St Peter's C.E Swinton

My Year Six Journey

St Peter's Learning Journey

This booklet provides information for parents and carers on the end of year expectations for children in our school.

All the objectives will be covered throughout the year and will be the focus of direct teaching. Any support you can provide in
helping your child to achieve these is greatly appreciated.

Please find below an overview of the Year Six topics for this year.

Autumn 1	**Mysterious Maya**
Autumn 2	**Extreme Earth**
Spring 1	**Britain, Bombs and the Blitz**
Spring 2	**Amazing Australia**
Summer 1	**Bee Positive**
Summer 2	**Raging Rivers**

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 class teacher.

HOME-SCHOOL AGREEMENT

1. The Parent/Guardian will:

See that my child goes to school regularly, on time, properly equipped and prepared to learn
Make the school aware of any concerns or problems that might affect my child's work or behaviour
Support the school's policies (all major policies are highlighted in the prospectus, available on the website – www.stpetersswinton.co.uk – or can be requested in paper form upon from the school office)
Support the school's behaviour expectations and guidelines
Support my child by providing opportunities for home-learning
Attend parents' evenings and discussions about my child's progress
Get to know about my child's life at school
Will not withdraw my child from school during the period of their enrolment except for the reason of illness, or other cause which the Governors consider to be reasonable.

2. The School will:

Care for your child's safety, well-being and happiness
Ensure that your child achieves their full potential as a valued member of the school community
Provide a balanced, stimulating curriculum to meet individual needs and cater for the 'whole' child
Aim for high standards of work and behaviour through building good relationships and developing a sense of responsibility
Keep you informed about general school matters and about your child's progress in particular
Provide a variety of extra-curricular activities
Be open and welcoming.

3. The Pupil will:

Attend school regularly and on time
Bring all the equipment I need every day
Wear the school uniform and be tidy and smartly dressed
Do all my class-work, homework and reading as well as I can
Respect the needs of others and be polite and helpful towards them
Follow the school's behaviour policy
Help to keep the school a safe, happy place.

Thank you for taking the time to work in partnership for the benefit of the children.

Together We Believe, Aspire And Achieve

A Year Six Child English

Being a reader

- I can read aloud and understand the meaning of the words on the Year 5/6 list.
- I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.
- I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.
- I can fully explain my views with reasons and evidence from the text.
- I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.
- I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.
- I can read whole books, including novels, with confidence.
- I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.

Being a speaker

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I ask questions to develop ideas and take account of others' views.
- I explain ideas and opinions giving reasons and evidence.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I make contributions to discussions, evaluating others' ideas and respond to them.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.
- I can express possibilities using hypothetical and speculative language.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the context.
- I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
- I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

Being a writer

- I can use dictionaries to check the spelling and meaning of words.
- I can 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 letters.
- I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.
- I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.
- I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.
- I can mark and edit work to have the correct tense throughout.
- I can read work looking for spelling errors and correct them using a dictionary.
- I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.
- I can use the passive to affect the presentation of information in a sentence.
- I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.

Being a mathematician

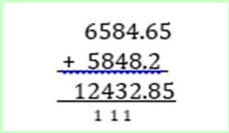
Number

- **I can use negative numbers in context, and calculate intervals across zero.**
- **I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy.**
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can solve problems involving percentages.
- **I can multiply numbers of up to 4 digits by a two-digit number using a formal written method.**
- **I can divide numbers of up to 4 digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate.**
- I use my knowledge of order of operations to carry out calculations involving all four operations.
- I can add and subtract fractions with different denominators and mixed numbers,.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions by whole numbers.
- I can calculate decimal fraction equivalents.
- **I can solve problems with more than one step and operation, explaining why I used them and using estimation to check answers to calculations.**
- **I can solve problems which require answers to be rounded to specified degrees of accuracy.**

A Year Six Child Mathematics

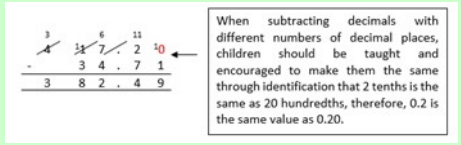
Addition strategies

Column addition



Subtraction strategies

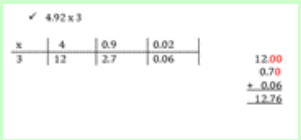
Column subtraction



Multiplication strategies

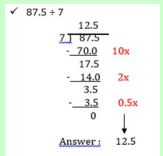
Short multiplication

Grid multiplication

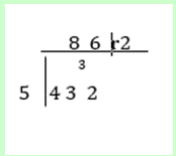


Division strategies

Chunking



Short division



- **I can use written division methods for numbers with up to two decimal places.**
- **I can use equivalences between simple fractions, decimals and percentages to help me solve problems.**
- **I can solve problems involving the calculation of percentages. I can also use percentages for comparisons.**
- **I can solve problems involving unequal sharing and grouping. I can use my knowledge of fractions and multiples to do this.**
- **I can use simple formulae**

Being a mathematician

Measurement, geometry & statistics

- I can recognise, describe and build simple 3D shapes, including making nets.
- **I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.**
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
- **I can 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 visa versa, using decimal notation to up to 3 decimal places.**
- I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
- **I can draw and translate simple shapes on the coordinate plane and reflect these in the axis.**
- **I can interpret and construct pie charts and line graphs and use these to solve problems.**
- **I can calculate and interpret the mean as an average.**

A Year Six Child

Being a scientist

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

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 micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

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

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

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

Being a historian

Chronological Understanding

- To be able to say where a period of history fits on a timeline.
- To be able to place a specific event on a timeline by decade.
- To place features of historical events and people from past
  societies and periods in a chronological framework.

Knowledge and Interpretation

- To be able to summarise the main events from a specific period in history, explaining the order in which key events happened.
- To summarise how Britain has had a major influence on world history.
- To summarise what Britain may have learned from other countries and civilizations through time gone by and more recently.
- To be able to describe features of historical events and people
  from past societies and periods they have studied.
- To recognise and describe differences and similarities/ changes
  and continuity between different periods of history.

Historical Enquiry

- To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.
- To identify and explain their understanding of propaganda.
- To describe a key event from Britain's past using a range of evidence from different sources.

Being a geographer

Locational Knowledge

- Can they locate and name some of the world's most famous volcanoes and rivers?
- Can they recognise key symbols used on ordnance survey maps?
- Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?
- Can they explain how time zones work?

Place Knowledge

- Can they locate and name some of the world's most famous volcanoes and rivers.
- Can they recognise key symbols used on ordnance survey maps?
- Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?
- Can they explain how time zones work?

Human and Physical Geography

- Can they explain why people are attracted to live by rivers?
- Can they explain how a location fits into its wider geographical location; with reference to human and economical features?
- Can they explain what a place might be like in the future, taking account of issues impacting on human features?
- Can they describe how volcanoes have an impact on people's life?

Geographical Skills and Fieldwork

- Can they confidently explain scale and use maps with a range of scales?
- Can they choose the best way to collect info. needed and decide the most approp. units of measure?
- Can they make careful msrmts and use the data?
- Can they use OS maps to answer questions?
- Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?

A Year Six Child

Being an artist

Drawing

- Choose and use a variety of drawing tools and techniques to create work including pastels and charcoal.
- Sketches demonstrate emotions and a sense of self accuracy and imagination.
- Explain why they combined different tools to create their drawings.
- Explain why they have used specific drawing techniques.

Painting

- Explain and establish their own style drawn upon ideas from other artists.
- Use a wide range of techniques in their work.
- Explain why they have chosen specific painting techniques.
- Can explore and add texture into paint by adding PVA, sawdust, sand etc.
- Use brushes in different ways with thickened paint.
- Create mixed media work – work back into paintings
- Use artists' work as a starting point and create work in the style of different artists.

3D

- Create models on a range of scales. (use frameworks, shape, form, model, construct and join)
- Create work which is open to interpretation by the audience
- Include visual and tactile elements to their work

Collage

- Combine visual and tactile qualities
- Combine pattern, tone and shape.
- Justify materials they have chosen.

Use of IT

- Use software packages to create pieces of digital art.
- to design Create a piece of art which can be used as part of a wider presentation and project.
- Use the internet to research artists and their work.

Knowledge

- Make a record about the styles and qualities in their work.
- Say who and what their work has been influenced by.
- Include technical aspects in their work.
- Can use features of researched artists in their own work.
- Explore the impact of the artist's work on society at the time.
-

Sketch Books

- Sketch books have detailed notes and quotes explaining about items and pieces of work.
- Compare methods to those of others and keep notes.
- Combine graphics and text based research of commercial design.
- Adapt and refine work to reflect its meaning and purpose, keeping notes and annotations.

RE Themes/PSHE

- Life as a journey and pilgrimage
- How do Christians prepare for Christmas?
- Why do Christians celebrate the Eucharist?
- Walk through the Bible – Andrew Gallimore
- Why is the Exodus such a significant event in Jewish and Christian history?
- Easter – Who was Jesus? Who is Jesus?
- Ascension and Pentecost
- Ideas about God
- People of Faith

RSE

- Puberty and Reproduction
- Understanding Relationships
- Conception and Pregnancy
- Communicating in Relationships

Being a computer user

Algorithms and Programs

- Can they explain how an algorithm works?
- Can they detect errors in a program and correct them?
- Can they explore 'what if' questions?
- Can they check and refine a series of instructions?

Data Retrieving and Organising

- Can they explore the menu options and experiment with images?
- Can they add special effects to alter the appearance of a graphic?
- Can they 'save as' gif or ipeg, wherever possible to make the file size smaller?
- Can they make an information poster using their graphics skills to good effect?

Communicating

- Can they confidently choose the correct page set up option when creating a document?
- Can they confidently use text formatting tools, including heading and body text?
- Can they use the 'hanging indent' tool to help format work where appropriate?

Using the Internet

- Can they contribute to discussions online?
- Can they use a search engine using keyword searches?
- Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"?

Database

- Can they search databases for information using symbols such as = < or >?
- Can they create databases planning the fields, rows and columns?

Presentation

- Can they present a film for a specific and then adapt same film for a different audience?
- Can they create a sophisticated multi-media presentation?

A Year Six Child

Being a designer

Structures - Prior Learning

- Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.
- Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.

Designing

- Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web based resources.
- Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.

Making

- Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.
- Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.
- Use finishing and decorative techniques suitable for the product they are designing and making.

Evaluating

- Investigate and evaluate a range of existing frame structures.
- Critically evaluate their products against their design specification, intended user and purpose. Identifying strengths and areas for development.
- Research key events and individuals relevant to frame structures.

Technical Knowledge and Understanding

- Understand how to strengthen, stiffen and reinforce 3D frameworks.
- Know and use technical vocabulary relevant to the project.

Electrical Systems – Prior Learning

- Understanding of the characteristics of a series circuit and creating a battery powered product. Designing
- Use research to develop a design specification for a functional product that responds automatically to changes in the environment.
- Generate, develop and model innovative ideas, through discussion.
- Communicate ideas through annotated sketches of electrical circuits or circuit diagrams.

Making

- Formulate a step-by-step plan to guide making, listing tools, equipment and components.
- Competently select and accurately assemble materials, and accurately assemble materials, securely connect electrical components to produce a functional product.

Evaluating

- Continually evaluate and modify the working features of the product to match the design.
- Test the system to test its effectiveness.
- Investigate famous inventors who developed ground breaking electrical systems.

Technical Knowledge and Understanding

- Understand and use electrical systems in their products.
- Apply their understanding of computing to program, monitor and control their products.
- Know and use technical vocabulary relevant to the project.

Bread – Prior Learning

- Have knowledge and understanding about food hygiene, nutrition, healthy eating and varied diet.
- Be able to use appropriate equipment and utensils, and apply a range of technologies for measuring out, preparing and combining ingredients.

Designing

- Generate innovative ideas through research and discussion with peers to develop a design brief.
- Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
- Use words, annotated sketches and information and communication technology as appropriate.

Making

- Write a step-by-step recipe, including a list of ingredients, equipment and utensils.
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make, decorate and present the food product appropriately for the intended user and purpose.

Evaluating

- Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations.
- Evaluate the final product with reference back to their design brief and specification, taking into account the views of others when identifying improvements.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Technical Knowledge and Understanding

- Know how to use utensils and equipment including heat sources to prepare and cook food.
- Understand about seasonality in relation to food products and the source of different food products.
- Know and use relevant technical and sensory vocabulary.

A Year Six Child

Being a musician

Composing

- Use relevant notations to compose.
- Combine several musical devices when composing.
- Use digital technologies to aid with the creation and recording of ideas.

Performing

- Provide rhythmic support in a performance from notation.
- Perform from a variety of notations.
- Confidently sing a harmony part.
- Perform from memory.

Appraising

- Improve their work.
- Identify different devices in a variety of musical genres.

Being a linguist

Ourselves and Family

- Basic greetings
- Questions and answers
- Name and age
- Where I live

Celebrations (Intercultural Understanding)

- Simple colours
- Basic Christmas nouns
- Colour adjectives
- Cultural traditions

School

- Classroom commands
- Classroom equipment nouns

Weather

- Days of week
- Simple weather nouns in simple sentences
- Hot/cold

Hobbies and sports

- Sport and hobby nouns
- Express simple likes and dislikes

Holidays and travel

- Food and drink nouns
- Café or restaurant role play
- Question and answer
- *What would you like? I would like…*

Being a sportsperson

Games

- I can play to agreed rules
- I can explain rules
- I can umpire
- I can Make a team and communicate aplan
- I can lead others in a game situation

Gymnastics

- I can combine my ownwork with that of others
- I can link sequencesto specific timings

Dance

- I can develop sequences in a specificstyle
- I can choose my own music and style

Athletics

- I can demonstrate stamina

Outdoor and adventurous

- I can plan a route and series of clues for someone else
- I can plan with others taking account of safetyand danger