

Shiplake CE Primary School

Year 6 Curriculum Map

English	
<p>Reading</p> <ul style="list-style-type: none"> • Read and discuss fiction, poetry, plays, non-fiction and reference books. • Read books with different structures and books that were written for a range of purposes. • Become familiar with myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures. • Recommend books to other people and give reasons for my choices. • Recognise themes and conventions in different books. • Compare a book with another book and make comparisons by heart. • Learn a range of poetry off by heart. • Read poems and play scripts out loud using intonation, tone, volume and actions effectively. • Discuss my understanding of books and explain the meaning of words in context. • Ask questions to improve my understanding of a text. • Predict what might happen in a story based on what the writer says and suggests. • Identify and summarise the main ideas from several paragraphs in a text and give evidence to back up these ideas. • Interpret characters' feelings, thoughts and motives from their actions and back this up with evidence from the text. • Identify how language, structure and presentation affect meaning. • Discuss and assess how authors use language, and consider the impact on the reader. • Identify the difference between statements of fact and statements of opinion. • Discriminate, write down and present information from non-fiction texts. • Explain, discuss and present what I have read, focusing on a topic and using notes when necessary. • Support ideas with evidence. 	<p>Writing - Transcription</p> <ul style="list-style-type: none"> • Learn more prefixes and suffixes and know how to add them to words. • Spell some words with silent letters. • Tell the difference between homophones and other words that are commonly confused. • Use knowledge of other words to spell new words and understand that the spelling of some words needs to be learnt specifically. • Use a dictionary to check the spelling and meaning of words. • Use the first three or four letters of a word to find the spelling and meaning of a word in a dictionary. • Use a thesaurus. • Write clearly and quickly by choosing the right shapes of letters and knowing when and how to join them. • Choose the most suitable writing tool for the task. <p>Writing - Composition</p> <ul style="list-style-type: none"> • Plan my writing by identifying the audience and purpose, and use this to choose the most appropriate form. I can use similar writing I have read to help me. • Note down and develop initial ideas and carry out extra reading or research if needed. • Plan my own narratives by looking at how other authors have developed characters and setting. • Choose appropriate grammar and vocabulary and understand how these choices affect meaning. • Describe settings, characters and atmosphere in narratives and insert dialogue to reveal more about a character and move the story along. • Summarise longer passages. • Build cohesion within and across paragraphs using a range of devices. • Use layout features to structure a text and guide the reader.

Speaking and Listening

- Listen and respond appropriately to adults and other people my age.
- Ask relevant questions to increase my understanding and knowledge.
- Use different ways to expand my vocabulary.
- Explain and justify my own answers, arguments and opinions.
- Describe, explain and narrate for different purposes in a structured way, including expressing feelings.
- Pay attention and take part in conversations with others, staying on topic and making and responding to comments.
- Use spoken language to suggest ideas and explanations, and explore my imagination and ideas.
- Speak clearly and fluently, increasingly using Standard English.
- Take part in discussions, presentations, performances, role play, improvisations and debates.
- Gain, keep and monitor the interest of people's contributions.
- Assess different viewpoints and build on other people's contributions.
- Choose and use appropriate registers (e.g. formal or informal speaking) to communicate effectively.

- Evaluate my writing and other people's writing.
- Suggest changes to grammar, vocabulary and punctuation to create effects and clarify meaning.
- Ensure a piece of writing consistently uses the correct tense.
- Check a piece of writing, using intonation, volume and actions to make the meaning clear.

Writing - Vocabulary, Grammar and Punctuation

- Recognise vocabulary and structures used in formal speech and writing, including subjunctive forms.
- Use passive verbs to affect how information is presented in a sentence.
- Use the perfect form of verbs to show relationships of time and clause.
- Use expanded noun phrases to express complicated information concisely.
- Use modal verbs or adverbs to show degrees of possibility.
- Use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose' or 'that' or where a relative pronoun has not been included.
- Use commas to make meaning clear and avoid ambiguity in my writing.
- Use hyphens to avoid ambiguity.
- Use brackets, dashes or commas to indicate extra information.
- Use semi-colons, colons and dashes to separate independent clauses.
- Punctuate bullet points consistently.
- Use and understand grammatical terminology when discussing what I have read and written.

Maths

Number and place value

- Read, write, order and compare numbers up to ten million.
- Round any whole number.
- Calculate using negative numbers.

Calculations

- Multiply a four-digit number by a two-digit number.
- Divide a four-digit number by a two-digit number and know what to do with remainders.
- Solve number problems and do calculations with large numbers in my head.
- Estimate to check the answer of a calculation.
- Know what order to do things in a calculation.
- Know what order to do things in a calculation.
- Know how to find common multiples, common factors and prime numbers.
- Work out what calculations I need to use to solve a problem.

Fractions, Decimals and Percentages

- Simplify fractions. I can write equivalent fractions with the same denominator.
- Compare and order fractions, including fractions greater than 1.
- Add and subtract fractions by using a common denominator.
- Multiply fractions by other fractions.
- Divide fractions by whole numbers.
- Multiply or divide numbers by 10, 100, 1000.
- Multiply and divide decimal numbers by whole numbers.
- Round decimal numbers to a given number of decimal places.
- Convert fractions to decimals by dividing.
- Convert between fractions, decimals and percentages.

Ratio and Proportion

- Solve problems that are to do with the relative sizes of two amounts.
- Enlarge a shape by a scale factor and I can find the scale factor of an enlarged shape.
- Find a percentage of an amount.
- Use percentages to compare amounts.
- Work out how to share things equally.

Algebra

- Generate and describe number sequences.
- Solve missing number problems using symbols and letters.
- Find pairs of numbers to solve problems with two unknowns, and list all possible combinations.
- Use formulas written in words.

Measurement

- Convert between units for measurements of length, mass and volume.
- Convert between different units of time, and between miles and kilometres.
- Calculate the area of a triangle.
- Calculate the area of a parallelogram.
- Know that shapes with the same area can have different perimeters and vice versa.
- Calculate the volumes of cubes and cuboids.

Geometry

- Draw 2D shapes accurately.
- Recognise, describe and build 3D shapes. I can make nets.
- Draw nets of 3D shapes. I can use nets to draw 3D shapes accurately.
- Know the properties of different shapes.
- Name the parts of a circle and know the diameter of a circle is twice the length of its radius.
- Use my knowledge of shapes to find missing angles.
- Use rules to find missing angles.
- Use coordinates in four quadrants.
- Reflect a shape in the axes of a grid and give coordinates of the image.
- Translate shapes using coordinates.

Statistics

- Understand what pie charts show.
- Draw and interpret pie charts.
- Draw and interpret and construct line graphs.
- Know what the mean is. I can calculate and use the mean.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Living Things and their Habitats	Evolution and Inheritance	Electricity	Circulatory System	Light	Animals including humans
Computing	Computing Systems and Networks	Creating Media – webpage creation	Programming A- variable games	Data and Information- spreadsheets	Creating Media- 3D modelling	Programming B- sensing movement
RE (Oxford Diocese Long Term plan)	Are Karma and Moksha significant?	Was Jesus the Messiah?	What might a Hindu gain from a pilgrimage to India?	What difference does the resurrection make to Christians?	How does a worldview help people decide what is important? - Humanism, Christianity, Judaism, Sikh	What kind of King is Jesus?
History & Geography	WW2		The Vikings		Rivers and Coasts	
Art & DT	Lowry	Cooking WW2 recipe	Clarice Cliff	Sewing – cross stitch	Banksy	Photography – little people in a big world
PE	Netball Football	Invasion games Rugby Fitness	Gym Dance	OAA Rugby Fitness	Cricket Dance	Athletics Cricket
Music (Music Express)	World Unite	Journeys	Growth	Stronger together	Class awards	Solo/ensemble singing
PSHE	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Keeping personal information safe;	Human reproduction and birth; increasing independence; managing transition

					regulations and choices; drug use and the law; drug use and the media	
MFL	Actions – verbal and written sentences	In France – geography of France and culture	Family – describe what we do at home, who lives at home	A weekend with friends – ‘Je voudrais...’ describe what you want.	In the future – what do you want to do?	Jobs – when I grow up...