

St James' Church of England Primary School

Curriculum Overview Year 6

Year 6	A 1	A 2	Sp 1	Sp 2	Su 1	Su 2	Additional Information
Main Topic Theme	War and Peace (Books of Michael Morpurgo. Examine War and Peace through English texts) (English)	Ruthless Rulers and Merry Monarchs Kings and Queens (King John onwards) (History)	Arts: Picasso to 21st Century Arts Picasso and other abstract artists (Arts)	Geography: A Journey through The Americas (Latitude/Longitude) (Geography)	It's Maya Life (The Maya) (History)	Who do you think you are? (Where we live, genealogy) (PSHCE)	Artist of the year: Picasso Author of the year: Michael Morpurgo
Science	Light	Electricity (Plus DT- flashing Christmas card)	Animals including humans	Overview of Science	Living things and their habitats (classification- Carl Linnaeus)	Evolution and inheritance (DNA)	
SEALs	New beginnings	Getting on and Falling out	Going for Goals	Good to be me	Relationships	Changes	Drug education
SRE		Friendship Week		Growing Up (including puberty)		Safety	Healthy Living
RE	6.3 Eucharist (3hrs) Non-Christian Faith Unit: Passover (6hrs)	6.2 Christmas – Advent (4hrs) Perform Hanukkah assembly	S5 Expressing Christian faith through Art (3-4hrs) Perform Chinese New Year assembly	6.4 Easter – Who was Jesus? (4hrs) S9 What Matters Most? (3-4 hrs)	6.1 Life as a journey (6hrs) Non-Christian Faith Unit: Pilgrimage (4hrs) Spirited Arts	6.7 People of Faith (6hrs) S7 Change the World (3-4hrs) Spirited Arts	
Music	Charanga Unit 1 Livin' on a Prayer	Charanga Unit 2 Benjamin Britten – A New Year Carol	Charanga Unit 3 Classroom Jazz 2	Charanga Unit 4 Fresh Prince of Bel Air	Charanga Unit 5 Make you Feel my Love Summer Show	Charanga Unit 6 Reflect, Rewind and Replay Summer Show	
Computing	Word-processing Internet research E Safety	Kings and Queens profiles. Floors: Design own game, 3D animation	*Use of graphics/ drawing software	*Digital Communication E-Safety	Reading Blog	*Programming – Kodu to create a programme	
Languages (French)	Unit 1:6 All About Me	Unit 2:6 Time and School	Unit 3:6 The Weather	Unit 4:6 Films and Hobbies	Unit 5:6 Transport and Holidays	Unit 6:6 Food	
PE	Tag rugby	Hockey	Dance	Gymnastics	Tops Outdoors	Cricket Burrs Activity Centre	

Autumn Term 1**War and peace**

Art	A1 to create sketch books to record their observations and use them to review and revisit ideas A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
D&T	DT12 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE1 use running, jumping, throwing and catching in isolation and in combination PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Geog	G1 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
History	H5 a local history study H6 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Science	ScWS1-6 Sc9 recognise that light appears to travel in straight lines Sc10 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 Sc11 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 Sc12 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content C4 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 C5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content C7 use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
Lang	L1 listen attentively to spoken language and show understanding by joining in and responding L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help L4 speak in sentences, using familiar vocabulary, phrases and basic language structures L5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases L6 present ideas and information orally to a range of audiences L7 read carefully and show understanding of words, phrases and simple writing L8 appreciate stories, songs, poems and rhymes in the language L9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary L10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Autumn Term 2**Ruthless rulers and merry monarchs**

D&T	<p>DT1 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</p> <p>DT2 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT3 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>DT5 investigate and analyse a range of existing products</p> <p>DT6 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT10 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>DT12 understand and apply the principles of a healthy and varied diet</p> <p>DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
P.E	<p>PE1 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Hist	<p>H6 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
Science	<p>ScWS1-6</p> <p>Sc13 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Sc14 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</p> <p>Sc15 use recognised symbols when representing a simple circuit in a diagram.</p>
Mus	<p>M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>M6 improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>M7 listen with attention to detail and recall sounds with increasing aural memory</p> <p>M8 use and understand staff and other musical notations</p> <p>M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>M10 develop an understanding of the history of music.</p>
Comp	<p>C6 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</p>
Lang	<p>L1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>L4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>L5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>L7 read carefully and show understanding of words, phrases and simple writing</p> <p>L9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>L10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>

Spring Term 1**Art: Picasso to 21st Century**

Art	A1 to create sketch books to record their observations and use them to review and revisit ideas A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials A3 about great artists, architects and designers in history.
D&T	DT2 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT12 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE3 develop flexibility, strength, technique, control and balance PE4 perform dances using a range of movement patterns PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Science	ScWS1-6 Sc3 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Sc4 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Sc5 describe the ways in which nutrients and water are transported within animals, including humans.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content C6 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 C7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Lang	L1 listen attentively to spoken language and show understanding by joining in and responding L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help L7 read carefully and show understanding of words, phrases and simple writing L8 appreciate stories, songs, poems and rhymes in the language

Spring Term 2**A Journey through The Americas**

Art	A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
D&T	DT12 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE3 develop flexibility, strength, technique, control and balance PE4 perform dances using a range of movement patterns PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Geog	G1 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities G3 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) G4 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of: G5 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle G6 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 G7 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied G8 use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts C2 use sequence, selection and repetition in programs; work with variables and various forms of input and output C3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Lang	L1 listen attentively to spoken language and show understanding by joining in and responding L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help L7 read carefully and show understanding of words, phrases and simple writing

Summer Term 1**It's Maya life!**

Art	A1 to create sketch books to record their observations and use them to review and revisit ideas A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
D&T	DT1 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 DT3 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately DT12 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE1 use running, jumping, throwing and catching in isolation and in combination PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Geog	G7 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied G8 use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
History	H9 a non-European society that provides contrasts with British history – Mayan civilization c. AD 900
Science	ScWS1-6 Sc1 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 Sc2 give reasons for classifying plants and animals based on specific characteristics.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts C2 use sequence, selection and repetition in programs; work with variables and various forms of input and output
Lang	L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L6 present ideas and information orally to a range of audiences L7 read carefully and show understanding of words, phrases and simple writing L10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly L11 describe people, places, things and actions orally and in writing L12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Summer Term 2**Who do you think you are?**

Art	A1 to create sketch books to record their observations and use them to review and revisit ideas A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
D&T	DT1 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 DT4 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 DT6 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT11 apply their understanding of computing to program, monitor and control their products. DT12 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE1 use running, jumping, throwing and catching in isolation and in combination PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE5 take part in outdoor and adventurous activity challenges both individually and within a team (Burrs Activity Centre) PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Geog	G9 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies G2 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Science	ScWS1-6 Sc6 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Sc7 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Sc8 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C6 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
Lang	L7 read carefully and show understanding of words, phrases and simple writing L10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly L11 describe people, places, things and actions orally and in writing L12 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.

Ref	Upper Key Stage 2 Maths	Year 6					
KPI	Number - number and place value	A1	A2	Sp1	Sp2	S1	S2
6.01	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	x		x		x	
6.02	round any whole number to a required degree of accuracy	x		x		x	
6.03	use negative numbers in context, and calculate intervals across zero			x		x	
6.04	solve number and practical problems that involve all of the above.	x		x		x	
	Number - addition, subtraction, multiplication and division						
6.01	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	x		x			x
6.02	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	x		x			x
6.03	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	x					
6.04	perform mental calculations, including with mixed operations and large numbers	x		x			x
6.05	identify common factors, common multiples and prime numbers	x		x			x
6.06	use their knowledge of the order of operations to carry out calculations involving the four operations			x			x
6.07	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	x		x			x
6.08	solve problems involving addition, subtraction, multiplication and division			x			x
6.09	use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.			x			x
	Number - fractions (including decimals and percentages)						
6.01	use common factors to simplify fractions; use common multiples to express fractions in the same denomination		x		x	x	
6.02	compare and order fractions, including fractions > 1		x		x	x	
6.03	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions				x	x	
6.04	multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]					x	
6.05	divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]					x	
6.06	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]				x	x	
6.07	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		x		x	x	
6.08	multiply one-digit numbers with up to two decimal places by whole numbers		x		x	x	
6.09	use written division methods in cases where the answer has up to two decimal places				x	x	
6.10	solve problems which require answers to be rounded to specified degrees of accuracy				x	x	
6.11	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.		x		x	x	
	Ratio and Proportion						
6.01	solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	x		x			x
6.02	solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison			x			x
6.03	solve problems involving similar shapes where the scale factor is known or can be found			x			x
6.04	solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.			x			x
	Algebra						
6.01	use simple formulae		x		x		x
6.02	generate and describe linear number sequences				x		x
6.03	express missing number problems algebraically		x		x		x
6.04	find pairs of numbers that satisfy an equation with two unknowns				x		x
6.05	enumerate possibilities of combinations of two variables.		x		x		x

Upper Key Stage 2 Maths		Year 6					
Measurement		A1	A2	Sp1	Sp2	S1	S2
6.01	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate			x		x	
6.02	use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	x		x		x	
6.03	convert between miles and kilometres			x			
6.04	recognise that shapes with the same areas can have different perimeters and vice versa	x		x		x	
6.05	recognise when it is possible to use formulae for area and volume of shapes	x		x		x	
6.06	calculate the area of parallelograms and triangles	x		x		x	
6.07	calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³].			x		x	
Geometry - properties of shapes							
6.01	draw 2-D shapes using given dimensions and angles		x	x		x	
6.02	recognise, describe and build simple 3-D shapes, including making nets		x	x		x	
6.03	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons			x		x	
6.04	illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius					x	
6.05	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.			x		x	
Geometry - position and direction							
6.01	describe positions on the full coordinate grid (all four quadrants)		x		x		x
6.02	draw and translate simple shapes on the coordinate plane, and reflect them in the axes.		x		x		x
Statistics							
6.01	interpret and construct pie charts and line graphs and use these to solve problems		x	x		x	
6.02	calculate and interpret the mean as an average.			x		x	

Ref	<u>Upper Key Stage 2 English: Year 6</u> A spiral curriculum approach means that English skills (spoken language, reading and writing) will be taught and built on each term.
KPI	Spoken Language
	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.
	Reading - Word Reading
56.01	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
	Reading - Comprehension
	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:
56.01	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
56.02	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes
56.03	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
56.04	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices
56.05	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing
56.06	<ul style="list-style-type: none"> making comparisons within and across books
56.07	<ul style="list-style-type: none"> learning a wider range of poetry by heart
56.08	<ul style="list-style-type: none"> preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
56.09	understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
56.10	<ul style="list-style-type: none"> asking questions to improve their understanding
56.11	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
56.12	<ul style="list-style-type: none"> predicting what might happen from details stated and implied
56.13	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
56.14	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning
56.15	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
56.16	<ul style="list-style-type: none"> distinguish between statements of fact and opinion
56.17	<ul style="list-style-type: none"> retrieve, record and present information from non-fiction
56.18	<ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
56.19	<ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
56.20	<ul style="list-style-type: none"> provide reasoned justifications for their views.
	Spelling
56.01	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them
56.02	<ul style="list-style-type: none"> spell some words with 'silent' letters [for example, knight, psalm, solemn]
56.03	<ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused
56.04	<ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
56.05	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words
56.06	<ul style="list-style-type: none"> use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
56.07	<ul style="list-style-type: none"> use a thesaurus.

	Handwriting
56.01	write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
56.02	<ul style="list-style-type: none"> choosing the writing implement that is best suited for a task.
	Writing Composition
56.01	plan their writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
56.02	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
56.03	<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
56.04	draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
56.05	<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
56.06	<ul style="list-style-type: none"> precising longer passages
56.07	<ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs
56.08	<ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
56.09	evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing
56.10	<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
56.11	<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing
56.12	<ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
56.13	<ul style="list-style-type: none"> proof-read for spelling and punctuation errors
56.14	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	Writing - Vocabulary, Grammar and Punctuation
56.01	develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
56.02	<ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence
56.03	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause
56.04	<ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely
56.05	<ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility
56.06	<ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
56.07	<ul style="list-style-type: none"> learning the grammar for year 6 in English Appendix 2
56.08	indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing
56.09	<ul style="list-style-type: none"> using hyphens to avoid ambiguity
56.10	<ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis
56.11	<ul style="list-style-type: none"> using semi-colons, colons or dashes to mark boundaries between independent clauses
56.12	<ul style="list-style-type: none"> using a colon to introduce a list
56.13	<ul style="list-style-type: none"> punctuating bullet points consistently
56.14	<ul style="list-style-type: none"> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.