Year 6 Programme of Study

English

Entertain
Adventure story
Twist on a traditional tale
Ghost story

Inform
Postcard
Newspaper Report
Letter to inform

Persuade
Speech

Poetry
Poetry – Figurative Language
Power of imagery: personification poems and focusing on the use of surreal, surprising and amusing images in poetry, explore and write poetry using figurative language (**Sonnet**)
Finding a voice: explore an issue meaningful to them and, at the same time read, respond, analyse, evaluate and write a range of poems about that issue.

Core Texts:
See '50 Year Group Reads' Challenge list.
Hales Valley Trust Canon
The Write Stuff

Autumn
- The Journey – Narrative
- Letters From the Lighthouse- Recount
- Goldilocks- Newspaper Report

Spring
- Kensuke's Kingdom- Narrative
- Postcard from Prison- Postcard
- Greta Thunberg- Persuasive letter

Summer
- The Origin of Species- Non-chronological Report (to be taught alongside the science unit on evolution)
- The Arrival- Narrative
- Moth- Narrative Poem (to be taught alongside the science unit on evolution)

Writing Approach – The Write Stuff
Scheme: Handwriting – Kinetic Letters
Scheme: Spelling – No Nonsense Spelling

Maths

Place Value	Addition, Subtraction, Multiplication & Division	Fractions (including decimals & %)	Ratio & Proportion	Measurement	Properties of Shapes
❖ 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.	❖ Multiply multi-digit numbers up to 4 digits by a two-digit whole number. ❖ 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 number and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.** ❖ 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 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.	❖ Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. ❖ Compare and order fractions, including fractions > 1. ❖ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. ❖ Multiply simple pairs of proper fractions, writing the answer in its simplest form *[for example, ¼ × ½ = ⅛]*. ❖ Divide proper fractions by whole numbers *[for example, ½ ÷ 2 = ¼]*. ❖ Associate a fraction with division and calculate decimal fraction equivalents *[for example, 0.375]* for a simple fraction *[for example, ⅜]*. ❖ 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, decimals and percentages, including in different contexts.	❖ 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 *[for example, of measures, and such as 15% of 360]* 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** ❖ 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.	❖ 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 formulas 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 (cm³) and cubic metres (m³), and extending to other units *[for example, mm³ and km³]*.	❖ 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. **Position and Direction** ❖ 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** ❖ Interpret pie charts and line graphs and use these to solve problems. ❖ Construct pie charts and line graphs. ❖ Calculate and interpret the mean as an average.

Scheme: Power Maths
Knowledge organisers will be sent out before each unit begins, these will show the key vocabulary, methods and models used and also any key knowledge needed to be successful.
Times Tables: teaching and learning will be supported through the use of **Times Table Rockstars** and **TT38**
Scheme: Arithmetic Fluency: Fluent in 5

Science

National Curriculum
Animals including humans
Living things and their habitats
Light
Electricity
Evolution and inheritance
Working scientifically

Art and Design

Autumn -
- The Persistence of Memory- Salvador Dali. -Surrealism

Spring -
- Textiles – Art Deco

Summer -
- Van Gogh's Shoes – Vincent Van Gogh – Impressionism

- Sketching
- Textiles
- Painting
- Sculpture

PSHE

Scheme: Skills Partnership – Passport
Autumn – Relationships
- Attraction to others. Romantic relationships, civil partnerships and marriage.
- Recognising and managing pressure. Consent in different situations.
- Expressing opinions and respecting others' points of view including discussing topical issues.

Spring – Living in the Wider World
- Valuing diversity. Challengingdiscrimination and stereotype
- Evaluating media sources. Sharing things online.
- Influences and attitudes to money.Money and financial risks.

Summer – Health and Wellbeing
- What affects mental health and ways to take care of it. Managing change, loss and bereavement.
- Human reproduction and birth. Increasing independence. Managing transition
- Keeping personal information safe. Regulations and choices. Drug use andthe law. Drug use and the media

Computing

Scheme: Kapow
- Autumn 1 - Online safety
- Autumn 2 - Computing systems and networks – Bletchley Park
- Spring 1 - Programming – Intro to Python
- Spring 2Data handling – Big Data 1
- Summer 1- Creating media – History of Computers
- Summer 2 - Data handling – Big Data 2

Design Technology

Autumn
- Aspect of DT: Food
- Focus: Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)
- Bread

Spring
- Aspect of DT: Textiles
- Focus: Using computer-aided design in textiles
- Designer Bags
- Aspect of DT: Mechanical systems

Summer
- Focus: Cams, Pulleys and Gears
- Mechanisms with a message

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Foreign Languages

Scheme: Language Angels - Spanish
Autumn
- Phonetics 1
- I'm Learning Spanish
- Musical Instruments(E)

Spring
- Fruits

Summer
- Vegetables

Music

Instrument Instruction: Ocarina

Scheme: Charanga
- Autumn 1 – Happy
- Autumn 2 – Classroom Jazz 2
- Spring 1 – A New Year Carol
- Spring 2 – You've Got a Friend
- Summer 1 – Music and Me
- Summer 2 – Reflect, rewind andreplay

Geography

Focus Study -
- Map skills and field work
- Biomes and The Rainforest
- Economic Activity and Trade

History

Autumn –
- The Ancient Maya and The Anglo-Saxons ComparisonStudy

Annual whole school focus:
- Remembrance - Armistice Day: Similarities and differences between cause and effect of the two world wars and lessons learned.
- Gunpowder Plot: What is parliament? What is monarchy? In what ways did the monarchy and parliament influence theplot?

Spring –
- Achievements andLegacies Over Time

Summer –
- Local History Study – Bogg'sFarm

Physical Education

Scheme: PE Hub
Autumn - Outdoor:
- Tag rugby
- Hockey

Autumn - Indoor
- Gym unit 1
- Dance unit 1

Spring - Outdoor
- Netball
- Tennis

Spring – Indoor
- Gym unit 2
- Dance unit 2

Summer - Outdoor
- Cricket
- Athletics
- Football

OAA/handball

Religious Education

Autumn
- Christianity – the salvation story 'atonement' and 'reconciliation'

Dudley Syllabus 2021-2026

Spring
- Islam – peace forgiveness or violence. Which is more truly Islam

Dudley Syllabus 2021-2026

Summer
- Christianity – How do we know what is right or wrong?

Dudley Syllabus 2021-2026

Skills Builder

Step 0: ages 4-7 Step 1 : ages 5-8 Step 2 : ages 6-9 Step 3: ages 7-10 Step 4 : ages 8-11 Step 5 : ages 9-12 Step 6 : ages 10-14

Mastery approach underpins the Framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Try New Things: Build a bridge, act out a Shakespeare speech, walk 10 miles, learn algebra, make a web page and read music.