



Curriculum Coverage
Year 6
Information for Parents

September 2017

A year 6 reader**A year 6 speaker****Word reading**

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. Arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I ask questions to develop ideas and take account of others' views.
- I explain ideas and opinions giving reasons and evidence.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I make contributions to discussions, evaluating others' ideas and respond to them.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.
- I can express possibilities using hypothetical and speculative language.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the context.
- I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
- I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

Transcription

Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

A year 6 mathematician

Number

- I can use negative numbers in context, and calculate intervals across zero.
- I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy.
- I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can solve problems involving the calculation of percentages.
- I can multiply 1-digit numbers with up to two decimal places by whole numbers.
- I can perform mental calculations, including with mixed operations with large numbers.
- I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
- I use my knowledge of order of operations to carry out calculations involving all four operations.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division and calculate decimal fraction equivalents.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy number sentences involving two unknowns.

Measurement, geometry and statistics

- I can recognise, describe and build simple 3D shapes, including making nets.
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
- I can 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 visa versa, using decimal notation to up to 3 decimal places.
- I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
- I can interpret and construct pie charts and line graphs and use these to solve problems.

A year 6 scientist

Working scientifically (Y5 and Y6)

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurately and precisely using a range of equipment.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I can use the outcome of test results to make predictions and set up a further comparative fair test.
- I can report findings from enquiries in a range of ways.
- I can explain a conclusion from an enquiry.
- I can explain causal relationships in an enquiry.
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- Read, spell and pronounce scientific vocabulary accurately.

Biology

Living things and their habitats

- I can classify living things into broad groups according to observable characteristics and based on similarities & differences.
- I can describe how living things have been classified.
- I can give reasons for classifying plants and animals in a specific way.

Animals, including humans

- I can identify and name the main parts of the human circulatory system.
- I can describe the function of the heart, blood vessels and blood.
- I can discuss the impact of diet, exercise, drugs and life style on health.
- I can describe the ways in which nutrients and water are transported in animals, including humans.

Evolution and inheritance

- I can describe how the earth and living things have changed over time.
- I can explain how fossils can be used to find out about the past.
- I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).
- I can explain how animals and plants are adapted to suit their environment.
- I can link adaptation over time to evolution.
- I can explain evolution.

Chemistry

No content

Physics

Light

- I can explain how light travels.
- I can explain and demonstrate how we see objects.
- I can explain why shadows have the same shape as the object that casts them.
- I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

Electricity

- I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
- I can compare and give reasons for why components work and do not work in a circuit.
- I can draw circuit diagrams using correct symbols.

A year 6 historian

- I can place features of historical events and people from the past societies and periods in a chronological framework.
- I can summarise the main events from a period of history, explaining the order of events and what happened.
- I can summarise how Britain has had a major influence on the world.
- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
- I can identify and explain differences, similarities and changes between different periods of history.
- I can identify and explain propaganda.
- I can describe a key event from Britain's past using a range of evidence from different sources.
- I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.

A year 6 geographer

- I can use Ordnance Survey symbols and 6 figure grid references
- I can answer questions by using a map.
- I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
- I can describe how some places are similar and dissimilar in relation to their human and physical features.
- I can name the largest desert in the world and locate desert regions in an atlas.
- I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.
- I can explain how time zones work and calculate time differences around the world.

A year 6 artist

- I can explain why I have used different tools to create art.
- I can explain why I have chosen specific techniques to create my art.
- I can explain the style of my work and how it has been influenced by a famous artist.
- I can over print to create different patterns.
- I can use feedback to make amendments and improvement to my art.
- I can use a range of e-resources to create art.

A year 6 designer

- I can use market research to inform my plans and ideas.
- I can follow and refine my plans.
- I can justify my plans in a convincing way.
- I can show that I consider culture and society in my plans and designs.
- I show that I can test and evaluate my products.
- I can explain how products should be stored and give reasons.
- I can work within a budget.
- I can evaluate my product against clear criteria.

A year 6 musician

- I can sing in harmony confidently and accurately.
- I can perform parts from memory.
- I can take the lead in a performance.
- I can use a variety of different musical devices in my composition (including melody, rhythms and chords).
- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- I can analyse features within different pieces of music.
- I can compare and contrast the impact that different composers from different times have had on people of that time.

A year 6 sports person

Games

- I can play to agreed rules.
- I can explain rules.
- I can umpire.
- I can make a team and communicate plan.
- I can lead others in a game situation.

Gymnastics

- I can combine my own work with that of others.
- I can link sequences to specific timings.

Dance

- I can develop sequences in a specific style.
- I can choose my own music and style.

Athletics

- I can demonstrate stamina.

Outdoor and adventurous

- I can plan a route and a series of clues for someone else.
- I can plan with others taking account of safety and danger.

A year 6 computer user

Algorithms and programming

- I can design a solution by breaking a problem up.
- I recognise that different solutions can exist for the same problem.
- I can use logical reasoning to detect errors in algorithms.
- I can use selection in programs.
- I can work with variables.
- I can explain how an algorithm works.
- I can explore 'what if' questions by planning different scenarios for controlled devices.

Information technology

- I can select, use and combine software on a range of digital devices.
- I can use a range of technology for a specific project.

Digital literacy

- I can discuss the risks of online use of technology.
- I can identify how to minimise risks.

A safe computer user in Y6

Knowledge and understanding

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- I understand the potential risk of providing personal information online.
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- I understand that some material on the internet is copyrighted and may not be copied or downloaded.
- I understand that some messages may be malicious and know how to deal with this.
- I understand that online environments have security settings, which can be altered, to protect the user.
- I understand the benefits of developing a 'nickname' for online use.
- I understand that some malicious adults may use various techniques to make contact and elicit personal information.
- I know that it is unsafe to arrange to meet unknown people online.
- I know how to report any suspicions.
- I understand I should not publish other people's pictures or tag them on the internet without permission.
- I know that content put online is extremely difficult to remove.
- I know what to do if I discover something malicious or inappropriate.

Skills

- I follow the school's safer internet rules.
- I can make safe choices about the use of technology.
- I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- I can create strong passwords and manage them so that they remain strong.
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- I can competently use the internet as a search tool.
- I can reference information sources.
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.