

## Year 6 New Curriculum

### ENGLISH:

- A range of poetic forms
- Develop narrative writing
- To be familiar with different authors
- Recognise complex sentences
- Discussion texts
- Non-chronological reports
- To develop sentence work
- To contribute constructively to shared discussion
- Develop skills of formal writing
- To work with connectives
- To identify misspellings
- To improve planning of narrative text
- To edit writing

### SCIENCE Electricity

- To use recognized symbols when representing a circuit
- To draw simple and series circuits.
- Identify the effect on a circuit by changing a component at a time.
- Compare and give reasons for variations in how components function.
- To test the strength of the component using voltage or cells



### SCIENCE Evolution and Inheritance

- To recognize that living things have changed over time.
- To use fossils to provide information about living things that inhabited the earth millions of years ago.
- To recognize and research that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.
- To identify how animals and plants adapt to certain environments.
- To identify that adaptation may lead to evolution.

### RE

- **Sources** which looks at variety of books, why they were written and the Bible as a story of God's love
- **Unity** - what nourished and spoils friendship and unity and how the Eucharist helps us grow in communion as a Christian family.
- **Death and new life** which looks at loss and death bringing about change for people and how the suffering, death and resurrection of Jesus led to new life.



## LENT TERM

### ICT We Are Meteorologists

- looking weather, recording daily findings
- presenting/recording a weather report using the iPads.
- SATs revision sessions

### Useful websites for revision:

[www.bbc.co.uk/revision](http://www.bbc.co.uk/revision)  
[www.educationcity.com](http://www.educationcity.com)  
[www.cgpbooks.com](http://www.cgpbooks.com)  
[www.samlearning.com](http://www.samlearning.com)

### ART

- Observational Drawing including shading and scale accuracy also monochrome pictures
- Children will experiment with various materials and evaluate each others and other artist's works

### FRENCH Ma Journee

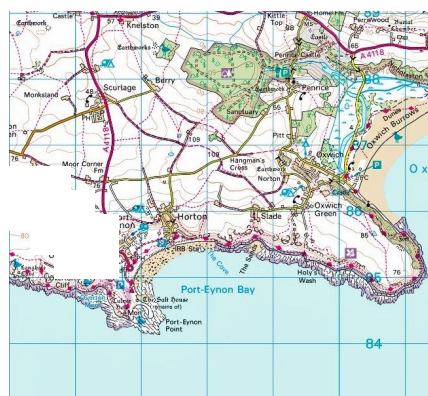
- Ask and talk about daily routine
- Talk about times of daily routine
- Ask and talk about breakfast
- Talk about details of a typical day

### FRENCH Les Transport

- Talk about forms of transport
- Talk about where you're going and how you get there
- Talk about plans for a trip
- Buy tickets at the station

### GEOGRAPHY - The UK & Skills

- Looking at counties, regions and features of the UK.
- Using OS maps looks at symbols and 6 figure grid referencing on those maps.



## MATHS

### Counting, partitioning and calculating

- Explain reasoning and conclusions, using words, symbols or diagrams as appropriate
- Use decimal notation for tenths, hundredths and thousandths; partition, round and order decimals with up to three places, and position them on the number line
- Calculate mentally with integers and decimals:  $U.t \pm U.t$ ,  $TU \times U$ ,  $TU \div U$ ,  $U.t \times U$ ,  $U.t \div U$
- Use a calculator to solve problems involving multi-step calculations
- Use approximations, inverse operations and tests of divisibility to estimate and check results
- Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies at each stage, including calculator use
- Use knowledge of place value and multiplication facts to  $10 \times 10$  to derive related multiplication and division facts involving decimals (e.g.  $0.8 \times 7$ ,  $4.8 \div 6$ )
- Use efficient written methods to add and subtract integers and decimals, to multiply and divide integers and decimals by a one-digit integer, and to multiply two-digit and three-digit integers by a two-digit integer

### Securing number facts, understanding shape

- Represent and interpret sequences, patterns and relationships involving numbers and shapes; suggest and test hypotheses; construct and use simple expressions and formulae in words then symbols (e.g. the cost of  $c$  pens at 15 pence each is  $15c$  pence)
- Use knowledge of multiplication facts to derive quickly squares of numbers to  $12 \times 12$  and the corresponding squares of multiples of 10
- Use knowledge of place value and multiplication facts to  $10 \times 10$  to derive related multiplication and division facts involving decimals (e.g.  $0.8 \times 7$ ,  $4.8 \div 6$ )
- Recognise that prime numbers have only two factors and identify prime numbers less than 100; find the prime factors of two-digit numbers
- Use approximations, inverse operations and tests of divisibility to estimate and check results
- Describe, identify and visualise parallel and perpendicular edges or faces; use these properties to classify 2-D shapes and 3-D solids
- Make and draw shapes with increasing accuracy and apply knowledge of their properties
- Tabulate systematically the information in a problem or puzzle; identify and record the steps or calculations needed to solve it, using symbols where appropriate; interpret solutions in the original context and check their accuracy
- Use a calculator to solve problems involving multi-step calculations

### Handling data and measures

- Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask
- Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts
- Describe and interpret results and solutions to problems using the mode, range, median and mean
- Select and use standard metric units of measure and convert between units using decimals to two places (e.g. change 2.75 litres to 2750 ml, or vice versa)

### Handling data and measures (continued)

- Read and interpret scales on a range of measuring instruments, recognising that the measurement made is approximate and recording results to a required degree of accuracy; compare readings on different scales, for example when using different instruments
- Describe and predict outcomes from data using the language of chance or likelihood

### Calculating, measuring and understanding shape

- Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies at each stage, including calculator use
- Calculate mentally with integers and decimals:  $U.t \pm U.t$ ,  $TU \times U$ ,  $TU \div U$ ,  $U.t \times U$ ,  $U.t \div U$
- Use efficient written methods to add and subtract integers and decimals, to multiply and divide integers and decimals by a one-digit integer, and to multiply two-digit and three-digit integers by a two-digit integer
- Use approximations, inverse operations and tests of divisibility to estimate and check results
- Select and use standard metric units of measure and convert between units using decimals to two places (e.g. change 2.75 litres to 2750 ml, or vice versa)
- Estimate angles, and use a protractor to measure and draw them, on their own and in shapes; calculate angles in a triangle or around a point
- Use coordinates in the first quadrant to draw, locate and complete shapes that meet given properties
- Visualise and draw on grids of different types where a shape will be after reflection, after translations, or after rotation through  $90^\circ$  or  $180^\circ$  about its centre or one of its vertices

### Securing number facts, calculations and relationships

- Tabulate systematically the information in a problem or puzzle; identify and record the steps or calculations needed to solve it, using symbols where appropriate; interpret solutions in the original context and check their accuracy
- Express a larger whole number as a fraction of a smaller one (e.g. recognise that 8 slices of a 5-slice pizza represents  $\frac{8}{5}$  or  $1\frac{3}{5}$  pizzas); simplify fractions by cancelling common factors; order a set of fractions by converting them to fractions with a common denominator
- Relate fractions to multiplication and division (e.g.  $6 \div 2 = \frac{1}{2} \times 6 = 6 \times \frac{1}{2}$ ); express a quotient as a fraction or decimal (e.g.  $67 \div 5 = 13.4$  or  $13\frac{2}{5}$ ); find fractions and percentages of whole-number quantities (e.g.  $\frac{5}{8}$  of 96, 65% of £260)
- Solve simple problems involving direct proportion by scaling quantities up or down
- Explain reasoning and conclusions, using words, symbols or diagrams as appropriate
- Express one quantity as a percentage of another (e.g. express £400 as a percentage of £1000); find equivalent percentages, decimals and fractions