

Reading – Word

Year 6	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

Year 6	maintain positive attitudes to reading and understanding of what they read by: <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 - reading books that are structured in different ways and reading for a range of purposes - 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 - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - 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 						
	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 - asking questions to improve their understanding - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning 						
	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader						
	distinguish between statements of fact and opinion						
	retrieve, record and present information from non-fiction						
	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						
	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						

provide reasoned justifications for their views						
---	--	--	--	--	--	--

Handwriting

Year 6	<p>write legibly, fluently and with increasing speed by:</p> <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 - choosing the writing implement that is best suited for a task. 						
---------------	--	--	--	--	--	--	--

Writing Composition

Year 6	<p>plan their writing by:</p> <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 - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters 						
	<p>draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - practising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 						
	<p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 						
	<p>proof-read for spelling and punctuation errors</p>						
	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>						

Writing – Transcription

Year 6	<p>use further prefixes and suffixes and understand the guidance for adding them continue to distinguish between homophones and other words which are often confused</p> <ul style="list-style-type: none"> - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - 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 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. 						
---------------	--	--	--	--	--	--	--

Writing - Vocabulary, Grammar & Punctuation

Year 6	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 						
	<p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently 						
	<p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>						

Spoken Language

Year 6	Pupils should be taught to:						
	- listen and respond appropriately to adults and their peers						
	- ask relevant questions to extend their understanding and build vocabulary and knowledge						
	- articulate and justify answers, arguments and opinions						
	- give well-structured descriptions and explanations						
	- 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 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.							

Number & Place Value

Year 6	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit						
	round any whole number to a required degree of accuracy						
	use negative numbers in context, and calculate intervals across zero						
	solve number and practical problems that involve all of the above						

Multiplication & Division

Year 6	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication						
	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 context						
	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						
	perform mental calculations, including with mixed operations and large numbers						
	identify common factors, common multiples and prime numbers						
	use their knowledge of the order of operations to carry out calculations involving the four operations						
	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why						
	solve problems involving addition, subtraction, multiplication and division						
use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy							

Fractions

Year 6	use common factors to simplify fractions; use common multiples to express fractions in the same denomination						
	compare and order fractions, including fractions > 1						
	add & subtract fractions with different denominators & mixed numbers, using the concept of equivalent fractions						
	multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $? \times ? = 1/8$]						
	divide proper fractions by whole numbers [for example, $1/3 \div 1/2 = 1/6$]						
	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]						
	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						
	multiply one-digit numbers with up to two decimal places by whole numbers						
	use written division methods in cases where the answer has up to two decimal places						

	solve problems which require answers to be rounded to specified degrees of accuracy						
	recall and use equivalences between simple fractions						

Ratio

Year 6	solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.						
	solve problems involving the calculation of percentages and the use of percentages for comparison						
	solve problems involving similar shapes where the scale factor is known or can be found						
	solve problems involving unequal sharing and grouping using knowledge of fractions and multiples						

Algebra

Year 6	use simple formulae						
	generate and describe linear number sequences						
	express missing number problems algebraically						
	find pairs of numbers that satisfy an equation with two unknowns						
	enumerate possibilities of combinations of two variables						

Measurement

Year 6	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate						
	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						
	convert between miles and kilometres						
	recognise that shapes with the same areas can have different perimeters and vice versa						
	recognise when it is possible to use formulae for area and volume of shapes						
	calculate the area of parallelograms and triangles						
	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].						

Shape & Geometry

Year 6	draw 2-D shapes using given dimensions and angles						
	recognise, describe and build simple 3-D shapes, including making nets						
	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons						
	illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius						
	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.						
	describe positions on the full coordinate grid (all four quadrants)						
	draw and translate simple shapes on the coordinate plane, and reflect them in the axes						

Statistics

Year 6	interpret and construct pie charts and line graphs and use these to solve problems.						
	calculate and interpret the mean as an average.						

Living Things

Year 6	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						
	give reasons for classifying plants and animals based on specific characteristics						

Animals

Year 6	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						

Evolution

Year 6	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						

Light

Year 6	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.						

Electricity

Year 6	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						

Scientifically Thinking

Year 6	asking relevant questions and using different types of scientific enquiries to answer them						
	setting up simple practical enquiries, comparative and fairs tests						
	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers						
	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions						
	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables						
	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions						
	using results to draw conclusions, make predictions for new values, suggest improvements and raise further questions						
	identifying differences, similarities or changes related to simple scientific ideas and processes						
using straightforward scientific evidence to answer questions or to support their findings							

Art and Design

Year 6	to create sketch books to record their observations and use them to review and revisit ideas						
	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)						
	about great artists, architects and designers in history.						

Computing

Year 6	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts						
	use sequence, selection, and repetition in programs; work with variables and various forms of input and output						
	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs						
	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						
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content						
	use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour						
	select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.						

Design and Technology

Year 6	<p>Design</p> <ul style="list-style-type: none"> - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 						
	<p>Make</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately - 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 						
	<p>Evaluate</p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world 						
	<p>Technical Knowledge</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) - understand and use electrical systems in their products (for example, series circuits, incorporating switches, bulbs, buzzers and motors) - apply their understanding of computing to program, monitor and control their products 						
	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed 						

Languages

Year 6	Pupils should be taught to: - listen attentively to spoken language and show understanding by joining in and responding						
	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words						
	- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*						
	- speak in sentences, using familiar vocabulary, phrases and basic language structures						
	- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*						
	- present ideas and information orally to a range of audiences*						
	- read carefully and show understanding of words, phrases and simple writing						
	- appreciate stories, songs, poems and rhymes in the language						
	- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary						
	- write phrases from memory, and adapt these to create new sentences, to express ideas clearly						
	- describe people, places, things and actions orally* and in writing						
	- 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.						

The starred (*) content above will not be applicable to ancient languages.

Geography

Year 6	<p>Location knowledge</p> <ul style="list-style-type: none"> - 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 - 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 - 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) 							
	<p>Place knowledge</p> <ul style="list-style-type: none"> - 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 							
	<p>Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 							
	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 							

History

Year 6	changes in Britain from the Stone Age to the Iron Age						
	the Roman Empire and its impact on Britain						
	Britain's settlement by Anglo-Saxons and Scots						
	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor						
	a local history study						
	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066						
	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China						
	Ancient Greece – a study of Greek life and achievements and their influence on the western world						
a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.							

Music

Year 6	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression						
	improvise and compose music for a range of purposes using the inter-related dimensions of music						
	listen with attention to detail and recall sounds with increasing aural memory						
	use and understand staff and other musical notations						
	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians						
	develop an understanding of the history of music.						

Physical Education

Year 6	use running, jumping, throwing and catching in isolation and in combination						
	play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending						
	develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics						
	perform dances using a range of movement patterns						
	take part in outdoor and adventurous activity challenges both individually and within a team						
	compare their performances with previous ones and demonstrate improvement to achieve their personal best.						
	Swimming and water safety <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25m - use a range of strokes effectively (for example, front crawl, backstroke and breast stroke) - perform safe, self-rescue in different water based situations 						