St Andrew's CE Primary School Curriculum Plan – Y6						
Curriculum Plan – Y6	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Maths	See National Curriculum Guidance for English and Maths, as well as plans below.					
Literacy						
Science	**Living Things and their Habitats**	**Evolution and Inheritance**	**Animal including Humans**	**Light**	**Electricity**	
RE	Islam	God/Incarnation	Gospel	Salvation	Kingdom of God	Pilgrimage/Judaism
PSHME	Preceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/Exclusion Differences in conflict Difference as celebration Empathy		Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including county lines and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety and responsibility	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends and girlfriends Transition
Computing	**Using data** – skills to be taught during maths and science lessons at any time in the year. **Using the Internet** – skills to be taught during cross curricular lessons and/or literacy at any time of the year. **E-safety** – sessions must be taught regularly throughout the year.					
	Using Technology	Digital media	Modelling and simulations	Creating and publishing	Communicating and collaborating online	Programming and control
Geography	**The UK and South America** To compare a region in UK with a region in S. America with significant differences and similarities, and understand some of the reasons for similarities and differences. To name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. To 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. Linking with local History: Map how land use has changed in local area over time.		**Volcanoes and Earthquakes** Describe and understand key aspects of physical geography including: Volcanoes Earthquakes (looking at plate tectonics and the ring of fire) Investigate the distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T		**Around the World** To locate the main countries in Africa, Asia and Australasia/ Oceania on a world map. To identify their main environmental regions, key physical and human characteristics, and major cities. Expand map skills to include non-UK countries. To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth.	

St Andrew's CE Primary School Curriculum Plan – Y6 (Continued)						
Curriculum Plan – Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	**Ancient Greece** A study of Greek life and achievements and their influence on the western world				**A study of an aspect or theme in British history which extends chronological knowledge beyond 1066**. Kings and Queens	
PE	**Gymnastics** Develop flexibility, strength.	**Dance** Perform dances using a range of movement patterns	**Ball skills** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Invasion games** Football, tennis Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Athletics** Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best	
Art	**Tone and Texture**		**Banksy/Graffiti Art**		**Textiles/Tie Dye**	
DT	**Cooking and Nutrition** - All key stage 2 children should: understand the principles of a healthy and varies diet; prepare and cook 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.					
	To 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		To investigate and analyse a range of products To evaluate their ideas against their own design criteria and consider views of others to improve their work.		**The Wider Environment (Enterprise):** To understand how key events and individuals have shaped the world. To understand mechanical systems (gears, pulleys, levers) To apply an understanding of computing to their products	
Music	**Happy**	**Classroom Jazz 2**	**A New Year Carol**	**You've Got A Friend**	**Music and Me**	**Reflect,Rewind and Replay**
Languages French	**A New Start**	**The Calendar/Celebration**	**Animals**	**Carnival/Playground Games**	**Food**	**Picnic Time**
	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 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 Present ideas and information orally to a range of audiences* 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					
Languages Intercultural understanding	Google earth		Write a comparison of their life with the life of a child from another country	Write letter home to a family about what it is found in the playground	Videoconferencing : introduce something/someone	Present to a larger audience

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Fiction	Storm Chasers book South America story Retelling of a well-known story	Peace Lily book Winter story Christmas play scripts	Tyke Tiler book Story continuation	The Giant's Necklace book Rewriting a story end	The Piano Story	Pupil story choice to demonstrate skills taught
Non-Fiction	Non-chronological report Recount	Letter from a WW2 nurse/soldier Advertisement	Report Formal letter	Newspaper report Discussion	Holiday brochures Persuasion	Select from the following text types: Explanation Persuasion Recount Instructions
	Poetry skills taught each half term covering a range of different forms.					

Grammar: Year Group skills taught through writing alongside the explicit teaching of skills.
Spelling: Assertive Mentoring spelling lists used for weekly spellings alongside Year 5/6 statutory spellings.
Handwriting: Penpals handwriting scheme followed and in Year 6 children basic handwriting issues are revised and speed and fluency improved.
Reading: Books that appear on the LTP are used in reading lessons, as well as supplementary reading materials to provide fiction and non-fiction reading opportunities. Children also have access to a library class reading book and resource materials. KS2 SAT reading materials are also used.

Please also refer to the objectives in the English National Curriculum for Year 5/6.

ST Andrew's CE VA Primary School Year 6 Maths Overview

AUTUMN TERM

Block A1.a: Multiply integers and decimals by 10, 100 or 1000

Block A1.b: Divide integers by 10, 100 or 1000, and divide decimals by 10 or 100

Block A1.c: Derive quickly multiplication and division facts

Block A1.d: Express a quotient as a fraction or a decimal

Block B1.a: Odd and even numbers

Block B1.b: Find common multiples; find the smallest common multiple

Block B1.c: Properties of 2D shapes, including parallelogram, rhombus and trapezium

Block B1.d: Classifying quadrilaterals

Block C1.a: Constructing and using grouped frequency tables

Block C1.b: Drawing and interpreting bar graphs using grouped data

Block C1.c: Use and convert between metric units of length; understand imperial units of length

Block C1.d: Use and convert between metric units of weight; understand imperial units of weight

Block D1.a: Using a protractor to measure and draw acute and obtuse angles

Block D1.b: Calculate angles in a triangle

Block D1.c: Add and subtract near multiples of 10, 100 and 1000

Block D1.d: Mental subtraction strategies

Block E1.a: Doubling and halving multiples of 10 to 1000 and multiples of 100 to 10 000

Block E1.b: Multiplying using doubling and halving

Block E1.c: Changing an improper fraction to a mixed number, and vice versa

Block E1.d: Converting, reducing, comparing and ordering fractions

MATHS - SPRING TERM
Block A2.a: Rounding to the nearest 10, 100 or 1000

Block A2.b: Rounding decimals to the nearest whole number or tenth

Block A2.c: Use decimal notation up to hundredths; order a set of decimals

Block A2.d: Find all pairs of factors of any number up to 100

Block B2.a: Multiplication: partitioning

Block B2.b: Multiplication: using close facts

Block B2.c: Read and plot coordinates in all quadrants

Block B2.d: Properties of 3D shapes; visualise 3D shapes from 2D drawings

Block C2.a: Calculate the area of rectangles and compound shapes

Block C2.b: Calculate the area of a right-angled triangle

Block C2.c: Averages: mean, median and mode

Block C2.d: Construct and interpret conversion graphs

Block D2.a: Adding and subtracting decimals

Block D2.b: Adding two or more numbers less than 10000, using standard written methods

Block D2.c: Square numbers to at least 12 × 12

Block D2.d: Recognise and extend number sequences, including triangular numbers

Block E2.a: Multiply ThHTU × U using standard methods

Block E2.b: Use a fraction as an operator to find fractions of amounts

Block E2.c: Order fractions and decimals; convert a fraction to a decimal using division

Block E2.d: Know and apply tests of divisibility

Block A3.a: Order and find the difference between positive and negative numbers

Block A3.b: Find simple percentages; express simple fractions as percentages

Block A3.c: Multiply HTU × TU using standard written methods

Block A3.d: Multiplying U.t × U and U.th × U using standard written methods

Block B3.a: Adding two decimal numbers using standard column addition

Block B3.b: Subtraction of two numbers less than 10 000 using standard written methods

Block B3.c: Subtracting two decimal numbers using standard written methods

Block B3.d: Use and convert between metric units of capacity; understand imperial units of capacity

Block C3.a: Recognise events that are equally likely; introduce a probability scale

Block C3.b: Begin to interpret a pie chart

MATHS - SUMMER TERM

Block C3.c: Calculate perimeters of rectangles and compound shapes

Block C3.d: Relationships between units of time; time-zones around the world

Block D3.a: Reflection in up to two mirror lines

Block D3.b: Rotation and translation

Block D3.c: Divide HTU ÷ U using standard written methods

Block D3.d: Divide TU.t ÷ U using standard written methods

Block E3.a: Understand the concept of proportion

Block E3.b: Relate ratio to proportion; solve simple problems involving ratio and proportion

Block E3.c: Recognise prime numbers to at least 20

Block E3.d: Factorise numbers up to 100 into prime factors