



## MATHEMATICS

### Number and Place Value

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

### Addition and Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### Multiplication and Division

- identify multiples and factors:
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

### Fractions (including decimals and percentages)

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $>1$  as a mixed number [for example,  $2\frac{5}{5} + \frac{4}{5} = 6\frac{5}{5} = 11\frac{1}{5}$ ]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$  and those fractions with a denominator of a multiple of 10 or 25.

### Measurement

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time



- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

**Geometry - properties of space**

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
  - angles at a point and one whole turn (total 360°)
  - angles at a point on a straight line and ½ a turn (total 180°)
  - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

**Geometry - position and direction**

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

**Statistics**

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

**Reasoning and Problem Solving**

- Solve problems by breaking down complex calculations into smaller steps; choose and use operations and calculation strategies appropriate to the numbers and context; try alternative approaches to overcome difficulties; present, interpret and compare solutions.
- Represent and interpret sequences, patterns and relationships involving numbers and shapes; suggest and test hypotheses; construct and use simple expressions and formulae in words then symbols.
- Generate sequence and describe the general term; use algebra to represent unknowns.

**READING**

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (Comprehension)
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. (Comprehension)
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing. (Comprehension)
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions. (Comprehension)
- Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart. (Comprehension)
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books. (Comprehension)
- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes. (Comprehension)
- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning. (Comprehension)
- Provide reasoned justifications for his/her views. (Comprehension)
- Read age-appropriate books, including whole novels, with confidence and fluency. (Comprehension)
- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year spelling. (Word Reading)
- Understand what he/she reads by identifying how language, structure and presentation contribute to meaning. (Comprehension)
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration

**WRITING**

- Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. (Spelling)
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear. (Composition)
- Distinguish between homophones and other words which are often confused (English Appendix). (Spelling)
- Distinguish between the language of speech and writing and choosing the appropriate register. (Composition)
- Draft and write by accurately précis longer passages. (Composition)
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis. (Composition)



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- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix). (Composition)
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. (Composition)
- Draft and write narratives, describing settings, characters and atmosphere. (Composition)
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning. (Composition)
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. (Composition)
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Composition)
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix). (Composition)
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. (Vocabulary, Grammar and Punctuation)
- Integrate dialogue to convey character and advance the action. (Composition)
- Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. (Vocabulary, Grammar and Punctuation)
- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). (Composition)
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary. (Composition)
- Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed. (Composition)
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. (Composition)
- Proof-read for spelling errors linked to spelling statements for year. (Composition)
- Spell most of the year and words correctly (English Appendix). (Spelling)
- Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. (Vocabulary, Grammar and Punctuation)
- Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover. (Vocabulary, Grammar and Punctuation)
- Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. (Vocabulary, Grammar and Punctuation)
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. (Vocabulary, Grammar and Punctuation)
- Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points. (Vocabulary, Grammar and Punctuation)
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. (Spelling)
- Use a thesaurus with confidence. (Spelling)
- Use bullet points to list information. (Vocabulary, Grammar and Punctuation)
- Use dictionaries to check the spelling and meaning of words. (Spelling)
- Use expanded noun phrases to convey complicated information concisely. (Vocabulary, Grammar and Punctuation)
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix). (Spelling)
- Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. (Vocabulary, Grammar and Punctuation)
- Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. (Spelling)
- Use the colon to introduce a list and semi-colons within lists. (Vocabulary, Grammar and Punctuation)
- Use the full range of punctuation taught at key stage (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity. (Vocabulary, Grammar and Punctuation)
- Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). (Vocabulary, Grammar and Punctuation)
- Use the perfect form of verbs to mark relationships of time and cause. (Vocabulary, Grammar and Punctuation)
- Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. (Vocabulary, Grammar and Punctuation)
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing



independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). (Composition)

- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. (Handwriting)
- Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined. (Handwriting)

## **SPOKEN LANGUAGE**

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Prepare 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.
- Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.
- Ask specific reasoned questions to improve his/her understanding.
- Identify and discuss themes and conventions in and across a wide range of writing with reasoning.
- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary.
- Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.
- Pronounce mathematical vocabulary correctly and confidently.
- Use the whole number system, including saying, reading and writing numbers accurately.
- Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.
- Describe positions on the full coordinate grid (all four quadrants).
- Report and present findings and evidence 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.
- Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.

## **SCIENCE**

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. (Electricity)
- 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. (Electricity)
- Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources. (Working Scientifically)
- 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. (Living things and their habitats)
- Describe the ways in which nutrients and water are transported within animals, including humans. (Animals, including humans)
- 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. (Light)
- Find things out using a wide range of secondary sources of information. (Working Scientifically)
- Give reasons for classifying plants and animals based on specific characteristics. (Living things and their habitats)
- Group and classify things and recognise patterns. (Working Scientifically)
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Animals, including humans)
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Evolution and inheritance)
- Identify scientific evidence that has been used to support or refute ideas or arguments (Year 6 focus). (Working Scientifically)
- Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Year 6 focus). (Working Scientifically)
- Recognise that light appears to travel in straight lines. (Light)
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Evolution and inheritance)
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Evolution and inheritance)
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Animals,



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including humans)

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 6 focus). (Working Scientifically)
- Report and present 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 (Year 6 focus). (Working Scientifically)
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 6 focus). (Working Scientifically)
- Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings. (Working Scientifically)
- Use recognised symbols when representing a simple circuit in a diagram. (Electricity)
- Use test results to make predictions to set up further comparative and fair tests (Year 6 focus). (Working Scientifically)
- 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. (Light)
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (Light)

### COMPUTING

- Be discerning when evaluating digital content. (Net Searching)
- Begin to use internet services within his/her own creations to share and transfer data to a third party. (Networks)
- Create programs which use variables. (Coding)
- Design and create a range of programs, systems and content for a given audience. (Using Computer)
- Identify a range of ways to report concerns about content and contact in and out of school. (E-Safety)
- Include use of sequences, selection and repetition with the hardware used to explore real world systems. (Coding)
- Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information. (Using Computer)
- Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information. (Using Computer)
- Solves problems by decomposing them into smaller parts. (Coding)
- Understand how computer networks enable computers to communicate and collaborate. (Networks)
- Use filters in search technologies effectively and is discerning when evaluating digital content. (Net Searching)
- Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently. (Coding)
- Use technology respectfully and responsibly. (E-Safety)
- Use variables, sequence, selection, and repetition in programs. (Coding)

### HISTORY

- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)
- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)
- Describe a local history study. (Understanding of events, people and changes)
- Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. (Understanding of events, people and changes)
- Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 10. (Understanding of events, people and changes)
- Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes)
- Describe Britain's settlement by Anglo-Saxons and Scots. (Understanding of events, people and changes)
- Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people and changes)
- Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. (Understanding of events, people and changes)
- Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes)
- Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Understanding of events, people and changes)
- Make confident use of a variety of sources for independent research. (Historical enquiry)



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- Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)
- Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)
- Use evidence to support arguments. (Understanding of events, people and changes)

### **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. (Human and 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. (Human and physical geography)
- 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). (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. (Locational knowledge)
- 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. (Locational knowledge)
- Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)
- 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. (Place knowledge)
- 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. (Geographical skills and fieldwork)
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)
- Use maps, charts etc. to support decision making about the location of places e.g. new bypass. (Geographical skills and fieldwork)
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world. (Geographical skills and fieldwork)

### **ART**

- Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)
- Begin to develop an awareness of composition, scale and proportion in their work. (Techniques)
- Create intricate printing patterns by simplifying and modifying sketchbook designs. (Techniques)
- Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)
- Explain and justify preferences towards different styles and artists. (Learning)
- Follow a design brief to achieve an effect for a particular function. (Techniques)
- Produce intricate patterns and textures in a malleable media. (Techniques)
- Refine his/her use of learnt techniques. (Learning)
- Select ideas based on first hand observations, experience or imagination and develop these through open ended research. (Learning)
- Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. (Techniques)
- Use simple perspective in their work using a single focal point and horizon. (Techniques)
- Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. (Techniques)

### **DESIGN & TECHNOLOGY**

- Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)
- Apply his/her understanding of computing to program, monitor and control his/her product. (Processes)
- Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. (Cooking and Nutrition)
- Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. (Processes)
- Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills. (Cooking and Nutrition)



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- Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes)
- Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)
- Use information on food labels to inform choices. (Cooking and Nutrition)
- Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)
- Use technical knowledge accurate skills to problem solve during the making process. (Processes)

### LANGUAGES

- Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. (Listening)
- Attempt to read a range of texts independently, using different strategies to make meaning. (Reading)
- Begin to use some adverbs. (Writing)
- Create his/her own sentences using knowledge of basic sentence structure. (Speaking)
- Engage in longer conversations, asking for clarification when necessary. (Speaking)
- Have an awareness of similarities and differences in grammar between different languages. (Grammar)
- Know how to conjugate a range of high frequency verbs. (Grammar)
- Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. (Reading)
- Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. (Writing)
- Understand how to use some adverbs in sentences. (Grammar)
- Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard. (Listening)
- Use pronunciation and intonation effectively to accurately express meaning and engage an audience. (Speaking)
- Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. (Reading)
- Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic. (Writing)

### MUSIC

- Sing as part of an ensemble with full confidence and precision.
- Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.
- Create a simple composition and record using formal notation.
- Develop a deeper understanding of the history and context of music.
- Appropriately discuss the dimensions of music and recognise them in music heard.
- Listen with attention to detail and recall sounds with increasing aural memory and accuracy.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

### PE

- Analyse, modify and refine skills and techniques and how these are applied. (Evaluating and improving performance)
- Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. (Evaluating and improving performance)
- Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer. (Diet and hygiene)
- Explain the difference between good bacteria and bad bacteria. (Healthy bodies)
- Explain the different parts of sleep and why this is important for the body. (Diet and hygiene)
- Explain the effect that high cholesterol has on the human body. (Diet and hygiene)
- Explain the various aspects of mental health. (Healthy mind)
- Identify how different food should be eaten for nutritional purposes. (Diet and hygiene)
- Identify the impact of a good social life on happiness. (Personal and social)
- Perform a 'basketball dribble'. (Acquiring and developing skills)
- Perform a 'drop-kick'. (Acquiring and developing skills)
- Recognise his/her role in keeping his/her immediate environment safe and healthy and offer suggestions. (Personal and social)
- Set achievable personal goals and successfully reflect on these, perhaps setting 'next steps'. (Healthy mind)
- Strike a ball with a range of bats for accuracy and distance. (Acquiring and developing skills)
- Understand different levels of confidence and its effect on life. (Healthy mind)
- Understand emotional intelligence. (Healthy mind)
- Understand that 'being healthy' incorporates body, mind and lifestyle. (Personal and social)
- Understand that endorphins are released during exercise and that these are linked with happiness. (Diet



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and hygiene)

- Using scientific vocabulary, explain what happens to our bodies during and after exercise. (Healthy bodies)
- When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. (Applying skills and using tactics)