



Welcome to Year 6



THE SCHOOL CURRICULUM

This booklet gives you information about the Year 6 curriculum. These are all the skills which your child will learn over this year, as well as practising previously taught skills. If you have any questions, please make sure you get in touch.

Name:

Class:

KLZ parent log in: _____ **@klz.org.uk**

Password: _____

www.klz.org.uk

Bug Club username: _____

Password: _____

School code: cljp

www.activelearnprimary.co.uk

WHO'S WHO

Miss Charlotte Collins	Firefly Class
Mr Gary Tovell	Crab Class & Phase Leader
Mrs Sophia Amir	Wildcat Class

WAYS TO GET IN TOUCH

There is plenty of ways to get in touch. We have an open-door policy which means we want to hear from you, especially if you have a worry or problem.

- The daily Meet & Greet playground at the beginning or end of the day
- Visit the admin team in the main reception
- Come in and ask to speak to a member of staff (*someone will see you*)
- Ring on **01634 333820** and ask to speak to a member of staff (*someone will speak to you*)
- email on **office@oaklands.medway.sch.uk**
- Use the contact section on website **www.oaklands.medway.sc.uk**
- Tweet on **@oaklands_sch_CC**
- Facebook on **@OSandCC**

WHO TO SPEAK TO FOR ENQUIRIES

Liz Stamp School Business Manager
Leigh Cawe Attendance
Diane Mills Admissions
Carol Curtis Family Liaison Officer (*FLO*)

SENIOR LEADERSHIP TEAM

Barry Symons Headteacher
Catherine McLaughlin Deputy Headteacher
Louisa Jones Assistant Headteacher (*Teaching*)
Gillie Russell Assistant Headteacher (*Inclusion*)

PARENT HANDBOOK

Download the parent handbooks at www.oaklands.medway.sch.uk/parents/

PE TIMETABLE

Your child will have PE on **Tuesdays** and **Thursdays**.

It is best to bring your PE in on a Monday and have your PE kit in all week and then take it home at the end of the week.

Your child will swim I **Term 6** if they have not achieved the 25 metre badge.



SEPTEMBER 2018 TO JULY 2019

Term 1

INSET 1: Monday, 3 September 2018 (RWI training)

INSET 2: Tuesday 4 September 2018

Start: Wednesday, 5 September 2018

Finish: Thursday, 18 October 2018

INSET 3: Friday, 19 October 2018 (RWI training)

Autumn break: Monday, 22 October 2018 to Friday, 26 October 2018

Term 2

Start: Monday, 29 October 2018

Finish: Wednesday, 19 December 2018

Christmas break: Thursday, 20 December 2018 to Wednesday, 2 January 2019

Term 3

INSET 4: Thursday, 3 January 2019

Start: Friday, 4 January 2019

Finish: Friday, 15 February 2019

February break: Monday, 18 February 2019 to Friday, 22 February 2019

Term 4

Start: Monday, 25 February 2019

Finish: Friday, 5 April 2019

Spring break: Monday, 8 April 2019 to Thursday, 18 April 2019

Good Friday: 19 April 2019

Easter Monday: 22 April 2019

Term 5

Start: Tuesday, 23 April 2019

Finish: Friday, 24 May 2019

Early May bank holiday: Monday, 6 May 2019

Late May bank holiday: Monday, 27 May 2019

May break: Tuesday, 28 May 2019 to Friday, 31 May 2019

Term 6

INSET 5: Monday, 3 June 2019

Start: Tuesday, 4 June 2019

Finish: Tuesday, 23 July 2019

Term 1

Where is Antarctica?

The children will be studying the frozen kingdom of Antarctica. They will be learning about the wildlife as well as the human and physical geography of this desolate continent.

Term 6

How do we end on a high?

The children will pull out all the stops and produce their very own west end show. The children will produce, direct and stage their own production for the delight of the whole community.

Term 2

Was this the end to end all wars?

The children will study the first World War and look at the effects on the whole world and the repercussions on today. They will learn about life in the trenches and study accounts from this time.

Term 3

How did life change between the Wars?

The children will look at the emergence of art and culture in the roaring 20s and how life went from black and white to colour between the two great wars.

Year 6 Topics



Global Overview

Term 5

How did the superpowers start the space race?

The children will look at the conflicts after the Second World War and how this took on a new coldness and competitive edge. The children will look at modern day space race and how countries compete and collaborate.

Term 4

How did the wars effect children?

The children will study the second World War and look at the effects on children. They will study how children were evacuated and the effects on their lives.

READING

'Being a Reader' Pupils should be taught:

READING FOR PLEASURE / DECODING

- a. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.
- b. Learn a wider range of poetry by heart.
- c. Recommend books they have read to their peers, giving reasons for their choices.
- d. Prepare poems and plays to read aloud or perform.
- e. Apply their growing knowledge of root words, prefixes both to read aloud and to understand the meaning of new words they meet.

DEDUCE AND INFER

- a. Summarise the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.
- b. Check that the book makes sense, discussing their understanding and exploring the meaning of words in context.
- c. Ask questions to clarify understanding.
- d. Retrieve, record and present information from non-fiction texts.
- e. Ask and respond to questions to demonstrate a secure understanding.
- f. Distinguish between statements of fact and opinion.
- g. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
- h. Predict what might happen from details stated and implied.
- i. Provide reasoned justifications for own views.

LANGUAGE FOR EFFECT

- a. Identify how language, structure and presentation contribute to meaning.
- b. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- c. Can analyse, compare and contrast how different authors use literal and figurative techniques to create imagery.

THEMES

- a. Identify and discuss themes and conventions in and across a range of writing.
- b. Make comparisons within and across books.
- c. Participate in discussions about books, building on their own and others' ideas.
- d. Explain and discuss their understanding of what they have read, including through formal presentations and debates.

WRITING

'Being a Writer' Pupils should be taught:

TRANSCRIPTION

- a. Meet Yr6 spelling expectations (see appendix A)
- b. Can use a range of strategies to support accurate spelling in my writing.
- c. Can choose an appropriate handwriting style for a particular task.
- d. Can choose the writing implement that is best suited for the task.

SENTENCE

- a. Can readily identify and use the passive voice.
- b. Can confidently use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun.
- c. Can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might)
- d. Can use formal and informal speech accurately in independent writing.
- e. Can use expanded noun phrases to convey complicated information concisely.

VOCABULARY, GRAMMAR AND PUNCTUATION

- a. Can confidently use brackets, dashes or commas to indicate parenthesis.
- b. Can use commas to clarify meaning or avoid ambiguity.
- c. Can use ellipsis to link ideas between paragraphs.
- d. Can use bullet points effectively and consistently.

COMPOSITION

- Can use my own knowledge to plan, draft, write and edit my own composition.
- Can use a wide range of devices to build cohesion within and across paragraphs.
- Can choose the appropriate tone for my writing (formal or informal)
- Can perform my own compositions considering my audience and using appropriate intonation , volume and movement.
- Can propose changes too vocabulary , grammar and punctuation to enhance meaning and improve my work.

Y6 SPELLING WORD LIST

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

NUMBER

‘Being a Mathematician’ Pupils should be taught:

NUMBER – NUMBER AND PLACE VALUE

- 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.

NUMBER – ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION

- 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 operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

NUMBER – FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)

- 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
- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple

fraction

- g. identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- h. multiply one-digit numbers with up to two decimal places by whole numbers
- i. use written division methods in cases where the answer has up to two decimal places
- j. solve problems which require answers to be rounded to specified degrees of accuracy
- k. recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

RATIO AND PROPORTION

- a. solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- b. solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- c. 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 fractions and multiples.

ALGEBRA

- a. use simple formulae
- b. generate and describe linear number sequences
- c. express missing number problems algebraically
- d. find pairs of numbers that satisfy an equation with two unknowns
- e. enumerate possibilities of combinations of two variables.
- f. Pupils should be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations that they already understand

MEASUREMENT

MEASUREMENT

- a. solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- b. 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
- c. convert between miles and kilometres
- d. recognise that shapes with the same areas can have different perimeters and vice versa
- e. recognise when it is possible to use formulae for area and volume of shapes
- f. calculate the area of parallelograms and triangles
- g. calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

GEOMETRY

GEOMETRY – PROPERTIES OF SHAPES

- a. draw 2-D shapes using given dimensions and angles
- b. recognise, describe and build simple 3-D shapes, including making nets
- c. compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- d. illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- e. recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

GEOMETRY – POSITION AND DIRECTION

- a. describe positions on the full coordinate grid (all four quadrants)
- b. draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

STATISTICS

STATISTICS

- a. interpret and construct pie charts and line graphs and use these to solve problems
- b. calculate and interpret the mean as an average.

SCIENCE

'Being a Scientist' Pupils should be taught:

SCIENCE.U-KS2.1. ASKING QUESTIONS

planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

SCIENCE.U-KS2.2. OBSERVING

taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

SCIENCE.U-KS2.3. RECORDING

recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

SCIENCE.U-KS2.4. PREDICTIONS

Using test results to make predictions to set up further comparative and fair tests.

SCIENCE.U-KS2.5. ANALYSING DATA

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.

SCIENCE.U-KS2.6.

identifying scientific evidence that has been used to support or refute ideas or arguments.

'Knowledge, skills & understanding'

YEAR 6. Pupils should be taught:

SCIENCE.Y6.1. Living things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

SCIENCE.Y6.2. Animals, Inc Humans

- 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.

SCIENCE.Y6.3. Evolution and inheritance

- 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.

SCIENCE.Y6.4. Light

- 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.

SCIENCE.Y6.5. Electricity

- 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.

DESIGN & TECHNOLOGY

'Being a Designer' Pupils should be taught:

DT.KS2.1. 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

DT.KS2.2. Make

- select from and use a wider range of tools and equipment to perform practical tasks 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.

DT.KS2.3. Evaluate

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

'Knowledge, skills & understanding'

YEAR 6 should be taught:

DT.Y6.1.

apply their understanding of computing to program, monitor and control their products

COMPUTING

'Being a Programmer' Pupils should be taught:

COMPUTING. KS2.1.

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

COMPUTING. KS2.2.

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

COMPUTING. KS2.3.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

'Knowledge, skills & understanding'

YEAR6. should be taught:

COMPUTING. Y6.1.

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.

HISTORY

'Being an Historian' Pupils should be taught:

HISTORY.KS2.1. Chronology

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.

HISTORY.KS2.2. Historical Comparison

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

HISTORY.KS2.3. Historical Enquiry

- a. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- b. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- c. They should understand how our knowledge of the past is constructed from a range of sources.

HISTORY.KS2.4.

a local history study: a depth study linked to one of the British areas of study listed below.

'Knowledge, skills & understanding'

YEAR 6 Pupils should be taught:

HISTORY.Y6.1.

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

GEOGRAPHY

'Being a Geographer' Pupils should be taught:

GEOGRAPHY.KS2.1. Geographical locations

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.

GEOGRAPHY.KS2.2. Physical Geography

describe and understand key aspects of Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

GEOGRAPHY.KS2.3. Human Geography

describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

GEOGRAPHY.KS2.4. Map Skills

- a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- b. use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- c.

GEOGRAPHY.KS2.5. Geographical fieldwork

use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

'Knowledge, skills & understanding'

YEAR 6 should be taught:

GEOGRAPHY.Y5.1

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)

RE

'Being an Informed & Tolerant Individual' Pupils are taught:

RE KS2.1. Learning about religion.

- a. describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- b. describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings;

- c. identify and begin to describe the similarities and differences within and between religions;
- d. investigate the significance of religion in the local, national and global communities;
- e. consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them;
- f. describe and begin to understand religious and other responses to ultimate and ethical questions;
- g. use specialist vocabulary in communicating their knowledge and understanding;
- h. use and interpret information about religions from a range of sources.

RE KS2.2. Learning about religion.

- a. reflect on what it means to belong to a faith community, communicating their own and others' responses;
- b. respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- c. discuss their own and others' views of religious truth and belief, expressing their own ideas;
- d. reflect on ideas of right and wrong and their own and others' responses to them;
- e. reflect on sources of inspiration in their own and others' lives.

RE KS2.3. Breadth of Study

- a. encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community;
- b. discussing religious and philosophical questions, giving reasons for their own beliefs and those of others;
- c. considering a range of human experiences and feelings;
- d. reflecting on their own and others' insights into life and its origin, purpose and meaning;
- e. expressing and communicating their own and others' insights through the creative and expressive arts, and ICT;
- f. developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

'Knowledge, skills & understanding'

YEAR 6 should be taught:

RE Y6.1. Beliefs in action in the world

how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment; experiences and opportunities

PSHCE

'Being Healthy with High Wellbeing' Pupils should be taught:

Healthy Lifestyles

Y6.1. About the positive and negative influences on health and wellbeing. How media influences can affect their choices

Keeping Safe

Y6.9. About risk in different unfamiliar situations

Y6.10. About strategies for managing risk and how this can build resilience

Y6.11. About independence and increased responsibility

Y6.13. About different influences on behaviour

Y6.14. About peer pressure and media influence

Y6.15. About school rules for health and safety. About what to do in an emergency. About skills needed in an emergency

Y6.16. About habits in relation to tobacco, alcohol and drug misuse

Y6.17. About the effects of legal and illegal substances and drugs (including alcohol and tobacco)

Y6.21. About personal safety

Y6.22. About the importance of protecting personal information online. About the importance of protecting images of themselves and others

Growing & changing

Y6.4. About puberty and body changes

Y6.5. About different ways of achieving personal goals. How having high aspirations can support personal achievements

Y6.6. About how emotions may be conflicting

Y6.7. About the need to listen to their emotions or overcome them

Y6.8. About coping with change and how this relates to bereavement and the process of grieving. About particular losses that may occur in family settings

Y6.18. How body image is reflected in the media

Y6.19. About human reproduction and that pregnancy can be prevented. About roles and responsibilities of parents and carers

‘Having Positive Relationships’ Pupils should be taught:

Feelings & Emotions

Y6.1. How to respond appropriately to a wider range of feelings in others

Y6.9. About keeping things confidential or secret

Y6.15. About managing ‘dares’

Valuing Difference

Y6.16. How to challenge stereotypes

Y.64/5. About different types of relationships including marriage between two people of the same or opposite sex, civil partnerships

Y.610. About managing and maintaining relationships and improving communication and negotiation

Y6.13. About differences and similarities between people

Y6.4. About discrimination and how we can respond to it

Healthy Relationships

Y6.2. About how to develop and maintain healthy relationships

Y6.7. About the consequences of our actions on ourselves and others

Y6.8. About the difference between acceptable/unacceptable physical contact

Y6.11. About the importance of shared goals and how this can mean reliance on others

Y6.12. Better communication and negotiation skills

‘Being part of The Wider Community’ Pupils should be taught:

Rights & Responsibilities

Y6.1. About topical issues concerning health and wellbeing. How to research and make recommendations on topical issues

Y6.2. About rules and laws. About democracy and the British parliament

Y6.3. That everyone has human rights. About what happens when human rights are not respected

Y6.4. That human rights take precedence over other national laws, family and community practices

Y6.5. that different cultures can have different practices and traditions and that these may be illegal and against a person’s human rights

Y6.6. About the consequences of anti-social and aggressive behaviours

Y6.7.a. About different kinds of responsibilities, rights and duties

Y6.8. How to resolve differences, make decisions and explain choices

Y6.11. About the range of national, regional, religious and ethnic identities in the UK

Y6.17. How the media present information

Taking Care of the Environment

Y6.7.b. About different kinds of responsibilities, rights and duties

Y6.9. About the varied institutions that support communities locally

Y6.10. About the role of voluntary, community and pressure groups

Y6.12. About the lives of people living in other places

Y6.15. About the allocation of the earth’s resources

Y6.8. How to resolve difference

Money Matters

Y6.13. How finance plays an important part in people’s lives

Y6.14. About how money is deducted from earnings to provide things that we all need

Y6.16. About enterprise and its importance for work and society

PE

‘Being an Athlete’ Pupils should be taught:

PE.KS2.1.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

PE.KS2.2.

They should enjoy communicating, collaborating and competing with each other.

PE.KS2.3.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

PE.KS2.4.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

'Knowledge, skills & understanding'

YEAR 6 should be taught:

PE.Y6.1.

Take part in outdoor and adventurous activity challenges both individually and within a team

PE.Y6.2.

Develop flexibility, strength, technique, control and balance

a. Athletics

PE.Y6.3. Dance

Perform dances using a range of movement patterns

COOKING & NUTRICIAN

'Being a Cook' Pupils should be taught:

COOKING.KS2.1.

understand and apply the principles of a healthy and varied diet

COOKING.KS2.2.

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

COOKING.KS2.3.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

ART

'Being an Artist' Pupils should be taught:

ART. KS2.1

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 to Create natural forms such as shells, leaves, flowers and animals

ART. KS2.2.

to create sketch books to record their observations and use them to review and revisit ideas

ART.KS2.3.

about great artists, architects and designers in [HISTORY](#)

'Knowledge, skills & understanding'

YEAR 6 should be taught:

ART.Y6.1.

Apply with confidence their skills in drawing, painting, and sculpture.

MUSIC

'Being a Musician' Pupils should be taught:

MUSIC.KS2.1.

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and

from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory

MUSIC. KS2.2.

develop an understanding of the **HISTORY** of music.

'Knowledge, skills & understanding'

YEAR 6 should be taught:

MUSIC.Y6.1.

improvise and compose music for a range of purposes using the inter-related dimensions of music.

MUSIC.Y6.2.

use and understand staff and other musical notations