



Y6 2023-2024

Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn <i>The Great War</i>		Spring <i>We are Geographers!</i>		Summer <i>Journey to Britain</i>	
Enrichment Experiences	Crucial Crew Boreatton Park				Y6 Leavers Production	
British Values and SMSC	Thankfulness	Trust	Perseverance	Justice	Service	Truth & Truthfulness
English - Writing	The Arrival Suffragette: the battle for equality Night Mail Romeo and Juliet		The Hidden Forest Can we save the Tiger? Grimm Tales The Last Wild		The Invention of Hugo Cabret The Templeton Twins have an idea The Un-forgotten Coat Leila and the blue fox	
English - Reading	War Horse		Holes		Some places more than others	
Spelling, Grammar and Punctuation	<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms? • Can I use passive verbs to affect the presentation of information in a sentence? • Can I use expanded noun phrases to convey complicated information concisely? • Can I use semi-colons or dashes to mark boundaries between independent clauses? • Can I use a colon to introduce a list? • Can I punctuate bullet points consistently? <p>Learning the Grammar for Y6:</p> <p>(6) Can I recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter?]</p> <p>(6) Can I recognise how words are related by meaning as synonyms and antonyms [for example, big, large, little?]</p> <p>(6) Can I effectively use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)?]</p> <p>(6) Can I recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech?]</p> <p>(6) Can I link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis?</p> <p>(6) Can I use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text?]</p> <p>(6) Can I use a range of punctuation: semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up?]</p> <p>(6) Can I use a colon to introduce a list and use semi-colons within lists?</p> <p>(6) Can I use bullet points to list information?</p> <p>(6) Can I recognise how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover?]</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I write legibly, fluently and with increasing speed? • Can I choose which shape of a letter to use when given choices and deciding whether or not to join specific letters? • Can I choose the writing implement that is best suited for a task? <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Can I use endings which sound like –ce, spelt like –cious and tious? • Can I use endings –cial and –tial? • Can I spell words ending in –ant, -ance/-ancy, -ent, -ence/-ency? • Can I spell words ending in –able and ible? • Can I spell words ending in –ably and ibly? • Can I add suffixes beginning with vowel letters to words ending in –fer? • Can I use a hyphen to join a prefix to a root word? • Can I spell words with the l sound spelt ei after c? • Can I spell words containing the letter-string ough? • Can I spell words with silent letters? • Can I spell most of the 98 Year 5 and 6 statutory spelling list? 					



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<p>Maths</p>	<p>Number: Place Value (wks 1 to 2)</p> <p>Number: Addition, Subtraction, Multiplication and Division (wks 3 to 7 ½)</p>	<p>Number: Fractions (wks 7 ½ to 11)</p> <p>Geometry: Position and Direction (wk 12)</p>	<p>Number: Decimals and Percentages (wks 1 to 2)</p> <p>Number: Percentages (wks 3 to 4)</p> <p>Number: Algebra (wks 5 to 6)</p>	<p>Number: Fractions (wks 7 ½ to 11)</p> <p>Geometry: Position and Direction (wk 12)</p>	<p>Geometry: Properties of Shape (wks 1 to 3)</p> <p>Consolidation or SATs Preparation (wks 4 to 5)</p>	<p>Consolidation, Investigations and Preparations for KS3 (wks 6 to 12)</p>
	<p>Place Value Can I read, write, order and compare numbers up to 10 000 000 and determine the value of each digit? Can I round any whole number to a required degree of accuracy? Can I use negative numbers in context, and calculate intervals across zero? Can I solve number and practical problems that involve all of the above?</p> <p>Addition, Subtraction, Multiplication & Division Can I multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication? Can I 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? Can I 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? Can I perform mental calculations, including with mixed operations and large numbers? Can I identify common factors, common multiples and prime numbers? Can I use my knowledge of the order of operations to carry out calculations involving the four operations? Can I solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why? Can I solve problems involving addition, subtraction, multiplication and division? Can I use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy?</p>	<p>Geometry: Position and Direction Can I describe positions on the full coordinate grid (all four quadrants)? Can I draw and translate simple shapes on the coordinate plane, and reflect them in the axes?</p> <p>Measurement: Converting Units Can I solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate? Can I 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 up to three decimal places? Can I convert between miles and kilometres?</p>	<p>Fractions Can I use common factors to simplify fractions? Can I use common multiples to express fractions in the same denomination? Can I compare and order fractions, including fractions greater than 1? Can I add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions? Can I multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]? Can I divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]? Can I associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]?</p> <p>Decimals and Percentages Can 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? Can I multiply one-digit numbers with up to two decimal places by whole numbers? Can I use written division methods in cases where the answer has up to two decimal places? Can I solve problems which require answers to be rounded to specified degrees of accuracy? Can I recall and use equivalences between simple fractions, decimals and percentages, including in different contexts?</p> <p>Algebra Can I use simple formulae? Can I generate and describe linear number sequences? Can I express missing number problems algebraically? Can I find pairs of numbers that satisfy an equation with two unknowns?</p>	<p>Measurement: Perimeter, Area and Volume Can I recognise that shapes with the same areas can have different perimeters and vice versa? Can I recognise when it is possible to use formulae for area and volume of shapes? Can I calculate the area of parallelograms and triangles? Can 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]?</p> <p>Ratio Can I solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts? Can I solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison? Can I solve problems involving similar shapes where the scale factor is known or can be found? Can I solve problems involving unequal sharing and grouping using knowledge of fractions and multiples?</p> <p>Statistics Can I interpret and construct pie charts and line graphs and use these to solve problems? Can I calculate and interpret the mean as an average?</p>	<p>Geometry: Properties of Shape Can I draw 2-D shapes using given dimensions and angles? Can I recognise, describe and build simple 3-D shapes, including making nets? Can I compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons? Can I illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius? Can I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles?</p>	



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<p>Geography</p>	<p><i>Can I enumerate possibilities of combinations of two variables?</i></p> <p>Locational - Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts.</p> <p>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.</p> <p><u>Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4- and 6-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>	<p>Locational - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4- and 6-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> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies.</p>		
<p>History</p>	<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p>			<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p>
<p>Science</p>	<p><u>Electricity</u></p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. <p><u>Light</u></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><u>Animals, including humans</u></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><u>Evolution and inheritance</u></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><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.
	<p><u>Working scientifically</u></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 			



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	<ul style="list-style-type: none"> 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. 					
Art & Design (Kapow)	Drawing – Make my voice heard		Painting and mixed media – Artist Study		Sculpture and 3D – Making Memories	
	Arts Week – Craft and design - Photo opportunity/Trenches					
	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. create sketch books to record their observations and use them to review and revisit ideas. 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. 					
Music (Charanga)	Happy	Classroom Jazz 2	A New Year Carol	You've got a friend	Music and Me	Reflect, Rewind and Replay
	<i>Pupils should be taught to</i> <ul style="list-style-type: none"> sing and play musically with increasing confidence and control. develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. improvise and compose music for a range of purposes using the inter-related dimensions of music. listen with attention to detail and recall sounds with increasing aural memory. use and understand staff and other musical notations. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. develop an understanding of the history of music. 					
D&T (Kapow)	Electrical systems	Structures	Food	Textiles	Digital World	Mechanical systems
	<i>Steady hand game</i>	<i>Trenches</i>	<i>Come dine with me</i>	<i>Waistcoats</i>	<i>Navigating the world</i>	<i>Automata toys</i>
<i>When designing and making, pupils should be taught to:</i> <p><u>Design</u></p> <ul style="list-style-type: none"> 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. <p><u>Make</u></p> <ul style="list-style-type: none"> 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. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> 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. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. apply their understanding of computing to program, monitor and control their products. <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 						



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RE	EXPRESSING Is it better to express beliefs in art or charity?	BELIEVING What do religions say to us when life gets hard?	LIVING What matters most to Christians and Humanists?	LIVING What difference does it make?	LIVING Green religion: what can be done about climate and environment?	LIVING What can be done to reduce racism?
Computing	<p><u>Computing systems and networks – Communication and collaboration</u></p> <p>To explain the importance of internet addresses.</p> <p>To recognise how data is transferred across the internet.</p> <p>To explain how sharing information online can help people to work together.</p> <p>To evaluate different ways of working together online.</p> <p>To recognise how we communicate using technology.</p> <p>To evaluate different methods of online communication.</p>	<p><u>Creating media – Web page creation</u></p> <p>To review an existing website and consider its structure.</p> <p>To plan the features of a web page.</p> <p>To consider the ownership and use of images (copyright).</p> <p>To recognise the need to preview pages.</p> <p>To outline the need for a navigation path.</p> <p>To recognise the implications of linking to content owned by other people.</p>	<p><u>Programming A – Variables in games</u></p> <p>To define a 'variable' as something that is changeable.</p> <p>To explain why a variable is used in a program.</p> <p>To choose how to improve a game by using variables.</p> <p>To design a project that builds on a given example.</p> <p>To use my design to create a project.</p> <p>To evaluate my project.</p>	<p><u>Data and information – Spreadsheets</u></p> <p>To create a data set in a spreadsheet.</p> <p>To build a data set in a spreadsheet.</p> <p>To explain that formulas can be used to produce calculated data.</p> <p>To apply formulas to data.</p> <p>To create a spreadsheet to plan an event.</p> <p>To choose suitable ways to present data.</p>	<p><u>Creating media – 3D Modelling 'Tinkercad'</u></p> <p>To recognise that you can work in three dimensions on a computer.</p> <p>To identify that digital 3D objects can be modified.</p> <p>To recognise that objects can be combined in a 3D model.</p> <p>To create a 3D model for a given purpose.</p> <p>To plan my own 3D model.</p> <p>To create my own digital 3D model.</p>	<p><u>Programming B – Sensing movement</u></p> <p>To create a program to run on a controllable device.</p> <p>To explain that selection can control the flow of a program.</p> <p>To update a variable with a user input.</p> <p>To use an conditional statement to compare a variable to a value.</p> <p>To design a project that uses inputs and outputs on a controllable device.</p> <p>To develop a program to use inputs and outputs on a controllable device.</p>
	<p><i>Pupils should be taught to:</i></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. 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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. 					
PE	Lacrosse Dance	Netball Health and Fitness	Gymnastics	Rugby Dance	Tennis Cricket	Athletics Rounders OAA
<p><i>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination □ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending □ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team □ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>Swimming and water safety - All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</i></p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 						



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PSHE & RSHE	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations Crucial Crew	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
Spanish (Language Angels)	Phonetics lesson 4 (C) Healthy Living (P)	At School (P)	Irregular Verbs (P)	World War 2 (P)	Planets (P)	Me in the World (P)	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding. • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures. • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing. • appreciate stories, songs, poems and rhymes in the language. • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • describe people, places, things and actions orally* and in writing Languages – key stage 2 3. • 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. 		