

Year 6 Curriculum – Key Performance Indicators

Maths	Reading	Writing
<p>Place value</p> <p>Rounds any whole number to a required degree of accuracy.</p> <p>Uses negative numbers in context and calculates intervals across zero.</p> <p>Calculation</p> <p>When ready, multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>When ready, divides numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</p> <p>Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy.</p> <p>Fractions</p> <p>Uses written division methods in cases where the answer has up to two decimal places.</p> <p>Solves problems which require answers to be rounded to specified degrees of accuracy.</p>	<p>Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) – as listed in English appendix 1 of the national curriculum document – both to read aloud and to understand the meaning of new words that are met.</p> <p>Increases 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>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Retrieves, records and presents information from non-fiction.</p> <p>Participates in discussions about books that area read to the individual and those that can be read independently.</p> <p>Promotes reasoned justifications for their views about a book.</p>	<p>Composition</p> <p>Identifies the audience for, and purpose of, the writing.</p> <p>Selects the appropriate form and uses other similar writing as models for their own.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing.</p> <p>Uses further organisational and presentational devices to structure text and to guide the reader (eg, headings, bullet points, underlining).</p> <p>Can describe settings, characters and atmosphere.</p> <p>SPaG</p> <p>Uses dictionaries to check the spelling and meaning of words.</p> <p>Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg, find out – discover; ask for – request; go in – enter).</p>

Maths	Reading	Writing
<p>Recalls and uses equivalences between simple fractions, decimals and percentages, including in different context.</p> <p>Ratio and proportion</p> <p>Solves problems involving the calculation of percentages; eg, of measures and calculations such as 15% of 360 and the use of percentages for comparison.</p> <p>Solves problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Algebra</p> <p>Uses simple formulae.</p> <p>Measurement</p> <p>Uses, reads, writes and converts 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.</p> <p>Properties of shape</p> <p>Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons.</p>		<p>Uses the passive voice to affect the presentation of information in a sentence (eg, 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me).')</p> <p>Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>Uses the colon to introduce a list.</p> <p>Punctuates bullet points to list information.</p>

Maths	Reading	Writing
<p>Position and direction</p> <p>Draws and translates simple shapes on the co-ordinate plane and reflects them in the axes.</p> <p>Interprets pie charts and line graphs and uses these to solve problems.</p> <p>Statistics</p> <p>Calculates and interprets the mean as an average.</p>		

Geography	History	Religious Education
<p>Children should be able to:</p> <ul style="list-style-type: none"> • Collect, analyse and use a range of data to deepen thinking and understand geographical processes • Use resources such as maps, diagrams, globes, aerial photos and Geographical Information Systems (GIS) to interpret geographical information • Communicate geographical information in a variety of ways including using maps and writing information in length 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Know and understand the history of the British Isles from the earliest times to the present day. How people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world • To understand terms such as empire, civilisation, parliament and peasantry • To link continuity and change, cause and effect, similarity, difference and significance and use them to make connections • To understand methods of historical enquiry including how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed • Understand connections between local, regional, national and international history 	<p>Through a process of enquiry, children should be able to:</p> <ul style="list-style-type: none"> • Consider beliefs and sources • Explore comparisons and diversity • Develop language and expression • Develop reasoned responses • Consider questions and look for answers • Explore influences and impact

Art

Pupils are 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 are 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