

YEAR 6 CURRICULUM PLAN 2017 - 2018

<h2 style="font-size: 2em;">English</h2>	<p>Narrative structure and techniques adapted according to the type; <i>suspense, traditional</i> etc.</p> <p>Horror/mystery stories.</p> <p>Classic stories.</p>		<p>Persuasion/Recount Journalistic writing. Well-structured report with opening orientation with key facts written with deliberate bias. Includes direct and reported quotes and a final re-orientation sentence which brings the reader up to date with the current situation.</p> <p>Discussion balanced argument Opening statement makes issue clear, arguments for and against presented in paragraphs with evidence and explanation to support opinion. Paragraphs and point of view clearly linked by cohesive devices. Use of Impersonal language – passive voice.</p>		<p>WORD STRUCTURE The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related by meaning such as synonyms and antonyms (For example, big, little, large)</p> <p>SENTENCE STRUCTURE Use of the passive voice 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)) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, subjunctive in some very formal writing and speech)</p> <p>TEXT STRUCTURE Linking ideas 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. Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>		<p>PUNCTUATION Use of the semi-colon, colon and dash to mark the boundary between independent clauses (For example: It's raining; I'm fed up) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used o avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p> <p>TERMINOLOGY active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points ellipsis</p>			

		<p>remainders, fractions, or by rounding, as appropriate for the context</p> <ul style="list-style-type: none"> 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 	<p>denominators and mixed numbers, using the concept of equivalent fractions</p> <ul style="list-style-type: none"> multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two 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 	<ul style="list-style-type: none"> 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 		<p>unit, and vice versa, using decimal notation to up to three decimal places</p> <ul style="list-style-type: none"> 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 centimetre cubed (cm³) and cubic metres (m³), and extending to other units [for example mm³ and km³] 	<p>regular polygons</p> <ul style="list-style-type: none"> 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 		
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