



Peel Hall Primary School

Year 6 Curriculum

## Writing

### End of Year 6 writing expectations:

- Use prefixes and suffixes and understand the rules for adding them
- Spell words with silent letters
- Distinguish between homophones and other words which are often confused (See NC)
- Understand that the spelling of some words needs to be learnt specifically
- Spell Year 6 words correctly (No nonsense spellings)
- Spell common exception words correctly (Year 6)
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus to collect and use a range of synonyms and antonyms
- Proof read own writing for misspellings
- Use legible, joined, fluent writing with increased speed
- Identify the audience and purpose of the writing and use similar writing as models for their own writing
- Plan their writing by noting ideas, drawing on reading and research
- When writing narratives, look at how authors develop characters and settings
- Use a range of planning approaches such as story board, story mountain, discussion, post it notes
- Write for a range of purposes and audiences, including combining text types to create hybrid texts
- Select appropriate register for formal and informal writing
- Sustain and develop main ideas logically in narrative and non-narrative writing
- Use organisational and presentational devices to structure text and to guide the reader
- Blend action, dialogue and description to advance events in narrative writing
- Use appropriate vocabulary and language for precision and impact
- Consciously use different sentence structures for effect
- Use a range of devices to build cohesion within and across paragraphs
- Deviate narrative from linear/chronological sequence such as flashbacks and simultaneous action
- Reflect upon their writing and make changes to V, P and G to enhance effect and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural

- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Use the active and passive voice to present information with a different emphasis
- Use expanded noun phrases, propositional phrases and adverbs effectively
- Use modal verbs or adverbs to indicate degrees of possibility
- Use co-ordinating and subordinating conjunctions
- Using relative clauses beginning with who, which, where, when, whose, that
- Use a range of clause structures, sometimes varying their position within a sentence
- Use hyphens correctly
- Use ellipses to link ideas between paragraphs and brackets for more information
- Use semi colons to mark the boundary between independent clauses
- Use a colon to introduce a list and a semi colon within lists
- Punctuate bullet points accurately

**Writing Curriculum**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Quality texts</b>	Letters From The Lighthouse  Goodnight Mr Tom  The Mozart question	Rose Blanche  The Harmonica  The Boy in the Striped Pyjamas	The Piano  The Hobbit  How to Train A Dragon	The Circus of Thieves  The Diamond Thief	Framed  The Ghost of Thomas Kemp	Holes  Desert Trip
<b>Text Types</b>	Narrative recount  Diary  Poetry	Narrative recount  Discussion  Report	Film and playscript  Novel as a theme	Poems with a structure  Stories with Issues and Dilemmas	Information booklet with a range of text types  Classic fiction	Explanation text  Persuasive text

## Reading

### End of Year 6 Reading expectations:

- Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words
- Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arachnophobia, audience
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Read fluently, using punctuation to inform meaning.
- Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Read books that are structured in different ways
- Recognise texts that contain features from more than one text type.
- Consider and evaluate how effectively texts are structured and laid out.
- Read non-fiction texts to support other curriculum areas
- Read to ensure understanding, Recommend books read to their peers, giving reasons for their choices
- Identify and discuss themes in a range of writing and across longer texts
- Identify and discuss the conventions of different text types.
- Identify key points in an appropriate text.
- Learn a range of poetry by heart. for example, narrative verse, sonnet
- Prepare poems and plays to read aloud and to perform, show understanding through intonation, tone, volume and action.
- Identify and comment on writer's choice of vocabulary, giving examples and explanation
- Identify and explain how writers use grammatical features for effect for example, the use of short sentences to build tension
- Show awareness of the writers' craft, comment on language, grammatical features and structure of texts.
- Express a personal point of view about a text, giving reasons linked to evidence from texts
- Raise queries about texts. Text mark to make research efficient and fast.
- Make connections between other similar texts, prior knowledge and experience and explain the links
- Compare different versions of texts and explain the differences and similarities

- Listen to others' ideas and opinions about a text.
- Build on others' ideas and opinions about a text in discussion
- Explain and comment on explicit and implicit points of view
- Summarise key information from different parts of a text.
- Recognise the writer's point of view and discuss it.
- Present a personal point of view based on what has been read
- Present a counter-argument in response to others' points of view.
- Provide reasoned justifications for their views.
- Refer to the text to support opinions
- Distinguish between statements of fact / opinion. Find information using skimming to establish main idea.
- Use scanning to find specific information. Organise information or evidence appropriately

### Reading

At Peel Hall children take part in Class Comp (Class Comprehension). During this time, children have the opportunity to practise their decoding and comprehension skills.

<b>Class Comp</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Fireweed by Jill Paton Walsh	Carrie's War by Nina Bawden	Anne Frank SATs preparation

## Maths

### End of Year 6 Maths expectations:

- Read, write, order and compare numbers up to 10,000,000 and numbers up to three decimal places and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context, and calculate intervals across zero
- Add and subtract whole and decimal numbers
- Multiply numbers up to 4 digits by 2 digit whole numbers
- Multiply 1-digit numbers with up to two decimal places by whole numbers
- Divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways
- Use knowledge of order of operations to carry out calculations involving all four operations
- Solve multi step problems involving addition, subtraction, multiplication and division
- Multiply and divide numbers by 10, 100 and 1000, giving answers up to 3 dp
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions including fractions  $> 1$
- Add and subtract fractions with different denominators and mixed numbers
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers ( $\frac{1}{8} \div 2 = \frac{1}{16}$ )
- Associate a fraction with division and calculate decimal fraction equivalents
- Recall and use equivalences between fractions, decimals and percentages
- Solve problems involving the calculation of percentages, (for example, of measures) such as 20% of 440 and the use of percentages for comparison
- Solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts
- Solve problems involving similar shapes where the scale factor is known/ can be found
- Solve ratio problems
- Express missing number problems algebraically
- Find pairs of numbers that satisfy number sentences involving two unknowns

- 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 3 decimal places
- Convert between miles and km
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places
- Recognise that shapes with the same area can have different perimeters and vice versa
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units
- Draw 2D shapes using given dimensions and angles
- Recognise, describe and build simple 3D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes
- Find unknown angles in any triangle, quadrilateral and regular polygons
- Describe positions on the full coordinate grid (all 4 quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Illustrate and name parts of circles, including radius, diameter and circumference
- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean, median, mode and range

Yearly overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Fractions				Geometry: Position and Direction	Consolidation
Spring	Number: Decimals		Number- Percentages		Algebra		Measurement Converting units	Measurement: Perimeter, Area and Volume		Number- Ratio		Consolidation
Summer	Geometry: Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation

See calculation policy for more information on how children carry out written calculations.

### Foundation subjects and Science

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity	Human body	Living things	Living things	Evolution	Light
Outdoor Learning	Forest School – Life Skills					
RE	Believing – Who is a Buddhist	Believing – What do Buddhists believe in?	Expressing – Buddhist Special places.	Expressing – Buddhist festivals and celebrations	Expressing – Buddhist special Stories	Living – Buddhist Community
Spanish	Clothes		My local area		The Spanish Speaking World	
History	World War Two	World War Two			The Mayans	I'm a Year 6 Pupil, get me out of here! Geographical skills and fieldwork
Geography			South America	South America		
Art	Create patterns	Show that their sketches show emotion.	Use a wide range of painting techniques.	Combine pattern, tone and shape.	Overprint using different colours.	Create models on a range of scales.
D and T	Electrical Systems				Food	
Music	I'll Be There <i>Michael Jackson</i>	Classroom Jazz 2 <i>Learning an instrument</i>	A New Year Carol <i>Benjamin Britten</i>	Happy <i>Pop/ motown</i>	You've Got A Friend <i>Carole King</i>	Reflect, Rewind and Replay <i>Music Theory and revision</i>
Computing	Coding 6a – complex variables (area of shapes and length conversion, 24hr clocks)	Multimedia and word processing – choosing software and techniques	Digital media – write, create and edit a podcast/radio show	Digital media – Use GarageBand to produce a piece of music	Coding 6b – Object properties (including review of all learnt skills)	Data – Conduct a survey and record, present and evaluate the results

\*More details about the specific learning objectives can be found in the subject overviews