Statutory Curriculum Requirements

Year 6

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject.

ENGLISH						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation

Pupils should be taught to: ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Pupils should be taught to: ▪ maintain positive attitudes to reading and understanding of what they read by: ▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes ▪ increasing 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 recommending books that they have read to their peers, giving reasons for their choices ▪ identifying and discussing themes and conventions in and across a wide range of writing ▪ making comparisons within and across books ▪ learning a wider range of poetry by heart ▪ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ▪ understand what they read by: ▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▪ asking questions to improve their understanding ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▪ identifying how language, structure and presentation contribute to meaning ▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ distinguish between statements of fact and opinion ▪ retrieve, record and present information from non-fiction ▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ▪ provide reasoned justifications for their views.	**Spelling (see English Appendix 1)** Pupils should be taught to: ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus.	Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific little choosing the writing implement that is best suited for a task.	Pupils should be taught to: ▪ plan their writing by: ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising	Pupils should be taught to: ▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ using the perfect form of verbs to mark relationships of time and cause ▪ using expanded noun phrases to convey complicated information concisely ▪ using modal verbs or adverbs to indicate degrees of possibility ▪ using relative

Maths								
Number – Number and Place Value	Number – Addition & subtraction, Multiplication & division	Number – fractions inc decimals & %	Ratio & Proportion	Algebra	Measurement	Geometry Properties of shape	Geometry Position & Direction	Statistics

Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
▪ 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 using the formal written method of long multiplication ▪ 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 ▪ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context ▪ perform mental calculations, including with mixed	▪ 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, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] ▪ divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] ▪ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] ▪ identify the value of each digit in	▪ 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	▪ 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 formulae for area and volume of shapes ▪ calculate the area of parallelograms and triangles ▪ calculate, estimate and compare volume of cubes and	▪ 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.	▪ 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.	▪ interpret and construct pie charts and line graphs and use these to solve problem ▪ calculate and interpret the mean as an average.

Science					
Working Scientifically	Living things and their habitats	Animals, inc Humans	Evolution & Inheritance	Light	Electricity
During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ▪ identifying scientific evidence that has been used to support or refute ideas or arguments.	Pupils should be taught to: ▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ▪ give reasons for classifying plants and animals based on specific characteristics .	Pupils should be taught to: ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans.	Pupils should be taught to: ▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Pupils should be taught to: ▪ recognise that light appears to travel in straight lines ▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ▪ 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 ▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Pupils should be taught to: ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ▪ use recognised symbols when representing a simple circuit in a diagram.

Non-Core Subjects							
Art & Design	Computing	Design & Technology	Geography	History	MFL	Music	PE

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.	Pupils should be taught to: ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: ***Design*** ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ***Make*** ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ***Evaluate*** ▪ investigate and analyse a range of existing products	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: ***Locational knowledge*** ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) ***Place knowledge*** ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America ***Human and physical geography*** ▪ describe and understand key	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: ▪ changes in Britain from the Stone Age to the Iron Age ▪ the Roman Empire and its impact on Britain ▪ Britain's settlement by Anglo-Saxons and Scots ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ a local history study ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ▪ the achievements	Pupils should be taught to: ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ 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 ▪ describe people, places, things and actions orally* and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine,	Pupils should be taught to: ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of	Pupils should be taught to: ▪ use running, jumping, throwing and catching in isolation and in combination ▪ 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 ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ perform dances using a range of movement pattern