St Peter's CE (VA) Primary School

Year 6 Curriculum Coverage

Literacy and Numeracy Summary			
Reading Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarising key points from texts Identify how language, structure, etc. contribute to meaning Discuss use of language, inc. figurative Discuss & explain reading, providing reasoned justifications for views	**Writing** Use knowledge of morphology & etymology in spelling Develop legible personal handwriting style Plan writing to suit audience & purpose; use models of writing Develop character & setting in narrative Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency	**Speaking & Listening** Use questions to build knowledge Articulate arguments & opinions Use spoken language to speculate, hypothesise & explore Use appropriate register & language	**Grammar** Use appropriate register/ style Use the passive voice for purpose Use features to convey & clarify meaning Use full punctuation Use language of subject/object
Number/Calculation Secure place value & rounding to 10,000,000, including negatives All written methods, including long division Use order of operations (not indices) Identify factors, multiples & primes Solve multi-step number problems	**Geometry & Measures** Confidently use a range of measures & conversions Calculate area of triangles / parallelograms Use area & volume formulas Classify shapes by properties Know and use angle rules Translate & reflect shapes, using all four quadrants	**Fractions, decimals & percentages** Compare & simplify fractions Use equivalents to add fractions Multiply simple fractions Divide fractions by whole numbers Solve problems using decimals & percentages Use written division up to 2dp Introduce ratio	**Data** Use pie charts Calculate mean averages **Algebra** Introduce simple use of unknowns

Science Objectives	
Science Animals (YA) • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution • Recognise that living things have changed over time • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals. • 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 • Dive reasons for classifying plants and animals based on specific characteristics. • Describe the ways in which nutrients and water are transported within animals	**Science Forces (YA)** • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Science Materials (YA) • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	**Science Sound (YA)** • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it
Science Electricity (YB) • 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. • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	**Science Humans (YB)** • recognise that living things have changed over time • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • describe the changes as humans develop to old age. • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • describe the ways in which nutrients and water are transported within animals, including humans.

Science Plants (YB)

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Science Space (YB)

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- recognise that they need light in order to see things and that dark is the absence of light

Foundation Subject Objectives

History

2020-21	2021-22	2022-23	2023-24
Egyptians Stone Age	Potteries Tudors	Invaders Baghdad900AD	Romans Greeks

- I understand when the period of history I am studying was.
- I can place people and events on a time line.
- I understand the concepts of continuity and change over time.
- I can ask historical questions.
- I can find out the answers to historical questions.
- I understand the different ways the past is represented.
- I can use sources from the past to show I know about key events.
- I can identify similarities and differences between periods in history.
- I can describe significant people or events in history and why they were important.
- I can suggest causes and consequences of some of the main events and changes in history
- I can use words and phrases to show time:
- I can use a wide range of historical words in my work.

Geography

2020-21	2021-22	2022-23	2023-24
Earth	Fire & Ice	Ebb & Flow	Air

- I can locate places on a map.
- I understand about different places
- I can compare different places around the World.
- I can ask geographical questions.
- I can answer geographical questions.
- I can use a wide range of geographical words in my work.
- I can share my geographical knowledge effectively.
- I can use a wide range of geographical and fieldwork skills – field sketching, measuring, direction, using/drawing maps, scale and distance, photography, recording, questionnaires.

Art & Design (UKS2)

- Use sketchbooks to collect, record, review, revisit & evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers

Computing (UKS2)

- Design & write programs to solve problems
- Use sequences, repetition, inputs, variables and outputs in programs
- Detect & correct errors in programs
- Understand uses of networks for collaboration & communication
- Be discerning in evaluating digital content

Religious Education

- Continue to follow locally- agreed syllabus for RE

PSHE

- Safe and Healthy in the Future
- Relationships
- Me and my Place in the World
- Celebrate the Past and Welcome the Future
- Money in my Future
- Democracy and Government

Modern Languages (UKS2)	**Music (UKS2)**	**Design & Technology (UKS2)**	**Physical Education (UKS2)**
• Listen & engage • Engage in conversations, expressing opinions • Speak in simple language & be understood • Develop appropriate pronunciation • Present ideas & information orally • Show understanding in simple reading • Adapt known language to create new ideas • Describe people, places & things • Understand basic grammar, e.g. gender	• Perform with control & expression solo & in ensembles • Improvise & compose using dimensions of music • Listen to detail and recall aurally • Use & understand basics of staff notation • Develop an understanding of the history of music, including great musicians & composers	• Use research& criteria to develop products which are fit for purpose and aimed at specific groups • Use annotated sketches, cross-section diagrams & computer-aided design • Analyse & evaluate existing products and improve own work • Use mechanical & electrical systems in own products, including programming • Cook savoury dishes for a healthy & varied diet	• Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, applying basic principles • Develop flexibility & control in gym, dance & athletics • Take part in Outdoor & Adventurous activities • Compare performances to achieve personal bests • Swimming proficiency at 25m (KS1 or KS2)