

# Maryland Primary School



## Learning in

# Y E A R 6

This booklet provides information for parents and carers about your child's year in Maryland Primary School based on the National Curriculum.

Any extra support you can provide in helping your children towards these is greatly valued.

If you have any queries regarding the content of this learning booklet or want support in knowing how best to help your child, please talk to your child's teacher or a member of the Senior Leadership Team.



## YEAR 6 AUTUMN



### English

#### **The Unforgotten Coat by Frank Cottrell Boyce**

Diary entries, explanation texts, dialogues, non-chronological reports, narratives

#### **Windrush Child by Benjamin Zephaniah**

Informal letters, poetry, diary entries

#### **The Promise by Nicola Davies and Laura Davies**

Figurative language, report writing, narratives

#### **Can We Save the Tiger? by Martin Jenkins and Vicky White**

Persuasive writing, explanation texts, letters and discussion texts

### Religious education

Similarities and differences between religions.

### Design Technology

Designing and making a fitness tracker using Micro:bits

### Computing

Programming - variables  
Programming - sensing

### Science

Animals including humans  
Light

### History

Crime and Punishment over time

### Educational visits

Fairplay House - residential

### French

Verbs  
Sport and the Olympics

### Maths

- Place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Decimals
- Percentages

### C.P.S.H.E.

Mental health  
Online relationships  
Financial literacy

### P.E.

- Dance
- Invasion games - football
- Gymnastics - apparatus
- Invasion games - Hockey

### Art

People in action - sculpture and movement  
Key artists: Keith Haring and Alberto Giacometti

### Music

Music and technology  
A spooky story

# YEAR 6 SPRING

**Religious Education**  
Beliefs about life after death

**Science**  
Electricity

## P.E.

- Dance
- Basketball
- Outdoor adventurous activities - Problem solving
- Rounders

**Computing**  
Data handling - Spreadsheets  
Computing systems and networks -  
Bletchley Park code breaker  
Online safety

**Music**  
Creative composition  
Happy by Pharrell Williams

**C.P.S.H.E.**  
Healthy me  
Celebrating differences

- Maths**
- Position and direction
  - Algebra
  - Measure: converting units
  - Measure: area and perimeter
  - Ratio
  - Properties of shapes

**French**  
Families  
In my house



**History**  
World War Two - the war and the aftermath  
How did WWII impact Britain?

**Design Technology**  
Food technology: WW2 seasonal fruit jam tarts

**Art**  
Street Art/Political Art

**English**  
**Suffragette: The Battle for Equality by David Roberts**  
Balanced arguments, speech writing, formal letters, news reports, persuasive writing and diary entries.  
**The Boy In The Tower by Polly Ho-Yen**  
Journalistic writing, formal letters, non-chronological reports, and narratives.  
**The Caged Bird by Maya Angelou**  
Identify some of the poetic and figurative language, picking apart themes and inferring a narrative.

## YEAR 6 SUMMER



### Maths

Statistics  
Revision of topics taught  
Investigations and problem solving

### Religious Education

Art in Christianity

### Music

Improvising with confidence  
You've got a friend in me by Carole King

### C.P.S.H.E.

Changing Me  
Celebrating differences  
Transition

### French

Verbs  
Planning a French holiday

### Computing

#### 'We are publishers'

Programming - Intro to python  
Creating media - End of year book/video  
Online safety

### Art

Express Yourself - Autobiographical Artwork  
Sculpture/Collage

### Design Technology

Textiles  
Fashion and Textiles  
Textile Technology

### Geography

#### Climate change

How are we damaging our world?

#### Fair trade

Does fair trade create a better world for us?

### P.E.

Tennis  
Athletics  
Swimming  
Orienteering

### Science

Living things and their habitats  
Evolution and Inheritance

### English

**Grimm Tales for young and old by Philip Pullman**

Re-telling from a particular viewpoint, character studies, character comparisons

**Some Places More Than Others by Renee Watson**

Diaries, information leaflets  
The Caged Bird by Maya Angelou

### Year 5 and 6 spelling list

Children are expected to learn these spellings by the end of Year 6. Please spend some time practising them.

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

## Year 6 Writing Standards

<b>Spelling</b>	
∟	Spell most words correctly (years 3 and 4) and some words from the year 5 and 6 spelling list
△	Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
<b>Punctuation</b>	
∟	Use mostly accurately
	Capital Letters
	Full Stops
	Question marks
	Exclamation marks
	Commas for lists
	Apostrophes for contraction
△	Use mostly correctly
	Inverted commas
	Commas for clarity
	Punctuation for parenthesis
	Semi-colons
	Dashes
	Colons
	Hyphens
▲	Use mostly correctly
	Semi-colons to mark the boundary between independent clauses
	Colons to mark the boundary between independent clauses
	Hyphens
	Dashes
	Use the full range of punctuation taught at KS2 mostly correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
<b>Handwriting</b>	
∟	Write legibly
△	Maintain legibility in joined handwriting when writing at speed
▲	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters
<b>Grammar</b>	
△	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
	Use verb tenses consistently and correctly throughout their writing
	Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
<b>Composition and Effect</b>	
∟	Write for a range of purposes
	Describe settings and characters in narratives
	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
△	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
	Integrate dialogue in narratives to convey character and advance the action
	In narratives, describe settings, characters and atmosphere
▲	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
	Distinguish between the language of speech and writing and choose the appropriate register
	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Check for clarity, word choice, edit for precision, punctuation.

## Key Stage 2 handwriting

Children practise cursive two and three letter joins and then move on to whole words when they are ready to do so.

Diagonal joins to letters without ascenders	<i>ai, ar, us, au, aw, er, ew, ir, ur, ss, as, ea, ae, ee, ie, se, ue</i>
Horizontal joins to letters without ascenders	<i>ou, vi, wi, xe, ere, oe, re, ure, ve, we, oi, on, oo, ot, ov, ow, oa</i>
Diagonal joins to letters with ascenders	<i>ab, ul, it, ch, kn, ll, sh, th, ed, be, de, br</i>
Horizontal joins to letters with ascenders	<i>ot, wh, ot</i>
Diagonal joins to letters with descenders	<i>ff, ph, qu, igh, ing, ng, squ, fe, ge, pe</i>
Horizontal joins to letters with descenders	<i>op, oy</i>

advice

observant

advise

observance

device

expectant

devise

expectancy

licence

hesitant

license

hesitancy

practice

tolerant

practise

tolerance

prophecy

relevant

prophesy

relevance

## Year 6 Maths

1. Read, write and order numbers up to 10, 000, 000 and determine the value of each digit.  
Explain value of digits to 3 decimal places

2. Round any whole number to a required degree of accuracy

3. Use negative numbers in context, and calculate intervals across zero.

4. Order a mixed set of numbers to 3 decimal places

5. Multiply one digit numbers with up to two decimal places by whole numbers e.g.  $4.35 \times 6$

6. Calculate percentages of numbers e.g. 35% of 700

7. Add and subtract decimals to 3 decimal places

8. Multiply and divide decimals and whole numbers by 10 and 100 and 1000.

9. Compare and order fractions including fractions  $> 1$

10. Divide proper fractions by whole numbers (e.g.  $\frac{1}{3} \div 2 = \frac{1}{6}$ )

11. Multiply simple pairs of proper fractions, writing the answers in their simplest form (e.g.  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ )

12. Identify multiples and factors, including all factor pairs of a number and common factors of two numbers.

13. Establish whether a number up to 100 is prime and recall prime numbers to 19.

14. Recognise and use square numbers and cube numbers.

15. + and - of fractions with different denominators, inc. mixed numbers

16. Add and subtract numbers with up to 5 digits using the formal column method

17. ThHTO  $\times$  TO (using formal written method)

18. ThHTO  $\div$  TO (using formal written method)

Apply calculations to: 19. Missing number sentences

20. Balance sentences with more than 1 equals sign