



NOTTINGHAM BRITISH SCHOOL – CURRICULUM – Year 6



English

	October Assessment	December Assessment	March Assessment	June Assessment	Age Related Expectation By the End of the Year:
Reading	<p><u>Floodland by Marcus Sedgwick</u></p> <p>Children should be taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) maintain positive attitudes to reading and an understanding of what they read by:</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p>	<p><u>The Fireworks Maker’s daughter by Philip Pullman</u></p> <p>Children should be taught to:</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Identify and discussing themes and conventions in and across a wide range of writing</p>	<p><u>Street child by Pie Corbett.</u></p> <p>Children should be taught to:</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p><u>The Highwayman by Alfred Noyes</u></p> <p>Children should be taught to:</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>I can:</p> <p>Tell you the meaning of many new words. Read many words that I have not encountered before. Discuss with confidence a wide range of fiction, poetry, plays, non-fiction and reference/text books. Read and understand a variety of different literary structures Read and understand books written for a wide range of different purposes. Enjoy a wide variety of different fiction genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions. Recommend books to my friends and discuss why I like them and what could be better about them</p>



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<p>Writing</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p> <p>Choose which type of writing most suitable to the genre.</p> <p>Experiment with different styles of writing and writing for different purposes</p> <p>Describe settings, characters and atmosphere</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Use precise longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>I can:</p> <p>Distinguish between homophones by their spelling. Spell the words I have been taught.</p> <p>Use a dictionary to check the spelling and meaning of words.</p> <p>Use a thesaurus to find alternative words with the same meaning.</p> <p>Use a variety of prefixes and suffixes.</p> <p>Spell some words with 'silent' letters.</p> <p>Distinguish between homophones by their spelling. Spell the words I have been taught.</p> <p>Use a dictionary to check the spelling and meaning of words.</p> <p>Use a thesaurus to find alternative words with the same meaning.</p>
<p>SPAG</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or</p>	<p>Learn the grammar for years 5 and 6</p> <p>Indicate grammatical and other features by:</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semicolons, colons or dashes to mark boundaries</p>	<p>I can:</p> <p>Punctuate direct and indirect speech.</p> <p>Use passive verbs.</p> <p>Use the perfect form of verbs.</p> <p>Use expanded noun phrases.</p> <p>Use modal verbs or adverbs.</p> <p>Use relative clauses.</p>



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	<p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and ca</p>	<p>adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p>	<p>between independent clauses</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p>	<p>Use commas; hyphens; brackets for parenthesis. Use semi-colons, colons and dashes as boundaries between independent clauses.</p> <p>Use a colon to introduce a list. Punctuate bullet points. Use the grammar I have learned.</p>
Speaking	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Explain and discuss what I have read or researched through a presentation.</p> <p>Participate in classroom discussions.</p>	<p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>During conversations, staying on topic and initiating and responding to comments</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role-play/improvisations and debates</p>	<p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>	<p>I can:</p> <p>Ask questions to improve my understanding.</p> <p>Participate in classroom discussions with my peers about books that I have read, or that somebody has read to me or summarised for me.</p> <p>Tell you how the language, structure and presentation add to the meaning of a text, giving examples.</p> <p>Discuss and evaluate how authors use language to impact the reader.</p> <p>Retrieve, record and present information from a variety of non-fiction sources.</p> <p>Explain and discuss what I have read through formal presentation.</p> <p>Provide a reasoned argument to support my views.</p>



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Math	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	I can:
	<p>Reread, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Recognise, describe and build simple 3-D shapes, including making nets.</p> <p>Use common factors to simplify fractions; use</p>	<p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</p> <p>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.</p> <p>Convert between miles and kilometres.</p> <p>Express missing number</p>	<p>Multiply one-digit numbers with up to 2 decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to 2 decimal places.</p> <p>Draw 2-D shapes using given dimensions and angles.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p>Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.</p>	<p>Practise addition, subtraction, multiplication and division for larger numbers, using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division.</p> <p>Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with 2 unknowns</p> <p>Enumerate possibilities of combinations of 2 variables Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p>	<p>Add and subtract using negative numbers. Perform mental calculations, including with mixed operations and large numbers. Divide numbers up to 4-digits by a 2-digit whole number up to 20 using the efficient written method and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context. Solve multi-step problems Work out all possibilities of combinations of two variables. Recognise that shapes with the same areas can have different perimeters and vice versa. Calculate the area of parallelograms and triangles and be able to use the correct formulae. Calculate the volume of cubes and cuboids using centimetre cubed and cubic metres and extending to other units, such as mm cubed and km cubed. Classify geometric shapes</p>



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	<p>common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions >1.</p> <p>Describe positions on the full coordinate grid (all 4 quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>problems algebraically.</p> <p>Use negative numbers to calculate intervals across 0.</p> <p>Use simple formulae.</p> <p>Generate and describe linear number sequences.</p>	<p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate and interpret the mean as an average.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p>		<p>based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Find unknown angles where they meet at a point and are on a straight line and are vertically opposite.</p> <p>Find missing angles in a parallelogram, rhombus and trapezium by working out diagonally opposite angles.</p> <p>Draw and translate simple shapes on the co-ordinate plane, reflect them in the axes and rotate around a point.</p> <p>Interpret and construct pie charts and use these to solve problems using my knowledge of angles, fractions and percentages.</p> <p>Interpret and construct line graphs and use these to solve problems.</p>
Science	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Main body parts and internal organs (skeletal,</p>	<p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons</p>	<p>I can:</p> <p>Plan different kinds of fair experiments.</p> <p>Tell you how I control variables in my experiments.</p> <p>Take accurate measurements using lots of different scientific equipment.</p> <p>Tell you why it's important to</p>



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	<p>and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Classify specialised cells as animal or plant cells</p> <p>Explain the structure and function of specialised cells using models.</p> <p>Recognise different types of unicellular organisms</p>	<p>muscular and digestive system.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>out or reflect light into the eye.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>take repeated measurements. Make predictions about how other tests will work using my results.</p> <p>Present my findings in a written report with an introduction, conclusion and results.</p> <p>Present my findings in an oral presentation with an introduction, conclusion and results.</p> <p>Tell you about other experiments that have been done to support or disprove ideas.</p> <p>Tell you about how some materials dissolve to form a solution.</p> <p>Tell you how to separate materials in a solution.</p> <p>Decide how best to separate mixtures.</p> <p>Tell you using evidence why some materials are best suited to different uses.</p> <p>Tell you why some state changes are reversible, and some state changes aren't.</p>
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