National Curriculum 2014 Planning Document



Statutory Requirements Year 6

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject. Please note this document should also be read in conjunction with the English and Maths appendices.

The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. In the non-core subjects it is important that Key Stage teams plan for progression as this is not prescribed within the curriculum document. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum Year Group.

			ENGLISH			
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should be taught to: Ilisten and respond appropriat ely to adults and their peers ask relevant questions to extend their understan ding and knowledg e use relevant strategies to build their vocabular y articulate and justify answers, argument s and opinions give well-	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	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	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 clauses beginning with who, which, where, when,

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improvisa	contribute to	compositions,
tions and	meaning	using appropriate
debates	discuss and evaluate how	intonation,
gain,	authors use language,	volume, and
maintain	including figurative	movement so that
and	language, considering the	meaning is clear.
monitor	impact on the reader	
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listener(s)	opinion		
consider and evaluate different viewpoint s, attending to and building on the contributi ons of others select and use appropriat e registers for effective communication.	 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. 		
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				Maths				
Number – Number and Place Value	Number – Addition and subtraction, Multiplication and division	Number – fractions inc decimals & %	Ratio & Proportion	Algebra	Measurement	Geometry Properties of shape	Geometry Position & Direction	Statistics
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	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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.	Pupils should be taught to: 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	Pupils should be taught to: In draw 2-D shapes using given dimensions and angles In recognise, describe and build simple 3-D shapes, including making nets In compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilateral s, and regular polygons In lilustrate	Pupils should be taught to: describe position s on the full coordin ate grid (all four quadran ts) draw and translat e simple shapes on the coordin ate plane, and reflect them in the axes.	Pupils should be taught to: Interpret and construc t pie charts and line graphs and use these to solve problem Calculate and interpret the mean as an average.

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above.	calculations,	simplest form	where the	 recognise that 	and name	
	including with mixed	[for example,	scale factor is	shapes with the	parts of	
	operations and large	$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$	known or can	same areas can	circles,	
	numbers	4 ^ 2 - 8 1	be found	have different	including	
	 identify common 	 divide proper 	solve	perimeters and	radius,	
	factors, common	fractions by	problems	vice versa	diameter	
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	out calculations	division and	fractions and	 calculate the 	radius	
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	why	3/8]		standard units,	opposite,	
	 solve problems 	identify the		including cubic	and find	
	involving addition,	value of each		centimetres	missing	
	subtraction,	digit in		(cm ³) and cubic	angles.	
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which require			
answers to be			
rounded to			
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recall and use			
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simple			
fractions,			
decimals and			
percentages,			
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contexts.			
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		Scienc	e		
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	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.

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. 			

			Non-Core Subje	ects			
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	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	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	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	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	Pupils should be taught to: Ilisten 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;	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]

artists.	opportunities they	communicate	(including hills,	through teaching the	seek	high-quality live	 perform dances
architects and	offer for	their ideas	mountains, coasts and	British, local and	clarification	and recorded	using a range
designers in	communication and	through	rivers), and land-use	world history outlined	and help*	music drawn	of movement
history.	collaboration	discussion,	patterns; and	below, teachers	and noip	from different	patterns
inotory.	Conasoration	annotated	understand how some	should combine	speak in	traditions and	
	use search	sketches, cross-	of these aspects have	overview and depth	sentences,	from great	 take part in
	technologies	sectional and	changed over time	studies to help pupils understand both the	using	composers and	outdoor and
	effectively,	exploded		long arc of	familiar	musicians	adventurous
	appreciate how	diagrams,	identify the position and	development and the	vocabulary,		activity
	results are selected	prototypes,	significance of latitude,	complexity of specific	phrases	 develop an 	challenges
	and ranked, and be	pattern pieces	longitude, Equator,	aspects of the	and basic	understanding	both
	discerning in	and computer-	Northern Hemisphere,	content.	language	of the history of	individually and
	evaluating digital	aided design	Southern Hemisphere,	Pupils should be	structures	music.	within a team
	content	a.a.a.a.a.a.a.a.a.a.a.a.a.a.a.a.a.a.a.	the Tropics of Cancer	taught about:	develop		compare their
	select, use and	Make	and Capricorn, Arctic	 changes in 	accurate		performances
	combine a variety	 select from and 	and Antarctic Circle, the	Britain from the	pronunciati		with previous
	of software	use a wider	Prime/Greenwich	Stone Age to	on and		ones and
	(including internet	range of tools	Meridian and time	the Iron Age	intonation		demonstrate
	services) on a	and equipment	zones (including day	the Roman	so that		improvement to
	range of digital	to perform	and night)	Empire and its	others		achieve their
	devices to design	practical tasks		impact on	understand		personal best.
	and create a range	[for example,	Place knowledgeunderstand	Britain	when they		
	of programs,	cutting, shaping,		Dillaili	are reading		
	systems and	joining and	geographical similarities and differences through	Britain's	aloud or		
	content that	finishing],	the study of human and	settlement by	using		
	accomplish given	accurately	physical geography of a	Anglo-Saxons	familiar		
	goals, including	select from and	region of the United	and Scots	words and		
	collecting,	use a wider	Kingdom, a region in a	 the Viking and 	phrases*		
	analysing,	range of	European country, and	Anglo-Saxon	■ nresent		
	evaluating and	materials and	a region within North or	struggle for the	present ideas and		
	presenting data	components,	South America	Kingdom of			
	and information	including	Godin / inichida	England to the	information orally to a		
	- use technology	construction	Human and physical	time of Edward	•		
	 use technology safely, respectfully 	materials,	geography	the Confessor	range of audiences*		
	and responsibly;	textiles and	 describe and 		audiences		
	recognise	ingredients,	understand key aspects	a local history	read		
	acceptable/unacce	according to	of:	study	carefully		
	ptable behaviour;	their functional	physical	a study of an	and show		
	identify a range of	properties and	geography,	aspect or	understandi		
	ways to report	aesthetic	including:	theme in British	ng of		
	ways to report	40011.01.0	morading.	LIGHTO III BIILIGII			

concerns about	qualities	climate zones,	history that	words,	1
content and	quantics	biomes and	extends pupils'	phrases	
contact.	Evaluate	vegetation	chronological	and simple	
Somaot.	 investigate and 	belts, rivers,	knowledge	writing	
	analyse a range	mountains,	beyond 1066	Witting	
	of existing	volcanoes and	boyona rooc	appreciate	
	products	earthquakes,	the	stories,	
	· ·	and the water	achievements	songs,	
	evaluate their	cycle	of the earliest	poems and	
	ideas and	•	civilizations –	rhymes in	
	products	- Haman	an overview of	the	
	against their	geography,	where and	language	
	own design	including: types of settlement	when the first	broaden	
	criteria and	and land use.	civilizations	their	
	consider the	economic	appeared and a	vocabulary	
	views of others	activity	depth study of	and	
	to improve their	including trade	one of the	develop	
	work	links, and the	following:	their ability	
	understand how	distribution of	Ancient Sumer;	to	
	key events and	natural	The Indus	understand	
	individuals in	resources	Valley; Ancient	new words	
	design and	including	Egypt; The	that are	
	technology have	energy, food,	Shang Dynasty	introduced	
	helped shape	minerals and	of Ancient	into familiar	
	the world	water	China	written	
		water		material,	
	Technical knowledge	Geographical skills and	 Ancient Greece 	including	
	apply their	fieldwork	- a study of	through	
	understanding	use maps, atlases,	Greek life and	using a	
	of how to	globes and	achievements	dictionary	
	strengthen,	digital/computer	and their		
	stiffen and	mapping to locate	influence on	• write	
	reinforce more	countries and describe	the western	phrases	
	complex	features studied	world	from	
	structures	 use the eight points of a 		memory,	
	understand and	 use the eight points of a compass, four and six- 	a non-	and adapt	
	use mechanical	figure grid references,	European	these to	
	systems in their	symbols and key	society that	create new	
	products [for	(including the use of	provides	sentences,	
	example, gears,	Ordnance Survey	contrasts with	to express	
	champio, goals,	Ordinance Survey	British history –	ideas	

pulleys, cams,	maps) to build their	one study	clearly	
levers and	knowledge of the	chosen from:	 describe 	
linkages]	United Kingdom and	early Islamic		
	the wider world	civilization,	people,	
 understand and 		including a	places,	
use electrical	use fieldwork to observe,	study of	things and	
systems in their	measure, record and present	Baghdad c. AD	actions	
products [for	the human and physical	900; Mayan	orally* and	
example, series	features in the local area	civilization c.	in writing	
circuits	using a range of methods,	AD 900; Benin	understand	
incorporating	including sketch maps, plans	(West Africa) c.	basic	
switches, bulbs,	and graphs, and digital	AD 900-1300.	grammar	
buzzers and	technologies.	AD 300 1000.	· ·	
motors]			appropriate	
			to the	
 apply their 			language	
understanding			being	
of computing to			studied,	
program,			including	
monitor and			(where	
control their			relevant):	
products.			feminine,	
			masculine	
Cooking and nutrition			and neuter	
			forms and	
 understand and 			the	
apply the			conjugation	
principles of a			of high-	
healthy and			frequency	
varied diet			verbs; key	
			features	
prepare and			and	
cook a variety of			patterns of	
predominantly			the	
savoury dishes			language;	
using a range of			how to	
cooking			apply	
techniques			these, for	
-			instance, to	
 understand 			build	
seasonality, and				
know where and			sentences;	

h	now a variety of	and	how
ir	ngredients are	thes	se differ
g g	grown, reared,	from	n or are
c	caught and	simi	ilar to
p	processed.	Eng	ılish.
		The starre	ed (*)
		content al	
		will not be	
		applicable	e to
		ancient	
		languages	5.