

National Curriculum Objectives in Year 6 are listed below and will be covered through the following topic areas:

An Island Life: IOW and St Lucia; The Ancient Greeks; Animals and their habitats; The Shang Dynasty; "What if the world were a village of 100 people"; Transition to secondary

**RE topics** covered this year will be: Creation, Prayers, Saints and Feasts, Advent, Christmas, Revelations, Lent, Holy Week, Easter, Pentecost, Sacraments

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<ul> <li>Read a broad range of genres</li> <li>Recommend books to others</li> <li>Make comparisons within/across books</li> <li>Support inferences with evidence</li> <li>Summarising key points from texts</li> <li>Identify how language, structure, etc. contribute to meaning</li> <li>Discuss use of language, inc. figurative</li> <li>Discuss &amp; explain reading,</li> </ul>	<ul> <li>Writing</li> <li>Use knowledge of mage tymology in spelling</li> <li>Develop legible pers handwriting style</li> <li>Plan writing to suit a purpose; use models</li> <li>Develop character &amp; narrative</li> <li>Select grammar &amp; vafor effect</li> <li>Use a wide range of devices</li> <li>Ensure grammatical consistency</li> </ul>	g audience & of writing & setting in ocabulary cohesive	<ul> <li>Grammar</li> <li>Use appropriate register/ style</li> <li>Use the passive voice for purpose</li> <li>Use features to convey &amp; clarify meaning</li> <li>Use full punctuation</li> <li>Use language of subject/object</li> <li>Speaking &amp; Listening</li> <li>Use questions to build knowledge</li> <li>Articulate arguments &amp; opinions</li> <li>Use spoken language to speculate, hypothesise &amp; explore</li> <li>Use appropriate register &amp; language</li> </ul>	<ul> <li>Maths</li> <li>Number/Calculation</li> <li>Secure place value &amp; rounding to 10,000,000, including negatives</li> <li>All written methods, including long division</li> <li>Use order of operations (not indices)</li> <li>Identify factors, multiples &amp; primes</li> <li>Solve multi-step number problems</li> </ul> Algebra <ul> <li>Introduce simple use of unknowns</li> </ul>	measures & • Calculate ard parallelograf • Use area & v	use a range of conversions ea of triangles / ns volume formulas pes by properties e angle rules reflect shapes,	<ul> <li>Fractions &amp; decimals</li> <li>Compare &amp; simplify fractions</li> <li>Use equivalents to add fraction</li> <li>Multiply simple fractions</li> <li>Divide fractions by whole numbers</li> <li>Solve problems using decimals a percentages</li> <li>Use written division up to 2dp</li> <li>Introduce ratio &amp; proportion</li> </ul> Data <ul> <li>Use pie charts</li> <li>Calculate mean averages</li> </ul>
<ul> <li>Science</li> <li>Biology</li> <li>Classification, including micro-organisms</li> <li>Health &amp; Lifestyles, incl. circulatory system</li> <li>Evolution &amp; Adaptation</li> <li>Physics</li> <li>Light &amp; Shadows; the eye</li> <li>Forces, including gravity</li> <li>Electricity: investigating circuits</li> </ul>				History A study of Ancient Greek life and achievements and their influence on the western world • Non-European society, i.e. - The Shang Dynsasty			
<ul> <li>Geography (UKS2)</li> <li>Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>Study a region of Europe, and of the Americas</li> <li>Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.</li> <li>Use 4- and 6-figure grid references on OS maps</li> <li>Use fieldwork to record &amp; explain areas</li> </ul>			<ul> <li>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>Learn about great artists, architects &amp; designers</li> </ul>		<ul> <li>Design &amp; Technology (UKS2)</li> <li>Use research&amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use annotated sketches, cross-section diagrams &amp; computer-aided design</li> <li>Analyse &amp; evaluate existing products and improve own work</li> <li>Use mechanical &amp; electrical systems in own products, including programming</li> <li>Cook savoury dishes for a healthy &amp; varied diet</li> </ul>		
<ul> <li>isolation and in combination</li> <li>Play competitive games, applying basic principles</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Take part in Outdoor &amp; Adventurous activities</li> <li>Use sequence outputs in pr</li> <li>Detect &amp; cor</li> <li>Understand a communication</li> </ul>			e programs to solve problems es, repetition, inputs, variables and ograms rect errors in programs uses of networks for collaboration &	<ul> <li>and ensembles</li> <li>Improvise &amp; compose using dimension</li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff</li> <li>Develop an understanding of the home</li> </ul>		<ul> <li>Listen &amp; engage</li> <li>Engage in conv</li> <li>Speak in simp</li> <li>Develop appro</li> <li>Present ideas</li> <li>Show underst</li> <li>Adapt known l</li> <li>Describe peop</li> </ul>	nguages (UKS2) ge versations, expressing opinions le language & be understood opriate pronunciation & information orally anding in simple reading language to create new ideas ole, places & things asic grammar, e.g. gender