

# National Curriculum 2014

Helping you succeed with

**CURRICULUM**

**2014**

A cartoon illustration featuring two children and a dog. On the left, a boy with brown hair, wearing a green shirt and blue shorts, holds a small blue book. In the center, a small grey dog with floppy ears stands on all fours. On the right, a girl with blonde hair in pigtails, wearing a purple dress, waves her right hand. They are positioned in front of the large red text '2014'.

*This booklet is to tell you more about your child's education in Year Six and what they will need to know by the end of Year Six.*



# ENGLISH

## Writing -

By the end of this year your child should be able to write effectively in a range of genres independently and will be able to choose the best way to present their writing (newspaper, non-chronological report, story, diary, chronological report, formal letters and informal letters).

Your child will be writing for a range of real purposes and audiences across the curriculum and make their own informed choices.

The curriculum content is very similar to year 5 however, the children will be expected to work more independently and write for sustained periods of time.

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 how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs

- using further organisational and presentational devices to structure text and to guide the reader

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proofread for spelling and punctuation errors

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Handwriting - All children in year five will be expected to continue to develop and improve their handwriting. They will need to:



- Choose which shape of letter to use when given a choice and decide whether or not to join certain letters.
- Choose the right writing implement for the task.

Reading -

All children by the end of year 6 (this is very similar to year 6, however, reading material will differ should be able to;



- maintain positive attitudes to reading and an 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 have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing 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

#### Understand what they read by

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- 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.

# MATHS

For number your child will need 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 0
  - Solve number and practical problems that involve all of the above.



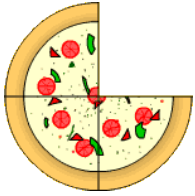
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



For addition & subtraction and multiplication & division your child will need 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 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 4 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.





## For fractions your child will need 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 simplest form
- Divide proper fractions by whole numbers
- Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places
  
- Multiply one-digit numbers with up to 2 decimal places by whole numbers
- Use written division methods in cases where the answer has up to 2 decimal places
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

## For Ratio and Proportion your child will need 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 and the use of percentages for comparison
- 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.

## For Algebra your child will need 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 2 variables.

## For measurement your child will need to:

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 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 3 decimal places

Convert between miles and kilometres

Recognise that shapes with the same areas can have different perimeters and vice versa

Recognise when it is possible to use formulae for area and volume of shapes

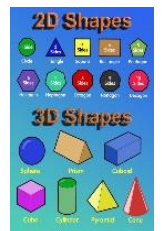
Calculate the area of parallelograms and triangles

Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ), and extending to other units



## For shape your child will need to:

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



For position and direction your child will need to:



- Describe positions on the full coordinate grid (all 4 quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

For statistics your child will need to:

Interpret and construct pie charts and line graphs and use these to solve problems

Calculate and interpret the mean as an average.

## Home Learning

Your child will also have reading, tricky word spelling and mental maths challenges in their book bag. We ask that this homework is completed at home as it will support your child in class.

Websites to support your child at home:

[www.wordtamer.co.uk](http://www.wordtamer.co.uk)

[www.bbc.co.uk/bitesize/ks2/literacy](http://www.bbc.co.uk/bitesize/ks2/literacy)

[www.bbc.co.uk/bitesize/ks2/numeracy](http://www.bbc.co.uk/bitesize/ks2/numeracy)

[www.nrich.maths.org](http://www.nrich.maths.org)

[www.ictgames.co.uk](http://www.ictgames.co.uk)