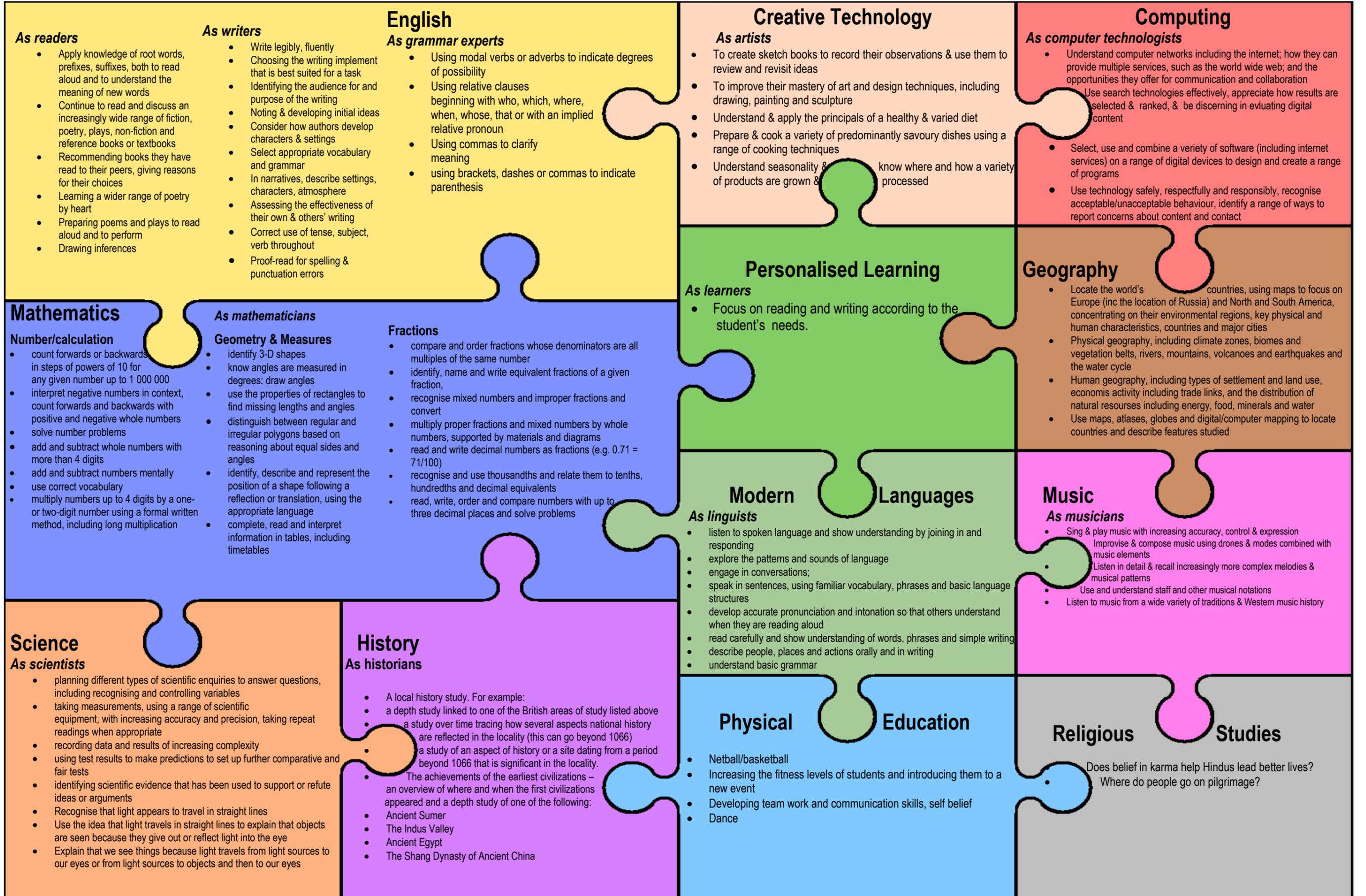


# Year 6 Curriculum Spring Term



### English

**As readers**

- Apply knowledge of root words, prefixes, suffixes, both to read aloud and to understand the meaning of new words
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Recommending books they have read to their peers, giving reasons for their choices
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform
- Drawing inferences

**As writers**

- Write legibly, fluently
- Choosing the writing implement that is best suited for a task
- Identifying the audience for and purpose of the writing
- Noting & developing initial ideas
- Consider how authors develop characters & settings
- Select appropriate vocabulary and grammar
- In narratives, describe settings, characters, atmosphere
- Assessing the effectiveness of their own & others' writing
- Correct use of tense, subject, verb throughout
- Proof-read for spelling & punctuation errors

**As grammar experts**

- 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 relative pronoun
- Using commas to clarify meaning
- using brackets, dashes or commas to indicate parenthesis

### Creative Technology

**As artists**

- To create sketch books to record their observations & use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture
- Understand & apply the principals of a healthy & varied diet
- Prepare & cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality & know where and how a variety of products are grown & processed

### Computing

**As computer technologists**

- 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 & ranked, & be discerning in evaluating digital content
- 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
- Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact

### Mathematics

**Number/calculation**

- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers
- solve number problems
- add and subtract whole numbers with more than 4 digits
- add and subtract numbers mentally
- use correct vocabulary
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication

**As mathematicians**

**Geometry & Measures**

- identify 3-D shapes
- know angles are measured in degrees: draw angles
- use the properties of rectangles to find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language
- complete, read and interpret information in tables, including timetables

**Fractions**

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction,
- recognise mixed numbers and improper fractions and convert
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions (e.g. 0.71 = 71/100)
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- read, write, order and compare numbers with up to three decimal places and solve problems

### Personalised Learning

**As learners**

- Focus on reading and writing according to the student's needs.

### Geography

- Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- 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
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

### Science

**As scientists**

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity
- using test results to make predictions to set up further comparative and fair tests
- identifying scientific evidence that has been used to support or refute ideas or arguments
- 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

### History

**As historians**

- A local history study. For example:
  - a depth study linked to one of the British areas of study listed above
  - a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)
  - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- 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

### Modern Languages

**As linguists**

- listen to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language
- engage in conversations;
- 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
- read carefully and show understanding of words, phrases and simple writing
- describe people, places and actions orally and in writing
- understand basic grammar

### Music

**As musicians**

- Sing & play music with increasing accuracy, control & expression
- Improvise & compose music using drones & modes combined with music elements
- Listen in detail & recall increasingly more complex melodies & musical patterns
- Use and understand staff and other musical notations
- Listen to music from a wide variety of traditions & Western music history

### Physical Education

- Netball/basketball
- Increasing the fitness levels of students and introducing them to a new event
- Developing team work and communication skills, self belief
- Dance

### Religious Studies

- Does belief in karma help Hindus lead better lives?
- Where do people go on pilgrimage?