calculations should be in contexts including, money, measures, real life problems and number enquiries.</p> <p>Children should also explore missing number problems using algebraic notation, including pairs of numbers to satisfy and equation with two unknowns and generalising the relationship between the two numbers.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.</p>
6 Mental and written	<p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers.</p>	<p>Children learn when it is appropriate to use mental and written methods of calculation.</p> <p>Children make links with their knowledge of rounding numbers to estimate the answers to calculations. Calculations should be in contexts including, money, measures, real life problems and number enquiries.</p>

multiplication	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Enumerate possibilities of combinations of two variables.</p>	<p>Children should also explore missing number problems using algebraic notation, including pairs of numbers to satisfy and equation with two unknowns and generalising the relationship between the two numbers.</p> <p>Children should explore finding all possibilities problems when there are two variables e.g. using the two variables of colour and parts of a house, how many different houses are possible if the walls, roof and door can be either red, blue or yellow. When all combinations have been found, then the children should identify and generalise about the number of combinations and the choices for each variable.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.</p>
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Year 6	Science	Creative Curriculum	Computing	Languages	PE
<p>3</p> <p>Shang Dynasty</p> <p>Outcome: Presentation on Shang Dynasty – focus on history skills and link to English</p> <p>Trip: British Museum</p>	<p><u>Living things and their habitats</u></p> <p>-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</p> <p>-give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Working Scientifically</u></p> <p>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>-taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>-recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>-using test results to make predictions to set up further comparative and fair tests</p> <p>-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</p> <p>-identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p><i>Carry out investigations using skills i.e. accurate, precise measurements, complex recording of data, causal relationships, degree of trust in results.</i></p>	<p><u>History</u></p> <p>-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</p> <p><i>Focus on Shang Dynasty</i></p> <p><i>Create a presentation on the Shang Dynasty using history skills from the unit and English non-chronological report</i></p> <p><i>Timelines, develop chronologically secure knowledge, create responses that involve thoughtful selection and organization of relevant historical information</i></p>	<p><u>CS – Programming (Animation)</u></p> <p>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>- <i>Scratch Programme an animation in scratch to show when and where the first civilisations appeared.</i></p>	<p><i>Preparing for a visit to France: Places in Town, directions, maps.</i></p> <p><u>R.E.</u></p> <p>Understanding Faith in Greenwich</p> <p>Outcome (perhaps writing)</p>	<p><u>Dance</u></p> <p>-Perform dances using a range of movement patterns</p> <p>-Develop flexibility, strength, technique, control and balance</p> <p><u>PSHCE</u></p> <p>See values planner</p>

Reading – Comprehension

- maintain positive attitudes to reading and 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
 - identifying and discussing themes and conventions in and across a wide range of writing
 - 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 one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- 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

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Writing – Transcription

Spelling (see [English Appendix 1](#))

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Handwriting and presentation

- 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.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Writing – Composition

- 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 [for example, headings, bullet points, underlining]
- 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
 - proof-read for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Writing – Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - 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
- indicate grammatical and other features by:
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Year 6 – 4 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Know by heart facts for all multiplication tables up to 10 x 10.</p> <p>Find pairs of numbers with a sum of 100, decimals with a sum of 0.1, 1, 10.</p> <p>To derive related facts from those already known (e.g. 4×8 linked to 4×8 or $3 + 7 = 10$ linked to $0.3 + 0.7 = 1$)</p> <p>Mentally multiply and divide two-digit and single-digit numbers.</p> <p>Use partitioning to double or halve any number.</p> <p>Mentally multiply and divide pairs of multiples of 10 and 100.</p> <p>Mentally multiply and divide two-digit decimals by a single digit number, e.g., $(U.t \times U$ or $U.t \div U)$.</p> <p>Identify the multiples/factors of given numbers.</p> <p>Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents.</p> <p>Compare and order two or more different positive and/or negative integers and/or decimal numbers with up to 3 decimal places, say which is the least / greatest; use the symbols $<$, $>$ and $=$ correctly and place on a number line.</p> <p>Calculate differences in temperature, including those that involve a positive and negative temperature.</p> <p>Count forwards and backwards in steps of 0.001, 0.01, 0.1, 1, 10, 100, 1000, 25, 2.5, 0.2, 0.25 from any positive or negative integer or decimal.</p> <p>Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</p> <p>Multiply and divide whole numbers and decimals mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.</p> <p>Round whole numbers to the nearest 10, 100, 1000 or a number with up to three decimal places to the nearest integer or number of decimal places.</p> <p>Count in fraction steps (e.g. of $\frac{1}{12}$, i.e. $\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{5}{12}, \frac{1}{2}$).</p>	<p>Know and use standard metric units of measure.</p> <p>Estimate and calculate length (including perimeter), mass, volume/capacity and area.</p> <p>Convert between units by multiplying and dividing by powers of 10.</p> <p>Know metric and imperial equivalences of feet, inches, pints and pounds.</p> <p>Convert between miles and kilometres using knowledge that 5 miles is roughly equivalent to 8km.</p> <p>Read, write and convert between units of time.</p> <p>Identify and describe properties of 2D and 3D shapes, including regular and irregular.</p> <p>Find missing angles and lengths using properties of shape.</p> <p>Estimate and identify acute, obtuse and reflex angles.</p> <p>Describe positions on the first quadrant of a coordinate grid.</p> <p>Solve comparison, sum and difference problems using information presented in all types of graph.</p> <p>Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</p>
Week	Main Learning	Rationale
1 Mental and written addition and subtraction	<p><i>Identify, represent and estimate numbers using the number line.</i></p> <p><i>Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).</i></p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p> <p>Solve problems involving addition and subtraction.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p>	<p>Children learn when it is appropriate to use mental and written methods of calculation.</p> <p>Children make links with their knowledge of rounding numbers to estimate the answers to calculations. Calculations should be in contexts including, money, measures, real life problems and number enquiries.</p> <p>Children should also explore missing number problems using algebraic notation, including pairs of numbers to satisfy and equation with two unknowns and generalising the relationship between the two numbers.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.</p>
2 Measurement, ratio and proportion	<p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>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.</p> <p>Solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places where appropriate.</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>Children should use the context of measures to solve problems that involve knowledge of scaling up and down by a given scale factor. This should be done in the context of length when looking at shapes that are mathematically similar i.e. the sides are of equal proportion to each other such as a triangle with sides of 2cm, 3cm and 4cm is similar to a triangle of side 4cm, 6cm and 8cm.</p> <p>Teachers should select from another measures context for children to explore proportion through scaling up and down, and converting between units of measure and using decimal notation.</p> <p>Children should also consider ratio as unequal sharing and grouping, using real life contexts such as recipes.</p> <p>Links should also be made with fractions and percentages as ways of describing proportions of amounts.</p>
3 2D and 3D shape	<p>Draw 2-D shapes using given dimensions and angles.</p> <p>Recognise, describe and build simple 3-D shapes, including making nets.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p><i>Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</i></p> <p><i>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</i></p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>Children gain practical experience of drawing and making shapes, in order to support their work on recognising, describing, comparing and classifying shapes.</p> <p>It is important that children see and use regular and irregular polygons and polyhedra and experience them in different orientations.</p> <p>Children's knowledge and understanding of circles is developed through the introduction of new language including radius, diameter and circumference, and understanding the relationships between any of these terms.</p> <p>Children should discover the angle sum of triangles and quadrilaterals and use this knowledge, and knowledge of the term 'regular' to find missing angles.</p>
4 Area, perimeter and volume of shapes	<p><i>Recognise that shapes with the same areas can have different perimeters and vice versa.</i></p> <p><i>Recognise when it is possible to use the formulae for area and volume of shapes.</i></p> <p>Calculate the area of parallelograms and triangles.</p> <p><i>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).</i></p>	<p>Children investigate how shapes of the same area can have different perimeters and vice versa. They relate finding the area of triangles and parallelograms to finding the area of rectangles. Once the area of a given shape has been found, children link this to finding the volume of prisms that have this shape at opposite ends.</p> <p>Children understand volume as 'solid' volume (the amount of three dimensional space occupied by an object) and understand why cubic units are used.</p>
5 Statistics – line graphs and pie charts	<p>Convert between miles and kilometres.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p><i>Solve comparison, sum and difference problems using information presented in all types of graph.</i></p>	<p>Children explore line graphs further by creating conversion graphs for miles to kilometres and vice versa. They use this graph to convert between the two units of distance and apply this knowledge to numbers beyond those covered on the graph.</p> <p>Children continue to construct and interpret different graphs and charts, including pie charts, however, the majority of the time should be focused on interpreting the data and solving problems, rather than the construction of graphs and charts.</p>

6	Assess and review week.	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.
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Year 6	Science	Creative Curriculum	Computing	Languages	PE
4 The Secret Garden Outcome: Create own secret garden Trip: Chelsea Physic Garden/ Kew Gardens	<p>Light</p> <ul style="list-style-type: none"> -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>Working Scientifically</p> <ul style="list-style-type: none"> -planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -using test results to make predictions to set up further comparative and fair tests -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 -identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>Art</p> <ul style="list-style-type: none"> -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history. <p><i>Children design and create their own secret gardens. Look at artists that use natural materials e.g. Andy Goldsworthy, garden designers e.g. Gertrude Jekyll and painters who depict gardens e.g. Monet for inspiration.</i></p>	<p>CS – Programming (Python)</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>- Python Recap Programme, Algorithm, Debug, Repetition, Sequence, Input, Output, Selection, Variables and Process. <i>Show capabilities of Python. Compare with capabilities of Scratch. Write simple code to carry out operations.</i></p>	<p>Les transports</p> <p>Prepositions <i>en</i> & <i>à</i> + transport; <i>au/à la/à l'</i> + place; simple future to express we are going to... - <i>on va</i> + infinitive; use knowledge of word & sentence structure to create texts; use clues & context to decipher meaning</p> <p><i>La Côte d'Ivoire</i></p> <ul style="list-style-type: none"> -read carefully and show understanding of words, phrases and simple writing -write phrases from memory, and adapt these to create new sentences, to express ideas clearly -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. 	<p>Gym</p> <ul style="list-style-type: none"> -Develop flexibility, strength, technique, control and balance -Use running, jumping, throwing and catching in isolation and in combination

Non Fiction**Outcome:** Explanation text – linked to science/DT**Poetry****Outcome:** Poetry linked to chosen play**Reading – Comprehension**

- maintain positive attitudes to reading and 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
 - 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 one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- 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

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Writing – TranscriptionSpelling (see [English Appendix 1](#))

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Handwriting and presentation

- 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.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Writing – Composition

- 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 [for example, headings, bullet points, underlining]
- 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
 - proof-read for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Writing – Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Year 6 – 5 Maths		
Starters	<p>Starter suggestions for Number</p> <p>Know by heart facts for all multiplication tables up to 10 x 10.</p> <p>Find pairs of numbers with a sum of 100, decimals with a sum of 0.1, 1, 10.</p> <p>To derive related facts from those already known (e.g. 4×0.8 linked to 4×8 or $3 + 7 = 10$ linked to $0.3 + 0.7 = 1$)</p> <p>Mentally multiply and divide two-digit and single-digit numbers.</p> <p>Use partitioning to double or halve any number.</p> <p>Mentally multiply and divide pairs of multiples of 10 and 100.</p> <p>Mentally multiply and divide two-digit decimals by a single digit number, e.g., $(U.t \times U$ or $U.t \div U)$.</p> <p>Identify the multiples/factors of given numbers.</p> <p>Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents.</p> <p>Compare and order two or more different positive and/or negative integers and/or decimal numbers with up to 3 decimal places, say which is the least / greatest; use the symbols $<$, $>$ and $=$ correctly and place on a number line.</p> <p>Calculate differences in temperature, including those that involve a positive and negative temperature.</p> <p>Count forwards and backwards in steps of 0.001, 0.01, 0.1, 1, 10, 100, 1000, 25, 2.5, 0.2, 0.25 from any positive or negative integer or decimal.</p> <p>Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</p> <p>Multiply and divide whole numbers and decimals mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.</p> <p>Round whole numbers to the nearest 10, 100, 1000 or a number with up to three decimal places to the nearest integer or number of decimal places.</p> <p>Count in fraction steps (e.g. of $\frac{1}{12}$, i.e. $\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{5}{12}, \frac{1}{2}$).</p>	<p>Starter suggestions for Measurement, Geometry and Statistics</p> <p>Know and use standard metric units of measure.</p> <p>Estimate and calculate length (including perimeter), mass, volume/capacity and area.</p> <p>Convert between units by multiplying and dividing by powers of 10.</p> <p>Know metric and imperial equivalences of feet, inches, pints and pounds.</p> <p>Convert between miles and kilometres using knowledge that 5 miles is roughly equivalent to 8km.</p> <p>Read, write and convert between units of time.</p> <p>Identify and describe properties of 2D and 3D shapes, including regular and irregular.</p> <p>Find missing angles and lengths using properties of shape.</p> <p>Estimate and identify acute, obtuse and reflex angles.</p> <p>Describe positions on the first quadrant of a coordinate grid.</p> <p>Solve comparison, sum and difference problems using information presented in all types of graph.</p> <p>Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</p>
Week	Main Learning	Rationale
1 Place value, decimals and fractions	<p><i>Count forwards or backwards in steps of integers, decimals or powers of 10 for any number.</i></p> <p><i>Order and compare numbers including integers, decimals and negative numbers.</i></p> <p><i>Identify, represent and estimate numbers using the number line.</i></p> <p><i>Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number.</i></p> <p><i>Round decimals with three places to the nearest whole number or one or two decimal places.</i></p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions >1 (including on a number line).</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)</p>	<p>Prior to end of year statutory assessments, it is useful to consolidate children's understanding of the number system as a whole and how numbers can be represented in different ways e.g. as precise values, as estimates when rounding, as fractions or decimals, on a number line, as a diagram etc.</p>
2 Mental and written calculation	<p>Perform mental calculations, including with mixed operations and large numbers and decimals.</p> <p><i>Identify, represent and estimate numbers using the number line.</i></p> <p><i>Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).</i></p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>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.</p> <p>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.</p> <p>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p>Prior to end of year statutory assessments, it is useful to consolidate children's understanding of calculations across all four operations.</p> <p>Children should continue to learn when it is appropriate to use mental methods and when to use written methods.</p> <p>Problems should be presented in a variety of real life and abstract situations, so children recognise clues that indicate the operation(s) to use. Children should therefore be given examples of mixed problems, rather than problems that are all the same operation.</p> <p>When solving problems, children should be encouraged to express their understanding of the context before trying to solve the problem.</p>
3 Calculating fractions,	<p>Multiply simple pairs of proper fractions, writing the answer in its simplest form (using diagram) (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$).</p> <p>Divide proper fractions by whole numbers (using diagram) (e.g. $\frac{1}{8} \div 2 = \frac{1}{16}$).</p>	<p>Prior to end of year statutory assessments, it is useful for children to apply their knowledge of place value, multiplication and division in the context of fractions, ratio and proportion.</p> <p>When multiplying and dividing fractions, it is essential that children use diagrams and knowledge of multiplication and division of whole</p>

ratio and proportion	<p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>numbers to understand the concept of calculating with fractions.</p> <p>Teachers should select from different contexts for children to explore proportion through scaling up and down.</p> <p>Children should also consider ratio as unequal sharing and grouping, using real life contexts such as recipes.</p>
4 2D shape, coordinates, translation and reflection	<p>Draw 2-D shapes using given dimensions and angles.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Children combine their understanding of shapes and coordinates. When identifying the coordinates of missing corners of shapes, the coordinate grid should be on plain paper, so children are applying their knowledge of shapes, rather than simply counting squares.</p> <p>When reflecting and translating shapes, children should identify relationships between coordinates of the corners and use these relationships when identifying and checking the coordinates of the transformed shape.</p>
5 Algebra and sequences	<p><i>Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal.</i></p> <p>Use simple formulae.</p> <p>Generate and describe linear number sequences.</p> <p>Convert between miles and kilometres.</p>	<p>Children can use the work from the previous week on to explore relationships between the coordinates of the corners of some 2D shapes, generalise and express relationships using formulae.</p> <p>Children extend their work to generalise, identify and create formulae for linear number sequences, including for use when converting miles to kilometres and vice versa using the knowledge that 5 miles is roughly equivalent to 8km.</p>
6 Measurement (length and time) and statistics – mean	<p>Solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places.</p> <p>Calculate and interpret the mean as an average.</p> <p><i>Solve comparison, sum and difference problems using information presented in all types of graph.</i></p>	<p>Children should use their performance in PE (athletics) to generate length and time measurements, for jumping, throwing and running.</p> <p>These measurements can be used to explore converting units of measure; scaling up and down; finding the mean measurement of a given selection; presenting data in different ways; solving problems when interpreting graphs presented in different ways.</p>

Fiction

Outcome: Range of writing linked to chosen play e.g. character biography, letter to/from character, monologues

Reading – Comprehension

- maintain positive attitudes to reading and 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
 - making comparisons within and across books
 - 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 one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- provide reasoned justifications for their views.

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Writing – Transcription

Spelling (see [English Appendix 1](#))

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Handwriting and presentation

- 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.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Writing – Composition

- 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 [for example, headings, bullet points, underlining]
- 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
 - proof-read for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Writing – Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Year 6 – 6 Maths		
Starters	<p>Starter suggestions for Number</p> <p>Know by heart facts for all multiplication tables up to 10 x 10.</p> <p>Find pairs of numbers with a sum of 100, decimals with a sum of 0.1, 1, 10.</p> <p>To derive related facts from those already known (e.g. 4 x 0.8 linked to 4 x 8 or 3 + 7 = 10 linked to 0.3 + 0.7 = 1)</p> <p>Mentally multiply and divide two-digit and single-digit numbers.</p> <p>Use partitioning to double or halve any number.</p> <p>Mentally multiply and divide pairs of multiples of 10 and 100.</p> <p>Mentally multiply and divide two-digit decimals by a single digit number, e.g., (U.t x U or U.t ÷ U).</p> <p>Identify the multiples/factors of given numbers.</p> <p>Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents.</p> <p>Compare and order two or more different positive and/or negative integers and/or decimal numbers with up to 3 decimal places, say which is the least / greatest; use the symbols <, > and = correctly and place on a number line.</p> <p>Calculate differences in temperature, including those that involve a positive and negative temperature.</p> <p>Count forwards and backwards in steps of 0.001, 0.01, 0.1, 1, 10, 100, 1000, 25, 2.5, 0.2, 0.25 from any positive or negative integer or decimal.</p> <p>Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</p> <p>Multiply and divide whole numbers and decimals mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.</p> <p>Round whole numbers to the nearest 10, 100, 1000 or a number with up to three decimal places to the nearest integer or number of decimal places.</p> <p>Count in fraction steps (e.g. of $\frac{1}{12}$, i.e. $\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}$).</p>	<p>Starter suggestions for Measurement, Geometry and Statistics</p> <p>Know and use standard metric units of measure.</p> <p>Estimate and calculate length (including perimeter), mass, volume/capacity and area.</p> <p>Convert between units by multiplying and dividing by powers of 10.</p> <p>Know metric and imperial equivalences of feet, inches, pints and pounds.</p> <p>Convert between miles and kilometres using knowledge that 5 miles is roughly equivalent to 8km.</p> <p>Read, write and convert between units of time.</p> <p>Identify and describe properties of 2D and 3D shapes, including regular and irregular.</p> <p>Find missing angles and lengths using properties of shape.</p> <p>Estimate and identify acute, obtuse and reflex angles.</p> <p>Describe positions on the first quadrant of a coordinate grid.</p> <p>Solve comparison, sum and difference problems using information presented in all types of graph.</p> <p>Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</p>
Week	Main Learning	Rationale
1 Measurement – mass and volume/capacity	<p>Solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of mass and volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places.</p> <p>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>	<p>Children should continue to work practically with the concepts of mass and volume, enhancing their understanding of both measures, including gaining a ‘benchmark’ measure to support estimation, as well as being able to accurately measure using different equipment and converting between units. When converting between units, children should relate this to their understanding of the Base 10 number system.</p>
2 Mental and written calculations	<p>Perform mental calculations, including with mixed operations and large numbers and decimals.</p> <p><i>Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction). Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>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.</p> <p>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.</p> <p>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p>During this final half term it is important that the children continue to consolidate and refine their calculation skills so that they are secure before transition to secondary school.</p>
3 Fractions	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions >1 (<i>including on a number line</i>).</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form (using diagram) (e.g. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$).</p> <p>Divide proper fractions by whole numbers (using diagram) (e.g. $\frac{1}{2} \div 2 = \frac{1}{4}$).</p>	<p>During this final half term it is important that the children continue to consolidate and refine their understanding of and skills related to fractions so that they are secure before transition to secondary school.</p>
4 Place value and decimals	<p><i>Count forwards or backwards in steps of integers, decimals or powers of 10 for any number.</i></p> <p><i>Order and compare numbers including integers, decimals and negative numbers.</i></p> <p><i>Calculate differences in temperature, including those that involve a positive and negative temperature.</i></p> <p><i>Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number.</i></p> <p><i>Round decimals with three places to the nearest whole number or one or two decimal places.</i></p> <p><i>Describe and extend number sequences including those with multiplication and division steps, inconsistent steps,</i></p>	<p>During this final half term it is important that the children continue to consolidate and refine their understanding of the structure of the number system so that they are secure before transition to secondary school.</p>

	<i>alternating steps and those where the step size is a decimal.</i>	
5 2D and 3D shape	<p>Draw 2-D shapes using given dimensions and angles.</p> <p>Recognise, describe and build simple 3-D shapes, including making nets.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p><i>Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</i></p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>Children gain practical experience of drawing and making shapes, in order to support their work on recognising, describing, comparing and classifying shapes.</p> <p>It is important that children see and use regular and irregular polygons and polyhedra and experience them in different orientations.</p> <p>Children's knowledge and understanding of circles is developed through the introduction of new language including radius, diameter and circumference, and understanding the relationships between any of these terms.</p> <p>Children should discover the angle sum of triangles and quadrilaterals and use this knowledge, and knowledge of the term 'regular' to find missing angles.</p>
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.
7		

Year 6	Science	Creative Curriculum	Computing	Languages	PE
5/6 Setting the Stage! Outcome: Yr 6 Performance Trip: Fashion and Textile Museum	Electricity -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. Working Scientifically -planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -using test results to make predictions to set up further comparative and fair tests -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 -identifying scientific evidence that has been used to support or refute ideas or arguments.	DT Design -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 -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -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 -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world Technical knowledge -apply their understanding of how to strengthen, stiffen and reinforce more complex structures <i>Children create all the elements needed for their end of year performance including scenery, refreshments, programmes etc. DT focus is on creating costumes for the performance.</i>	IT/DL - Blogs - 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 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - 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 <i>- KidBlog, Twitter Frog/Fronter Blog</i> <i>- Children create blogs about rehearsals and their performance.</i> <i>- Children blog about school.</i> <i>-Multimedia advert for performance – using video/ music</i>	Le sport Definite article + sports; connectives <i>et & mais</i> ; devise & ask questions; give opinions with reasons; 1 st person plural using <i>on – on va/on mange/on joue...</i> ; read & write longer texts <i>La Belgique</i> On va faire la fête! Revisit known language in a different context; re-combine known language in different ways; use reading strategies to deal with authentic texts <i>Enquête sur les pays francophones</i> -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* -read carefully and show understanding of words, phrases and simple writing -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary -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. Summer 2 – Spanish Unit	Athletics -Use running, jumping, throwing and catching in isolation and in combination -Develop flexibility, strength, technique, control and balance -Compare their best performances with previous ones and demonstrate improvement to achieve their personal best