

### The Year Six Curriculum - Information for Parents and Carers

**This booklet provides information for parents and carers on the end of year expectations for children at Fiddlers Lane. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of direct teaching.**

Any extra support you can provide in helping your child to achieve these is greatly valued.

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

If your child is struggling to meet these expectations, they will receive extra support. You will be informed if they are placed on the SEND register.

Fiddlers Lane whole heartedly promotes the development of the whole child. It is important to acknowledge that alongside these national expectations, we encourage families to continue to nurture their child as they always have done.

Providing the sporting, social, musical and other enriching experiences beyond our school environment is crucial to their personal development and holds equal value in our school culture.

You will be kept up to date on your child's progress towards these end of year expectations through parents' evenings and Pride Time mornings throughout the year, as well as end year of reports.

## Spoken Language



### **By the end of year 6, pupils are expected to be able to:**

- Talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- Ask questions to develop ideas and take account of others' views.
- Explain ideas and opinions giving reasons and evidence.
- Take an active part in discussions and can take on different roles.
- Listen to, and consider the opinions of, others in discussions.
- Make contributions to discussions, evaluating others' ideas and respond to them.
- Sustain and argue a point of view in a debate, using the formal language of persuasion.
- Express possibilities using hypothetical and speculative language.
- Engage listeners through choosing appropriate vocabulary and register that is matched to the context.
- Perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
- Perform poems and plays from memory, making deliberate choices about how to convey ideas

## Reading



### **By the end of year 6, pupils are expected to be able to:**

- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Recognise:
  - complex sentences with more than one subordinate clause
  - phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects.
- Skim and scan to aid note taking.

### **What you can do to help.**

Ensure your child reads independently for at least 20 minutes each evening.

Listen to your child read; talking to them about stories and reading to them is still one of the most advantageous and positive things that parents can do to support their child.

We feel that this is an essential part of a child's development and recommend this for all children. Please record in their reading record book when you have heard your child read, shared a story or read a magazine or non-fiction text. Encourage your child to take part in our 'Read around the World' and 'Recommended Read' initiatives.

## Writing



**By the end of year 6, pupils are expected to be able to:**

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely.
- Use a sentence structure and layout matched to requirements of text type.
- Use a semi-colon, colon or dash to mark the boundary between independent clauses.
- Use a colon to introduce a list and semi colon within a list.
- Punctuate with bullet points correctly.
- Use hyphens to avoid ambiguity.
- Use a full range of punctuation matched to requirements of text type.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal a change in time, scene, action, mood or person.
- Write legibly, fluently, joined and with increasing speed.

## What you can do to help.

Your child will receive spelling homework and have lists of key words to learn. You can help them with this by encouraging them to complete homework tasks and testing them on the words or rules they need to learn.

Fiddlers Lane has a subscription to SPAG.com. Encourage your child to complete tasks set from this site.

Encourage and support your child to complete homework tasks, which include writing.

## Mathematics



**By the end of year 6, pupils are expected to be able to:**

- Use negative numbers in context and calculate intervals across zero.
- Compare and order numbers up to 10,000,000.
- Identify common factors, common multiples, square numbers and prime numbers.
- Round any whole number to a required degree of accuracy.
- Identify the value of each digit to 3 decimal places.
- Use knowledge of order of operations to carry out calculations involving four operations.

- Multiply 4-digit by 2-digit.
- Divide 4-digit by 2-digit.
- Add and subtract fractions with different denominators and mixed numbers.
- Multiply simple pairs of proper fractions and mixed numbers, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Calculate percentage of whole number.
- shape / space / measure / ratio and proportion / statistics

### What you can do to help.

Encourage your child to complete their maths homework. Practice re-call of all times tables and related division facts. This can take a lot of repetition before the facts are embedded.

## Science



**By the end of year 6 pupils are expected to:**

### **Working scientifically (Y5 and Y6)**

- Know how to plan different types of scientific enquiry.
- Know how to control variables in an enquiry.
- Measure accurately and precisely using a range of equipment.
- Know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use the outcome of test results to make predictions and set up a further comparative and fair tests.
- Report findings from enquiries in a range of ways.
- Know how to explain a conclusion from an enquiry.
- Explain causal relationships in an enquiry.
- Know how to relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- Read, spell and pronounce scientific vocabulary accurately.

### **Year 6 Biologists**

#### Living things and their habitats

- Classify living things into broad groups according to observable characteristics and based on similarities & differences.
- Know how living things have been classified.
- Give reasons for classifying plants and animals in a specific way.

#### Animals, including humans

- Identify and name the main parts of the human circulatory system.
- Know the function of the heart, blood vessels and blood.
- Know the impact of diet, exercise, drugs and lifestyle on health.

- Know the ways in which nutrients and water are transported in animals, including humans.

### Evolution and inheritance

- Know how the Earth and living things have changed over time.
- Know how fossils can be used to find out about the past.
- Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).
- Know how animals and plants are adapted to suit their environment.
- Link adaptation over time to evolution.
- Know about evolution and can explain what it is.

### **Physics**

#### Light

- Know how light travels.
- Know and demonstrate how we see objects.
- Know why shadows have the same shape as the object that casts them.
- Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

#### Electricity

- Know how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
- Compare and give reasons for why components work and do not work in a circuit.
- Draw circuit diagrams using correct symbols.

### **History**

#### **By the end of year 6 pupils are expected to:**

- Know how to use a timeline to show when the Mayan Civilisation raids started.
- Show on a map where the Mayans occupied and where the Spanish invaded to end the Mayan Civilisation.
- Research in order to find out how a non-European society contrasts with British history.
- Know how to place features of historical events and people from the past societies and periods in a chronological framework.
- Know about the main events from a period of history, explaining the order of events and what happened.
- Know that many of the early civilizations gave much to the world.



## Geography



### **By the end of year 6 pupils are expected to:**

- Know how to use an atlas by using the index to find places.
- Know how to use some basic Ordnance Survey map symbols.
- Know how to use Ordnance Survey symbols and six-figure grid references.
- Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.)
- Know why some places are similar and dissimilar in relation to their human and physical features.
- Know how time zones work and calculate time differences around the world.
- Name the largest rainforests in the world and locate desert regions in an atlas.

## Art



### **By the end of year 6 pupils are expected to:**

- Explain why they have used different tools to create art.
- Explain why they have chosen specific techniques to create my art.
- Explain the style of their work & how it has been influenced by a famous artist.
- Know how to overprint to create different patterns.
- Know how to use feedback to make amendments and improvement to art.
- Know how to use a range of e-resources to create art.

## Design Technology



### **By the end of year 6 pupils are expected to:**

- Use market research to inform my plans and ideas.
- Follow and refine my plans.
- Justify my plans in a convincing way.
- Show that they consider culture and society in my plans and designs.
- Show that they can test and evaluate their products.
- Explain how products should be stored and give reasons.
- Work within a budget.
- Evaluate their product against clear criteria.



**By the end of year 6 pupils are expected to:**

### **Games**

- Play to agreed rules.
- Explain rules to others.
- Umpire games of others.
- Make a team and communicate a plan.
- Lead others in a game situation.

### **Performing**

- Warm up prior to exercise.
- Find space and is aware of others.
- Demonstrate agility balance, coordination and precisions.
- Perform with control and poise.
- Walk alongside others when attacking and defending.
- Perform actions and sequences of movement.

### **Competing**

- Enjoy competing and challenging.
- Apply skills effectively.
- Be self-motivated and confident.
- Demonstrate tactical awareness.
- Demonstrate sporting values.

### **Gymnastics**

- Combine my own work with that of others.
- Sequence moves to specific timings.

### **Dance**

- Develop sequences in a specific style.
- Choose my own music and style.

### **Athletics**

- Demonstrate stamina.

### **Outdoor and adventurous**

- Plan a route and a series of clues for someone else.
- Plan with others, taking account of safety and danger.

### **Personal and Social Development**

- Communicates and listens effectively
- Finds solutions to challenged
- Works well with others
- Reflective and able to recognise success in self and others
- Evaluates work of others using correct language
- Demonstrate leadership skills

## Computing



**By the end of year 6 pupils are expected to:**

### **Algorithms and programming**

- Design a solution by breaking a problem up.
- Recognise that different solutions can exist for the same problem.
- Use logical reasoning to detect errors in algorithms.
- Use selection in programs.
- Work with variables.
- Explain how an algorithm works.
- Explore 'what if' questions by planning different scenarios for controlled devices.

### **Information technology**

- Select, use and combine software on a range of digital devices.
- Use a range of technology for a specific project.

### **Digital literacy**

- Discuss the risks of online use of technology.
- Identify how to minimise risks.
- Discuss the positive and negative impact of the use of ICT in my own life, my friends and family.

### **Safe computer use – knowledge and understanding**

- Understand the potential risk of providing personal information online.
- Recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- Understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- Recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- Understand that some material on the internet is copyrighted and may not be copied or downloaded.
- Understand that some messages may be malicious and know how to deal with this.
- Understand that online environments have security settings, which can be altered, to protect the user.
- Understand the benefits of developing a 'nickname' for online use.
- Understand that some malicious adults may use various techniques to make contact and elicit personal information.
- Know that it is unsafe to arrange to meet unknown people online.
- Know how to report any suspicions.
- understand I should not publish other people's pictures or tag them on the internet without permission.
- Know that content put online is extremely difficult to remove.
- Know what to do if I discover something malicious or inappropriate.

## Safe computer use – Skills

- Follow the school's safer internet rules.
- Make safe choices about the use of technology.
- Use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- Create strong passwords and manage them so that they remain strong.
- Independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- Competently use the internet as a search tool.
- Reference information sources.
- Use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- Use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.

## Music



### By the end of year 6 pupils are expected to:

- Know how to sing in harmony confidently and accurately.
- Know how to perform parts from memory.
- Know how to take the lead in a performance.
- Know how to use a variety of different musical devices in my composition (including melody, rhythms and chords).
- Know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- Know how to analyse features within different pieces of music.
- Know how to compare and contrast the impact that different composers from different times have had on people of that time.

## RE

### By the end of year 6 pupils are expected to:

- Have knowledge of beliefs about life after death.
- Know about peaceful protests (ahimsa) .
- Know about being a Muslim in Britain.

## MFL



### **By the end of year 6 pupils are expected to:**

#### Spoken language

- Hold a simple conversation with at least 4 exchanges.
- Use knowledge of grammar to speak correctly.

#### Reading

- understand a short story or factual text and note the main points.
- use the context to work out unfamiliar words.

#### Writing

- write some sentences.
- substitute some words and phrases.

## PHSE

By the end of year 6, pupils are expected to cover topics including:

- Healthy lifestyles.
- Keeping safe .
- Growing and changing.
- Healthy relationships.
- Feeling and emotions.
- Valuing difference.
- Rules, rights and responsibilities .
- Caring for the environment.

## British Values

British values are promoted in much of what we do, for example during assemblies, RE, PHSE sessions. The values are also integral to our vision and values as a school.

## Empowering Learning

Empowering Learning is an integral part of our curriculum at Fiddlers Lane. It involves working on a range of ways to develop and progress 'learning to learn' skills. Over a year each class works on a different area of Empowering Learning, which build on the previous year.

The themes are about pupils being Team Workers, Reflective Learners, Effective Participators, Independent Enquirers, Resourceful Thinkers and Self Managers.

Certificates are given out weekly, for pupils showing the skills in a half term's theme.

## **Year 6 SATs**

In May, all year 6 pupils take SAT tests. Please encourage your child to revise and complete all homework in this crucial year.

A parent information evening regarding SATs will be held in the spring term. Please try to attend.

## **Unique experiences in year 6 at Fiddlers Lane**

Manchester United football coaching

Lledr Hall Residential

MOSI – Wonder of Light workshop

Mayan Drama Visit

Chemistry with Cabbages – science workshop

Real Love Rocks – PSHE sessions

First Aid Awareness Sessions

United Utilities Water- Workshop

Warburton's Healthy Eating - workshop

Dogs Trust - Education workshops

Nurse Visit – Growing up and Body Changes

Hello High! –Workshop

Safe4Autumn – Fire Safety

Virtual Reality Experience