<table>
<tr><th colspan="4">Year 6 Art</th></tr>
<tr><th>Generating Ideas (All)</th><th>Making (Specialist teacher = Red)</th><th>Evaluation (All)</th><th>Knowledge and Understanding (All)</th></tr>
<tr>
<td>▪ Independently develop a range of ideas showing curiosity, imagination and originality.
▪ Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches
▪ Complete design studies for outcomes, including research, observed studies, and visualisations
▪ Explore a sequence of design steps to develop and improve ideas.</td>
<td>Drawing: Use research to inspire drawings from imagination and observation. Make drawings to inform and plan 3D work. Refine drawing the figure through observational drawing of peers – apply proportion.
Painting: Understand a range of acrylic painting techniques. Use tone. Select techniques to express ideas appropriately. Use spray paint. Use paint to express tone in portraiture. Mix skin tone.
Print: Use mono-printing on range of papers.
Sculpture/3D: Explore a range of 3D techniques – clay/modrock/wire. Select appropriate 3D materials to express an idea.
Textiles/Mixed Media: Use collage to inform ideas.
Digital/Photography: Animate drawings using ICT in response to an artwork. Use photography to explore space and light.</td>
<td>▪ Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.
▪ Know the formal elements (colour, line, tone, shapes, form, texture and pattern) off by heart and refer to these using descriptive vocabulary when talking about their work or the work of others.</td>
<td>▪ Use the formal elements when discussing and describing works of art and own work.
▪ Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
▪ Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</td>
</tr>
<tr><th colspan="4">Greater depth</th></tr>
<tr>
<td>▪ Use a camera, varied drawing approaches, collage and digital media to record from life and secondary sources to inform and develop imaginative ideas for their work. Ideas are annotated using technical vocabulary.</td>
<td>▪ Develop skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose;
▪ Carefully explore the characteristics of each of the artistic elements with control to express personal intentions when making painted, printed, constructed and virtual artworks.</td>
<td>▪ Evaluate and express an opinion about visual images, artists' and students' work being investigated using descriptive and critical language when speaking and writing;
▪ Provide honest assessment and purposeful feedback to their peers</td>
<td>▪ Apply their experience of using different processes and techniques, selecting suitable tools to enable them to design and make art works;
▪ Know to look at the works of artists studied to help them resolve a creative problem.</td>
</tr>
</table>

Year 6 DT			
Design	**Make**	**Evaluate**	**Technical knowledge**
▪ Use a range of research methods to develop design criteria to inform design of an innovative product that is fit for purpose ▪ Generate, develop and refine ideas through discussion and questioning ▪ Model ideas using computer-aided design, prototypes and detailed sketches	▪ Select from a wide range of tools and equipment providing detailed justification for choices. ▪ Use a wide range of tools and equipment to perform practical tasks accurately. ▪ Identify potential hazards when using different tools ▪ Select from a wide range of materials and components: ingredients, electrical components and textiles ▪ Justify choices by referring to materials'/components' functional and aesthetic properties	▪ Investigate and analyse a range of existing products using technical vocabulary and different processes. ▪ Understand how inventions have changed over time due to changing user needs. ▪ Draw own conclusions about existing products based on functionality and aesthetic qualities. ▪ Analyse products considering different users. ▪ Use other people's views and self-evaluation to adapt design of product.	▪ Apply understanding of computing to program, monitor and control products. ▪ Complete and use market research ▪ Understand benefit of having a USP for product and select own product's USP ▪ Work within a budget ▪ Pitch product to a range of users ▪ Learn some of the different ways to add flavour to food (herbs, spices, sauces). ▪ Understand where food comes from. ▪ Consider some common flavour combinations ▪ Understand how to turn on and use an oven safely (cooking time and cooking temperature). ▪ Begin to learn how to fry items safely (e.g. eggs)
Greater depth			
▪ Model ideas using scaled drawings/diagrams ▪ Predict potential design issues	▪ Adapt choices of tools and materials during making process in response to unforeseen issues	▪ Use other people's views and self-evaluation to adapt design and remake product.	▪ Investigate the new and emerging technology of artificial intelligence
innovative Artificial intelligence adapt USP budget pitch flavour herb spice cooking time recipe			

Year 6 English

To unite all the elements of the English language to inspire confident, competent and creative writers and readers.

English focus	
Reading **comprehension**	**Love of Reading** • Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves • Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction • Recommend books to their peers with detailed reasons for their opinions • Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures • Discuss book genres and how there can be overlap between genres • Participate in discussions about books, building on their own and others' ideas and challenging views courteously • Participate in debates on issues related to reading (fiction/non-fiction) **Fluency** • Independently read longer texts with sustained stamina and interest • Learn a wider range of poems by heart • Prepare poems and play scripts to read aloud and perform using dramatic effects • Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group **Retrieval/Summarising** • Explore texts in groups and deepen comprehension through discussion • Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text • Distinguish between statements of fact or opinion across a range of texts (e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook) • Skim for gist • Scan for key information (e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting) • Use a combination of skimming, scanning and close reading across a text to locate specific detail • Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects • Explain and discuss their understanding of what they have read, including through formal presentations and debates **Language/structure** • Explain the meaning of new vocabulary within the context of the text • Explore, recognise and use the terms personification, analogy, style and effect • Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques • Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument **Inference/justification** • Provide reasoned justifications for their views • Justify opinions and elaborate by referring to the text e.g. using the PE prompt – Point + Evidence • Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence • Predict what might happen from information stated and implied **Comparison** • Make comparisons within and across texts (e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom) • Compare characters within and across texts • Compare texts written in different periods • Recognise themes within and across texts e.g. hope, peace, fortune, survival • Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story
	Greater depth

	• Offer an alternative prediction to own and explain why others may think this • Compare and contrast class text with extracts from the Classics • Understand and identify where an author has used language with more than one layer of meaning • Write own text in the style of an author
Word reading/phonics	• Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. • Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change • Use suffixes to understand meanings • Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure
Spoken language	• Listen and respond appropriately to adults and their peers • Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate • Ask questions to develop ideas and make contributions that take account of others' views • Explain ideas and opinions giving reasons and evidence • Participate in discussions, presentations, performances, role play, improvisations and debates • Take an active part in discussions, taking different roles • Listen to and consider the views and opinions of others in discussions • Make contributions to discussions, evaluating others' ideas and responding to them • Prepare formal presentations individually or in groups • Use notes to support presentation of information • Respond to questions generated by a presentation • Sustain and argue a point of view in a debate, using formal language of persuasion • Express possibilities using hypothetical and speculative language in science and when discussing reading • Engage listeners through choice of vocabulary and register according to the context • Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear • Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere
	Greater depth
	• Use the subjective form in formal speech • Use extended metaphors in speech • Listen to and analyse speeches given by current world leaders/politicians/celebrities

	Term 1		**Term 2**		**Term 3**	
Spelling	Words ending in '-able'/ '-ably', and '-ible'/'-ibly' Words ending in sound 'shus' spelt –cious or –tious Words ending in 'shul sound spelt –cial or –tial Suffixes: cian, sion, tion, ssion Homophones Silent letters ou making u sound Prefixes: including antonym	**NN** accommodate amateur appreciate committee controversy convenience correspond criticise curiosity guarantee marvellous mischievous necessary opportunity parliament profession programme recognise recommend thorough	Ough letter string Fer letter string Ie ei words Y making an i sound ay sound spelt ei/eigh/ey - c sound spelt ch Words ending in gue/que Endings: when to double/drop/change a letter	**NN** conscience conscious hindrance nuisance prejudice privilege persuade pronunciation relevant sacrifice secretary sincerely sufficient yacht variety ***Year 5 recap***	Revision before SATS Root word investigations Proofreading and strategies for spotting errors Etymology	**NN** Revision of 5/6 spelling list from AFl.
	Homophones/near homophones					
	Altar/alter Ascent/assent Bridal/bridle Prophecy/prophesy		Precede/proceed Descent/dissent Principal/principle Profit/prophet Wary/weary			

Writing **Grammar terminology for pupils:** Abstract nouns Collective nouns Perfect tense Progressive tenses Subjunctive Ellipsis Hyphen Colon Semi-colon Single dash Bullet point Subject Object Active Passive Formal/informal Clauses vs phrases Synonyms and antonyms	**Handwriting** • Adapt handwriting style for purpose (e.g. not joined for labelling a diagram) • Write quickly in a joined legible style **Punctuation** • Use colon to introduce a list • Use semi-colons within lists • Use bullet points to list information • Use semi-colon, colon and dash to mark boundary between independent clauses (e.g. It is snowing; I am delighted.) • Punctuate bullet points correctly **Word level** • Use varied and precise vocabulary to create particular stylistic effects • Discover synonyms and antonyms for a word and choose which one required for sentence • Use informal and formal word choice appropriately • Select appropriate vocabulary depending on purpose and audience of writing **Sentence level** • Integrate narration and dialogue to convey character and advance action • Use more complicated adverbial phrases to link ideas (e.g. on the other hand, in contrast, as a consequence) • Use -ed, -ing, -ly, and subordinating conjunction (e.g. When, If, Although) sentence openers • Use relative clauses • Use sentence openers and relative clauses to writer longer sentences • Use personification • Vary the length of sentences across a piece of writing for effect • Use an extended metaphor • Explore and investigate passive/active voice • Identify the subject and object of a sentence • Identify and use perfect form of verbs • Identify and use the progressive form of verbs in the past and present tense **Text level: Purpose/audience** • Identify key features of a specific genre • Choose appropriate style/genre features • Write informally or formally appropriate to genre/text-type • Convey a convincing viewpoint using the point of view of others to support or contrast own opinion • Précis longer passages • Use a range of layout devices (e.g. headings, sub-headings, columns, bullets, tables etc) • Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of word or phrase/use of ellipsis as cliff-hanger) • Use a flashback and/or flash-forward • Identify the audience for and purpose of writing and select appropriate form of writing • Add detail to sentences to engage reader • Build suspense through use of vocabulary and pace **Editing and evaluation** • Proof-read for spelling and punctuation errors • Evaluate and edit by ensuring consistent and correct use of tense/voice/register • Assess and evaluate effectiveness of own and others' writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

	Greater depth
	• Use hyphens to avoid ambiguity (e.g. re-cover, recover) • Use the subjunctive form of the verb to emphasise formality, urgency or importance • Use ellipsis to link ideas between paragraphs • Investigate the history and origins of words (using etymological dictionaries). • Use symbolism • Explore most recent words or phrases added to the English dictionary • Explain difference between preposition and subordinating conjunction • Write sentences in past and present progressive tenses • Create syllabic poetry – tanka (5/7/5/7/7 syllables) and hendecasyllabic (11 syllables in each line) as a framework to express an idea in • Create lipograms (rewriting a text where a specific letter is banned) •
Non-negotiable writing genres	Metaphor poem Narrative with flashbacks/flash forwards Traditional tale Speech Information texts (different audiences) Biography

Year 6 French

<table>
<tr><th colspan="2">Phonics</th><th colspan="2">Vocabulary</th><th colspan="2">Grammar</th></tr>
<tr><th>Sound to Print</th><th>Print to sound</th><th>Understanding
(Listening and reading)</th><th>Production
(Speaking and Writing)</th><th>Understanding
(Listening and reading)</th><th>Production
(Speaking and Writing)</th></tr>
<tr><td colspan="2">• Understand silent final consonants.
• Understand the silent final e
• Understand /h/ is silent.
• Understand vowels a/e/i/o/u/.
• Understand the /ch/,/oi/,/an/,/en/,/ou/,/un/, /eu/,/qu/,/au/, /in/, /th/ /ç/ digraphs
• Understand /ien/ /eur-oeur/, /ille/ trigraphs.
• Understand /g/ /j/ consonant sounds
• Understand /ez/, /et/, /er/, /é/ are the same sound
• Understand /ei/ and /ai/ are the same sound.
• Understand that /o/, /au/ and /eau/ are the same sound.
• Understand that /in/, /im/, /ain/ are the same sound.</td><td rowspan="2">• Understand around 400 words when listening and reading as single items and compound sentences which describe people, places, things and actions.
• Use a bi-lingual dictionary to find the meaning of nouns, adjectives and verbs.
• Use familiar words in a sentence to work out unlikely meanings of unknown words.</td><td rowspan="2">• Use around 400 words to engage in short exchanges.
• Ask and answer more complex questions.
• Express opinions and respond to those of others.
• Seek clarification and help in the TL.
• Speak and write more complex sentences about people, places, things and actions using vocabulary and basic structures, with little scaffolding.
• Write more complex sentences from memory with understandable accuracy.</td><td colspan="2">• Understand the idea of masculine/feminine nouns
• Understand the indefinite article un/une
• Understand the definite article le/la/les
• Understand IL Y A and C'EST
• Understand JE as 1st person subject pronoun
• Understand the 1st and 2nd and 3rd person of AVOIR, VOULOIR, ETRE, FAIRE, JOUER, AIMER
• Understand verb conjugation in 1st, 2nd, 3rd person of –ER verbs.
• Combine a verb with an infinitive.
• Understand the conjunctions ET, MAIS, AUSSI
• Understand question words QUEL/OU/COMMENT
• Add- S to make regular nouns plural.
• Add- E to make regular adjectives agree in the feminine and –S in the plural.
• Understand that most adjectives go after the noun.
• Understand negation with NE PAS.
• Be aware of some spelling changes in adjective agreement.</td></tr>
<tr><td>• Listen and write short phrases including unfamiliar words with increasing accuracy.
• Enjoy listening to and joining in with songs and short poems.</td><td>• Read aloud many words and sentences with clear and comprehensible pronunciation.
• Read aloud single unknown words more readily.</td><td>• Distinguish and understand the above grammar points in listening and reading.</td><td>• Use the 1st, 2nd and 3rd person pronoun with a regular verb.
• Use the correct form of the indefinite and definite article according to the gender and number of the noun.
• Use the grammar points above to describe people,</td></tr>
</table>

					places, things and actions in speaking and writing. • Apply the rules of agreement in the singular and plural with greater accuracy. • Demonstrate the understanding of the position of the majority of adjectives. • Demonstrate the position of NE.....PAS around a verb to make it negative.
Greater depth					
• Join in with a rhyme or song sometimes from memory.	• Read aloud sentences with some unfamiliar words successfully by applying knowledge of SSC.	• Understand longer unfamiliar texts and use familiar words, knowledge of the context and other languages to interpret meaning.	• Manipulate familiar language to present own ideas and information in more complex sentences, using a dictionary to include new words.	• Understand complex sentences using a range of grammar points from KS2.	• Use verbs in the 3rd plural person and adjectives to describe other people and their actions.

Key vocabulary

Verb – a word that describes an action or condition
Gender – the arrangement of nouns into masculine and feminine types
Conjunction – a word that connects words and phrases in a sentence
Adjective Agreement – where the noun and adjective have the same grammatical form
Infinitive – the basic form of the verb
Verb ending – the letters added to the end of a verb
1st person – when talking about ourselves
3rd person – when talking about others
Singular – Only 1 item
Plural – More than 1 item
Adjective Position – where the adjective is placed in a phrase

Conjugate – to add the correct endings to a verb
Definite article – the word for ‘the’, used for talking about a specific thing
Indefinite article – the word for a/an, used for talking about a non-specific thing.

Year 6 Geography			
Geographical enquiry and fieldwork	**Human and physical geography**	**Place knowledge**	**Locational knowledge**
▪ Use six-figure grid references (read and plot) ▪ Explain scale and use maps with a range of scales ▪ Use OS/digital maps to answer multi-step questions ▪ Use scaled maps to plan journeys between two or more given locations. ▪ *Formulate meaningful geographical enquiry questions and investigate possible answers (FE)* ▪ *Confidently collect, represent and analyse data using a range of ICT (FE)* ▪ *Research how immigration patterns impact the distribution of religious beliefs across London (CE)*	▪ Consider similarities and differences in: - types of settlement and land use - economic activity including trade links - the distribution of natural resources including energy, food, minerals and water in different locations. ▪ Examine and evaluate how human activity has caused an environment to change: drought ▪ Consolidate understanding of world's biomes	▪ Make a three-way comparison across areas of three different continents (e.g. Population growth; imports of Fairtrade goods, physical features etc) ▪ Conduct a case study of a country outside of Europe, focusing on: culture, homes, food and farming, industry, immigration and lifestyle ▪ Compare and contrast the Trans-Atlantic Slave Trade route with the Windrush immigration journey ▪ Discuss and investigate ideas of identity based on nationality (compared to race/religion etc)	▪ Name and locate the countries in North America. ▪ Name and locate some states and cities within the United States. ▪ Identify the position and significance of latitude and longitude. ▪ Identify the position and significance of the Prime Meridian. ▪ Understand time zones and calculate time differences around the world.
Greater depth			
▪ Begin to use eight-figure grid references to identify countries and then cities around the world ▪ Generate questions based on OS maps of given localities	▪ Understand how human and physical processes interact to influence, and change landscapes, environments and the climate. ▪ Begin to understand the key processes involved in population and urbanisation	▪ Understand the global links between two locations.	▪ Plan journeys to other parts of the world taking time zones into consideration.
six-figure grid reference scale immigration distribution types of settlement land use economic activity trade links natural resources energy sources drought desert subsidence irrigation agriculture population growth culture identity nationality latitude longitude Prime Meridian time zone urbanisation states comparison life expectancy			

Year 6 History		
Chronological understanding	**Knowledge and interpretation**	**Historical enquiry**
▪ Create simultaneous timelines of events and periods in Britain and abroad. ▪ Understand when periods of history occurred in relation to each other including Tudors, Stone, Bronze and Iron Ages, Ancient Greeks, Romans, Victorians, Anglo-Saxons, Vikings, Egyptians, Benin Kingdom and the British Empire ▪ Place features of historical events and people from past societies and periods in a chronological framework, adding narrative detail. ▪ Explain how people and events influenced subsequent periods in history. ▪ Make links between 3 periods in history, comparing and spotting similarities and differences.	▪ Describe characteristic features of past societies ▪ Investigate the achievements of past societies ▪ To investigate the beliefs of a past society ▪ Investigate what Britain may have learnt through other countries and civilizations ▪ Describe social and political aspects of past societies. ▪ Compare and contrast the Benin Kingdom with Ancient Egypt ▪ Compare and contrast the Benin Kingdom with life in England during the same period ▪ Recognise and describe differences and similarities as well as change and continuity between different periods of history. ▪ Investigate why Britain wanted an Empire ▪ Understand the impact of the British Empire on the colonies ▪ Describe some ways Britain has had an influence on world history ▪ Consider how individuals or groups have shaped the UK ▪ Appreciate how Britain has had different relationships with different countries in the past ▪ Consider how the British Empire and the Windrush have contributed to the country Britain is today ▪ Understand consequences in terms of short and longer-term effects. ▪ Understand that interpretations may differ depending on the aspect people are looking at	▪ Identify bias in sources ▪ Suggest why there may be different interpretations of events ▪ Suggest why certain events, people and changes might be seen as more significant than others ▪ Use evidence to form own hypotheses and revise these through cross-checking and further research. ▪ Give substantiated reasons why some sources should be treated cautiously by considering purpose and audience.
Greater depth		
▪ Understand the aspects of British history studied in KS2 as a coherent chronological narrative.	▪ Create own written narratives and analyses of historical events. ▪ Consider how and why biased sources may in fact be useful in revealing attitudes and opinions at the time.	▪ Understand how and why contrasting arguments and interpretations of the past have been constructed. ▪ Identify and explain propaganda
kingdom dynasty colonisation civil war animism merchants trade Ogiso Edo Oba empire colony Commonwealth Transatlantic immigration discrimination prejudice opportunities citizen simultaneous chronological hierarchy bias propaganda consequences		

Year 6 Maths

Number and Place Value	Expected
	• To identify the place value of any digit in a number with up to 3 decimal places • To read, write, order and compare numbers up to at least 10,000,000 (ten million) and say the value of each digit. • To round any number to a required degree of accuracy (up to 3 decimal places). • To solve problems which require answers to be rounded to specified degrees of accuracy (up to 3 decimal places). • To solve number and practical problems that involve ordering and comparing numbers up to 10,000,000 (ten million) • To solve number and practical problems using negative numbers and calculating intervals across zero. • To multiply or divide numbers by 10, 100 or 1000. • To identify factors, common factors, multiples, common multiples, prime factors, prime numbers and composite numbers. • To identify Roman Numerals up to 10,000

Addition, Subtraction Multiplication and Division	Expected
	• To multiply numbers of up to 4 digits by a two-digit number using a formal written method. • To multiply a whole number by a decimal number (up to 1 decimal place, e.g 4.6 x 62) • To divide numbers of up to 4 digits by a two-digit number using a formal written method of long division, showing remainders, fractions or rounding as appropriate. • To divide numbers of up to 4 digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate. • To use written division methods for numbers with up to 2 decimal places. • To solve addition and subtraction word and practical problems. • To solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why. • To solve problems involving addition, subtraction, multiplication and division. • To mentally calculate using a mix of the four operations. • To mentally calculate using a mix of the four operations and increasingly large numbers. • To use their knowledge of the order of operations to carry out calculations involving the four operations (BODMAS) • To use estimating to check answers and problem solving.

Fractions (including fractions and percentages)	Expected
	• To use common factors and multiples to simplify fractions and express fractions in the same denomination. • To compare and order fractions including mixed number and improper fractions. • To add and subtract fractions with different denominators and mixed numbers. • To multiply simple pairs of proper fractions, writing the answer in the simplest form such as 1/4 x 1/2 = 1/8. • To divide proper fractions by whole numbers such as 1/3 ÷ 2 = 1/6. • To use equivalences and convert between simple fractions, decimals and percentages to help me solve problems. • To solve problems involving the calculation of and the use of percentages for comparison

Measurement	Expected
	• To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to. • To convert measurement of length, mass, volume and time from a smaller unit to a larger unit and vice versa using decimal notation up to the three decimal places. • To convert measurement of length using decimal notation up to the three decimal places. • To convert measurement of volume using decimal notation up to the three decimal places. • To convert measurement of mass using decimal notation up to the three decimal places. • To convert measurement of time using decimal notation up to the three decimal places. • To convert between miles and kilometres. • To recognise that shapes with the same areas can have different perimeters and vice versa. • To calculate the area and perimeter of shapes (squares, rectangles, compound shapes) To calculate the areas of parallelograms and triangles. • To calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres (cm^3), and cubic metres (m^3). I can extend this to other units e.g. mm^3 and km^3.

Properties of Shape	Expected
	• To draw 2-D shapes using dimensions and angles. • To recognise, describe and build simple 3-D shapes, including making nets. • To compare and classify geometric shapes based on their properties and sizes • To find unknown angles in any triangles, quadrilaterals or regular polygons. • To recognise angles where they meet at a point, are on a straight line or are vertically opposite, and find any missing angles. • To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

Position and Direction	Expected
	• To describe positions in all four quadrants on a full coordinate graph. • To draw and translate simple shapes on the coordinate plane and reflect these in the axis.

Statistics	Expected
	• To interpret and construct pie charts and lines graphs and then use these to solve problems. • To calculate and interpret the mean as an average.

Ratio and Proportion	Expected
	• To solve problems that involve proportional changes of quantities • To solve problems involving shapes where the scale factor is known or can be found. • To solve ratio problems (involving unequal sharing and grouping). • To solve problems involving the calculation of and the use of percentages for comparison

Algebra	Expected
	• To use simple formulae. • To create and describe linear number sequences. • To express missing number problems algebraically. • To find pairs of numbers which complete an equation with two unknowns. • To create a list of possibilities of the combination of two variables.

Greater Depth (End of KS2)
• To solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination. • To independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics. • To represent their learning in a variety of ways including constructing a model, drawing a mathematical picture, using manipulative or writing down their thoughts. • To be able to refine, consolidate and develop their understanding by entering into learning conversations with their peers and teachers. • To be able to independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics. • To be able to make a distinction between absolute words such as; always, all, every, etc and qualifying words such as most, sometimes and usually. • To be able to articulate their ideas, justify their thinking and share ideas with others through reflecting, representing and reporting. • To be able to recall facts quickly and efficiently with the flexibility to move between different contexts and representations of mathematics. • To apply skills and organise their ideas to make connections with other areas of learning, different contexts and new areas.

Key Vocabulary					
Number and Place Value	**Addition & Subtraction**	**Multiplication & Division**	**Fractions**	**Measurement**	**Properties of Shape**
• one – one million (words) • tenth,hundredth • thousandth • negative numbers • positive numbers • Millions • Hundreds • Ten Thousands • Thousands Hundreds • Tens • Ones • counting on • counting back • one-digit • two-digit • three-digits • ones, tens, hundreds • 1000 less than • 1000 more than • rounding to.. • number line • smaller • greater • smaller than • less than • greater than • even • odd • equal to, • more than, less than • fewer • most • least • multiples of • double • half • counters • dienes • numicon • partition • part whole model	• add • addition • increase • decrease • altogether • combined • more • sum • and • plus • total • double • half • halve • minus • remove • take-away • reduce • how many more? • how many remain? • subtract • difference • fewer • less • equals • makes • counters • dienes • estimate • multiple of • single digit • double digit • column method • expanded method • inverse operation • opposite • reverse • backwards • exchange • 5 digit numbers	• half • double • counting in 6s, 7s, 9s, • equal groups • share equally • double • arrays • number bonds • missing number • problem • multiply • times • lots of • repeated addition • product • multiplied by • divide • division • sharing • grouping • groups of • even • odd • factors • multiples • prime numbers • prime factors • common factors • square numbers • cube numbers • carrying • remainder • scaling • notation • long multiplication • long division • decimal answer • decimals • remaining • result	• fraction • mixed number fractions • improper fractions • half • quarter • third • fifth • sixth • seventh • eighth • ninth • tenth • hundredth • thousandth • three-quarters • whole • share • equal groups • halves • split • equal parts • parts • shape • object • amount • quantities • numerator • denominator • equivalent • non unit fractions • unit fractions • decimal and fraction equivalents • order • compare • size • dividing • set of • amount • multiplying fractions • decimal place • decimals	• Days of the week • Months of the year • before,after, next first, today, yesterday etc • o'clock am/pm • hour • half past the hour • quarter past • quarter to • minute/ second • month • year • Roman Numerals • Perimeter • rectilinear • Area • measure • measurement • kilogram • grams • heavier • lighter • balance scales • full • half full • metre • centimetre • millilitres • litre • temperature • degrees • celsius • width • length • longer • shorter • taller • heavier • lighter • coins • change • pence • pounds • 1p, 2p, 5p etc • notes • capacity • volume • weight • currency • temperature • volume • height • depth • mass • 12/24 hour time • metric • mile • km • base, height,	• side, flat, corner • 2d / 3d • face • edge • vertices • mirror line • repeating pattern • pattern • circle • rectangle • square • triangle • hexagon • pentagon • octagon • cube • cuboid • cone • cylinder • pyramid • sphere • triangular based prism • triangular based pyramid • square based pyramid • right angle • parallel • perpendicular • acute angle • obtuse angle • acute angle • symmetry • reflective symmetry • horizontal • vertical • right angled triangle • isosceles triangle • scalene triangle • quadrilateral • kite • regular • irregular • rhombus • trapezium • protractor • base • height • width • length

Key Vocabulary						
Position & Direction	**Statistics**	**Ratio & Proportion**	**Algebra**			
• back • backwards • forwards • up, down • left, right • centre • whole turn • half turn • quarter turn • three-quarter turn • anti/clockwise • halfway • right angle • degrees • north • west • south • east • straight line • co-ordinates • axis • reflection • translation • point	• bar/tally chart • carol/Venn diagram • line graph • time graph • table • sum • difference • most popular • least popular • common • pictogram • headings • measuring • recording • how many more… • how many fewer • compare • timetables	• scale • scale factor • ratio • values • enlarge • reduce • size • percentage • decimal • convert • percent • divide • out of • one for every • expand • share • proportion • proportionality • unequal grouping • unequal sharing	• variable • unknown number • sequence • term • rule • missing number • formula • algebra • value • equal • expression • operations • variable • multiplication • equation • record • symbol • formulae • sequence • pattern • linear • puzzle • ascending order • descending order • commutative property • enumerate • integer • triangular number •			

Year 6 Music		
Musicianship Listening and creating	**Performance**	**Appraisal**
1. To recognise crotchets, minims, semibreves, quavers and semi quavers. 2. To use symbols to label crotchets, minims, semibreves, quavers and semi quavers. 3. To use crotchets, minims, quavers, semibreves and semi quavers to create a piece of music. 4. To identify beats in a bar and determine time signature – 4/4 2/4 2/2 5. Draw a treble clef at the correct position on a stave. 6. To recognise notes in the treble clef and play on a tuned instrument. 7. Compose a simple tune of 16 bars using the pentatonic scale. 8. Perform simple, chordal accompaniments to familiar songs adding singular notes with confidence. 9. Improvise within a group using melodic and rhythmic phrases. 10. Play a tune on an instrument reading from basic notation using semibreves, minims, crotchets, quavers and semi – quavers.	1. Sing a harmony part confidently and accurately 2. Refine and improve my own work 3. Hold a part in a round in a larger group 4. Sing a broad range of songs including those with a syncopated rhythm from an extended repertoire with a sense of ensemble and performance. 5. Sing / perform in a three and four-part round 6. Sing three-part and four part rounds, partner songs, and songs with a verse and a chorus. 7. Enhance compositions with rhythmic and choral accompaniments. 8. To use a music software to record compositions following staff notation with increasing music dynamics. 9. understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	1. Describe, compare and evaluate music using musical vocabulary with increasing confidence. 2. Suggest improvements to their own or others' work 3. Contrast the work of famous composers and show preferences 4. Identify and evaluate different genres of music from different traditions and cultures 5. Use known musical words to describe a piece of music and compositions (e.g. tempo, dynamics, melody, chord, echo, pitch, ostinato) 6. Evaluate how the venue, occasion and purpose affects the way a piece of music is created 7. Analyse features within different pieces of music using musical vocabulary 8. Compare and contrast the impact different composers from different times will have had on the people of the time 9. Consider the role of music in history (e.g. the use of protest songs) 10. Develop an overview of the history of music.
Greater depth		
1. To clap given rhythms on a stave using crotchet, quavers and minims notation 2. To explore triplets in music using crotchets	1. To follow notation patterns by sight on a tuned instrument using varied notes values.	1. Explore differences and similarities between live and recorded music and discuss musical choices for each purpose. 2. Research and recall facts about famous musicians and their music.

	2. To implement musical direction from known musical vocabulary when performing and playing.	

<u>Key vocabulary</u>

Crotchet – a quarter measure, 1 beat
Minim – a half measure, 2 beats
Semibreve – a full measure, 4 beats
Chord – a group of (usually 3 or more) notes grouped together that makes a basic harmony
Compose – to write or create a piece of music (or sometimes art)
Crescendo – a gradual increase in loudness
Decrescendo – a gradual decrease in loudness
Piano – quiet
Forte – loud
Andante – Medium speed
Ostinato – a continually repeated musical pattern or phrase
Bar – musical notation for patterns of musical beats
Staff – or stave is a set of five horizontal lines and four spaces that represent a different musical pitch
Round – a song that can be sung by two or more groups of people
Coda – the closing section of a musical composition
Texture – a music in 3 and 4 parts
Finale – the closing section of a piece of music

Year 6 Science

Working Scientifically	Living Things and their habitats	Animals including humans
▪ plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ▪ take accurate measurements, using a range of scientific equipment taking repeat readings when appropriate. ▪ record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ▪ use test results to make predictions to set up further comparative and fair tests. ▪ report and present 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. ▪ identify scientific evidence that has been used to support or refute ideas or argument.	▪ 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. *Inspirational person link :Libbie Hyman (Zoologist)*	▪ 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. *Inspirational person link :Marie Maynard Daly*
Greater depth		
▪ suggest which type of enquiry is likely to be more successful at providing answers to a particular question. ▪ identify and manage variables and recognises variables that cannot be easily managed. ▪ recognise limitations of available equipment, e.g. accuracy of balance. ▪ evaluate different techniques, with reference to accuracy and precision. ▪ explain why repeatedly taking repeat readings is of little value. ▪ explain why a labelled diagram may be particularly effective. ▪ evaluate various ways of recording complex data. ▪ explain the advantages of using line graphs. ▪ suggest possible limits to causal relationships. ▪ evaluate the best way of displaying and presenting key findings. ▪ in conclusions, indicate, if appropriate, why the results may not be entirely trustworthy. ▪ suggest how factors other than evidence may support or oppose an idea. ▪ evaluate which further comparative or fair tests would be particularly useful.	▪ Explore why some living things, such as the duck billed platypus, don't neatly fit into one group. ▪ Explain why other features are less useful as a basis for classification, such as size or colour.	▪ Explain some characteristics of the heart, blood vessels and blood, e.g. explain that the arteries are thicker because they carry blood at a higher pressure. ▪ Explain how decisions about lifestyle can affect the quality of life, e.g. recognise that making excessive use of convenience foods may introduce more additives into the diet. ▪ Compare the ways in which nutrients and water are transported in two animals that are quite different.

Evolution and Inheritance	Light	Electricity
▪ 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.	▪ 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. *Inspirational person link :Patirica Batn*	▪ 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.
Greater depth		
▪ Suggest possible reasons for changes to living things over time, e.g. why penguins can't fly but are good at swimming ▪ Recognise that selective breeding may result in offspring with certain features, e.g. pedigree dogs with a certain shape or colour. ▪ Give examples of living things that have evolved in different ways, e.g. different t types of finch.	▪ Recognise that even when light changes in direction, the path is still continuous. ▪ Draw diagrams using straight lines showing light reflecting off objects and into the eye. ▪ Refer to the idea that some objects may be better reflectors than others. ▪ Use a diagram to explain that although a shadow is the same shape as the object, it may not be the same size.	▪ Relate the number or voltage of cells to the number and operation of bulbs or buzzers that can be run from them. ▪ Explain the effect of changing the order of the components in a circuit. ▪ Design circuits using symbols.