

What Will My Child Learn in Year 6?

If your child is about to begin Year 6, or is currently working in that year, you might be wondering what they will be learning. This can depend on the school, your child and the time of year, however this document is meant as a general guide, covering the sorts of things that your child might be working on.

English

Reading Comprehension

- Children in Year 6 will be encouraged to read a wide range of, may listen to and discuss a variety of stories, non-fiction texts, poetry, plays and textbooks in order to understand that texts are structured in different ways and written for different purposes.
- Children may be more exposed to traditional stories, myths, legends and books from other cultures, becoming very clear on the structure and typical features of this style of text.
- They might be encouraged to complete book reviews, giving reasons for their opinions and making comparisons with other texts.
- Regarding poetry, they will, at some point in the next two years work on learning different poems off by heart, ready to perform, showing an understanding of how to perform by using the right tone, volume, timing and intonation so that it can be clearly understood by the audience.
- Children will be reminded to check their reading makes sense, discussing their understanding of the meaning of certain vocabulary as they read.
- They might also be encouraged to ask questions about the text to further develop their understanding of what is going on and draw inference about character actions, speech or motives, providing evidence. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Children might be encouraged to make predictions based on what they've already read, summarise key points to show good comprehension and look out for interesting phrases that authors use.
- In Year 6, children will practise distinguishing between fact and opinion, answer questions by referring back to the text and confidently challenge others in an appropriate manner about their opinions.

Handwriting

- By Year 6, your child may have developed their own handwriting style. They will be expected to write legibly and fluently, in accordance with the school's handwriting policy.
- They may possibly be writing in pen, rather than pencil by this stage and in most cases, should be expected to join all the time.
- They might still need reminding of certain rules such as – never join capital letters to the following letter!

Writing and Spelling

- Your child may specifically learn how to spell words with silent letters e.g. solemn and knowledge.
- They may also work on spelling a wider range of homophones (words which sound the same but have different meanings), ensuring they use the correct form based on the context of their writing, for example practise/practice, advice/advise.
- Your child may be encouraged to use dictionaries to check the spellings of words and a thesaurus to further develop the use of vocabulary.
- Children may be taught the differences between informal speech and formal speech, for example 'find out' – informal, 'discover' – formal.
- They might also work on the extension of vocabulary by listing synonyms (words with similar meanings such as small, tiny, miniscule) and antonyms (words with opposite meanings such as good and terrible).
- Regarding sentence writing, your child may be introduced to the passive tense this year. An example of the passive tense would be, 'The children are taught by their teacher' instead of 'The teacher teaches the children'.
- This tense is sometimes described as having its own 'voice'. To explain in further detail, the thing receiving the action (the children) is the subject, and the thing doing the action is left until last.
- The children may also be exposed to subjunctive forms which can make their writing appear very formal, such as 'It is important that the children be happy' as opposed to 'It is important that the children are happy' which we would be more likely to say in everyday English. It isn't used very much in day to day English but it is an important tool for children to have in their Literacy tool kit if writing for a specific audience or in a certain style. It requires the verb in its basic form, e.g. 'be' instead of 'are' in the earlier example.
- The class might also be introduced to colons (:), dashes (-) and semi-colons (;).



Writing - Composition

- Planning writing – Your child may be taught how to identify the audience and select the correct style and tone. They might be encouraged to note and develop their ideas and using their reading knowledge to plan interesting characters (if fiction) and settings.
- Drafting and writing – Year 6 children may practise selecting the correct grammar and vocabulary to match the reading audience and work on including dialogue and linking paragraphs together so that their writing flows nicely.
- Children may be taught to carefully select the correct structure for their text, including any necessary features such as bullet points, headings or captions.
- Evaluate and edit – children will be encouraged to regularly assess the effectiveness of their own writing and pieces written by others, focusing specifically on punctuation, grammar, vocabulary and spelling.
- Finally, children will be taught how to use intonation when reading their writing out loud and how they could vary the volume and include movement.



Writing - Vocabulary, Grammar and Punctuation

In Year 6, your child may work on converting adjectives or nouns into verbs using suffixes such as -ify, -ise and -ate and practise adding prefixes for example de-, mis- and re-.

Your child may also work on relative clauses, clauses beginning with relative pronouns such as where, which, whose, that and who, for example, 'The boy, who fell and grazed his knee, cried. Children may also be encouraged to include adverbs such as perhaps and surely as well as modal verbs such as will, must or might in order to indicate degrees of possibility.

This year, children in this year group might work on making sure their writing flows nicely and ideas link cohesively, linking ideas across paragraphs using adverbials of time (later, after, before), number (secondly, thirdly) or place (in the distance).

They may also learn how to use parenthesis (brackets).

Maths



Number - Number and Place Value

- Your child may learn to read, write, compare and order numbers up to 10 million, understanding the value of each digit.
- They might be taught how to round any number, use negative numbers and solve number problems involving the above.



Number - Number Addition, Subtraction, Multiplication and Division

- In Year 6, your child may be taught how to calculate a 4-digit number and two digit number multiplication sum using long multiplication.
- They may also be taught how to find the answer to a sum with similar numbers but using short and long division, interpreting the remainders and possibly rounding them if necessary.
- Children are likely to be taught to quickly recognise common factors, prime numbers and common multiples.
- Regarding mental maths, your child will probably practise mental maths involving different operations within one calculation, and large numbers.
- Finally, children might be faced with solving multi-step problems based on the above, making an initial estimation before starting.



Measurement

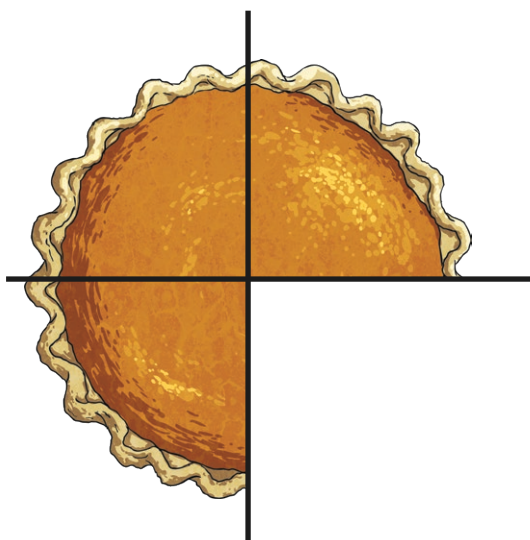
- This year, children may be faced with solving conversion problems.
- They may convert measurements of mass, volume, time and length from smaller units to a larger unit and the other way around, using decimal notation if necessary.
- Year 6 children may learn about how shapes can have the same areas but different perimeters (distance around the shape).
- They might be introduced to formulae to help calculate the area and volume of shapes and finally, estimate, calculate and compare volumes using cm³ and m³.

Geometry - Properties of Shape

- This year, children will probably practise drawing 2D shapes haven been given measurements and angles.
- They will build 3D nets, find unknown angles, label parts of a circle with words such as diameter (the distance from one side to the other), radius (the distance from the centre to the edge) and circumference (the distance all the way around the shape).

Geometry - Position and Direction

- This year children are likely to learn to give the co-ordinates of a position within any of the four quadrants.
- They might also be taught how to draw then translate simple shapes and reflect them in the axis.



Number - Fractions

- In Year 6, children may practise looking for common factors of a number, for example, 1, 2, 4 and 5 are common factors of 20, then apply this knowledge to simplifying fractions, e.g. $\frac{2}{8}$ becomes $\frac{1}{4}$ by dividing each number by 2.
- Children might also learn how to compare and order fractions less than 1 whole one.
- They may also learn how to add and subtract fractions with different denominators (lower numbers) and mixed numbers, e.g. $(1 \frac{3}{4})$, multiply proper fractions (fractions where the smaller number is on top and the bigger number at the bottom).
- Your child might also learn how to divide proper fractions by whole numbers, for example $\frac{2}{4}$ divided by 2 = $\frac{1}{4}$.
- Year 6 students may learn that $\frac{2}{9}$ is another way of saying 2 divided by 9 which is 0.222. Regarding decimals, it is likely that children are taught the value of digits in numbers given to three decimal places, also how to multiply and divide numbers by 10, 100 and 1000, giving answers up to 3 decimal places.
- Your child might also learn how to solve calculations such as 3.28×6 .
- Finally, your child is likely to be faced with solving word problems relating to the above, which may involve rounding the answer to some degree.
- Children will benefit from being able to recall their knowledge of equivalents between decimals, percentages and fractions, e.g. 0.5, 50% and $\frac{1}{2}$.

Ratio and Proportion

- This year, children may be taught how to solve ratio and proportion problems involving calculating percentages, such as 10% of 170 and working out the scale.

Algebra

- They might work on using simple formulae, describe linear number sequences (number patterns which increase or decrease by the same amount), solve missing number problems using algebra, work out numbers which satisfy equations, e.g. $c + d = d + c$, could be $2 + 4 = 4 + 2$.

Statistics

- Children might learn how to gather information and construct pie charts and line graphs, calculating the mean (the average – add up all the numbers then divide by however many there are).

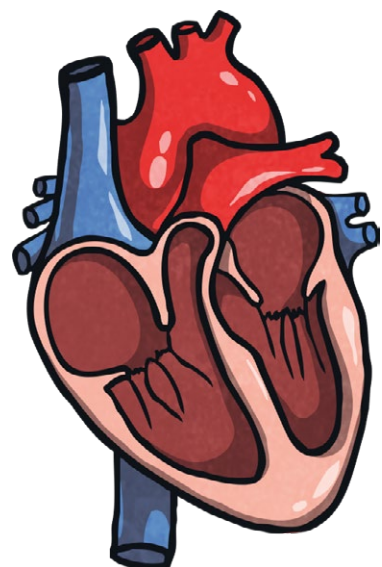
Science

Working Scientifically

- Science is a great way to find out about the world around us.
- Your child will be encouraged to raise questions, plan and set up fair tests, take accurate measurements, look out for any patterns and record their data in the best way such as tables, scatter graphs or bar graphs.
- They may then use these results to make predictions leading to further tests and finally, reaching conclusions about their original question whilst understanding the level of reliability of their results.
- All of the following topics are taught through the 'working scientifically' science strand.

Animals, Including Humans

- Children may learn about how water and nutrients are transported around the body of a human and animal.
- They are also likely to learn about the human circulatory system, understanding the job of the heart, blood and blood vessels.
- Finally, Year 6 children may also be taught about how diet, drugs, exercise and lifestyle can impact on the way our bodies work.



Living Things and Their Habitats

- In Year 6, your child may work in more detail on classification.
- Children might be taught that the broad groupings of animals, plants and microorganisms can be subdivided further.
- Children might learn about grouping creatures into those which are invertebrates – animal with no backbone (snails, worms, insects and spiders, and vertebrates - animal which has a backbone (birds, mammals, reptiles, fish and amphibians).

Evolution and Inheritance

- This year, children may be introduced to the idea that plants and animals adapt to suit their environment and that adaptation leads to evolution.
- Children may also be reminded that living things produce offspring but are not identical to their parents.
- Finally, children might investigate fossils, understanding that they can be the evidence we need to realise that living things on Earth have changed over time.



Electricity

- It is likely that children may investigate the link between the volume of a buzzer and brightness of a bulb with the voltage within the circuit.
- They might also investigate how the brightness of the bulb or position of switches can have an effect on a circuit.
- Children will learn to draw simple circuits, using the correct symbols to represent different components.

Light

- In Year 6, children may learn to realise that light travels in straight lines and they may also learn about how we see.
- This may be extended to thinking about shadows.

Art and Design

Working Process

- Children may be encouraged to use sketch books to record ideas. They might also have the opportunity to learn about a great designer, architect or artist from history.

Drawing

- In Art and Design in Year 6, children may learn how to produce detailed sketches and drawings. Children may be introduced to the concept of perspective, working on different scales. Your child may have the opportunity to work on a variety of textured surfaces and investigate the direction of light shining on an object.

Painting

- Children might also investigate different paint textures, selecting the best brush type/size and technique. They may also experiment with using colour to express feelings or moods.

Textiles

- Regarding textiles, children may learn about embellishing to add texture, such as applique (sewing fabric onto fabric).

Printing

- This year your child might design prints for a specific purpose, e.g. wallpaper or Christmas wrapping paper.

Evaluation

- Finally, children will be encouraged to say what they like and dislike about their own work and that of their classmates.



Computing

E-Safety

- E-Safety is a very important aspect of computing in which children learn how to keep themselves safe online as well as being respectful of others.
- Children in Year 6 may learn about the importance of protecting a password and other personal information, being taught about the dangers of sharing too much information online.
- They might be reminded to tell an adult if they ever have a worry.
- Your child might already be aware, but may be reminded that there should be a limit to the amount of time they spend on the internet.
- Children may also learn about how to protect laptops, tablets and other devices from viruses.

Working Online

- Children in Year 6 may be taught how information travels on the internet, how to communicate and share work safely online, how search engines work, how to check the reliability of a website, how advertising can be carefully targeted and about copyright and how we must always acknowledge sources of information we have used online.

Data

- Children will be given all the necessary skills in order to collect data independently, (selecting the best method), checking the data for accuracy, interpreting it and presenting it in the best possible way.

Word Processing

- In Year 6, children might be reminded to carefully consider their audience and the necessary structure before preparing and producing a piece of work.

Programming

- Regarding programming, Year 6 children may be taught how to break up a problem into smaller parts.
- Children might learn how to program each step of the algorithm (way of solving a problem), evaluating success.

Design and Technology

Children in Year 6 may be encouraged to design, make and evaluate a product which could be used in one of a few different contexts such as within the home or at school.

Design

- In this year group, children might be expected to research similar products to the one they are expected to design, make and evaluate.
- From this, they will develop a list of criteria which their product must meet, being mindful of the audience.
- Children may then be encouraged to generate ideas together, communicating ideas through annotated sketches or models.
- At some point with Key Stage 2, children will understand how key individuals and events in DT have helped to shape our world, e.g. the invention of the motor car, microwave and computer.

Make

- Children may learn how to use a range of tools and methods with accuracy, in order to create their product and produce a high quality finish.
- Children will select the right materials or ingredients for the purpose of what they want to achieve.

Evaluate

- Once completed, children will evaluate their finished product saying what they like, dislike and what could be improved in relation to the design criteria.
- Your child will also be encouraged to evaluate the products of others considering the original criteria, suggesting possible improvements.

Technical Knowledge

- Children will apply their knowledge of how to stiffen, strengthen and make structures more stable when making a product.
- They may also have the opportunity to use gears, pulleys, linkages, levers and cams.
- In addition to this, they might extend their science work on electricity to create products with electrical systems which may incorporate bulbs, switches, buzzers and/or motors.
- Finally, children may use computing to control their products.

Cooking and Nutrition

- The new curriculum has a renewed emphasis on cookery and healthy cooking will be covered in both Key Stages 1 and 2.
- This year, your child may be taught to understand the importance of a healthy, balanced diet and apply this to designing and making a dish or snack using a range of cooking techniques.
- Children might learn about seasonality, learning where and how different ingredients are grown, reared, caught and processed.



Geography

Location Knowledge

- Children may learn to locate countries within South America, including major cities and key human and physical (natural) features including tallest mountains and longest coast lines.
- They might also be taught about key geographical regions of South America, land use and how aspects of the country's geography may have changed over time.

Place Knowledge

- Children may focus on a specific region of South America, analysing its human and physical features in more detail, making comparisons with a region within Northern America or the UK.

Human and Physical Geography

- Children might learn about the economic activity of South America including trade links and distribution of natural resources including water, minerals, energy and food around the world.

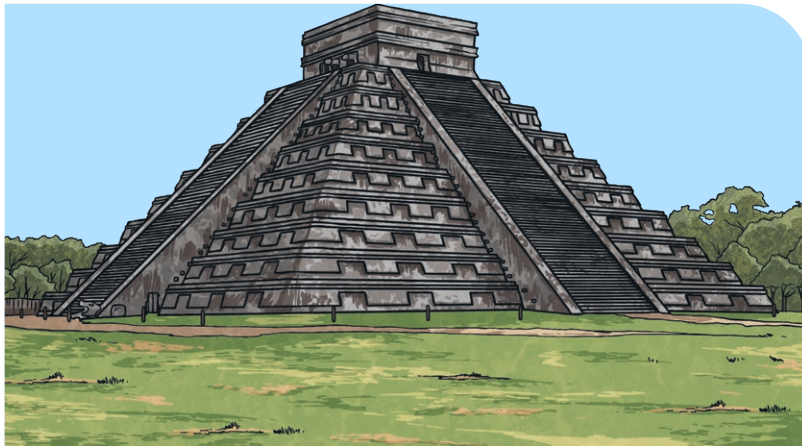


Geographical Skills and Fieldwork

- In Year 6, your child might be given the opportunity to use globes, maps, atlases and/or computer mapping in order to locate areas of South America, also looking for specific human and physical features.
- They may also learn to use the eight points of a compass, four and six figure grid references and map symbols (including using Ordnance Survey maps).

History

Children may learn about settlements by Anglo-Saxons and Vikings, the Mayans, the Indus Valley and take part in a study of an aspect of British History since 1066.



Music

- Your child might be encouraged to improvise melodies and rhythms, performing from notation or memory.
- They may also explore, analyse, compare and refer to musical devices such as dynamics (volume), pitch (high/low sounds), tempo (speed) and timbre (quality of the sound), listening to different music and considering how it can reflect place, time and culture.
- Either in groups or as individuals, they may have the opportunity to compose, taking into account some of the previously mentioned devices and beginning to form notations in order to record their work.
- Before the performance, children may be asked to consider how venue can affect the quality of the sound. As they work, they will be encouraged to make improvements.
- Over the course of Key Stage 2, children will research different styles and periods of music, including great composers.

Physical Education

Games

- Children are encouraged to take part in competitive game play, selecting, combining and performing skills with confidence and effectiveness.
- They may also develop their use of tactics within a specific activity.
- Children may be questioned on the impact that warming up and regular exercise has on our bodies and performance.
- They might also be encouraged to evaluate their own work and that of other teams or individuals, suggesting possible improvements.

Outdoor and Adventurous Activities

- Children love a treasure hunt and orienteering is a great activity to get children working together as a team, following instructions carefully and solving problems such as getting back on track if they take the wrong turn.

Dance

- This year, children may explore and improvise movements more confidently and fluently.
- Children might be expected to choreograph an entire dance using the things they have learned.
- Your child might be questioned on why dance is good exercise and how it can benefit our health.
- They may also be asked why it is so important to warm up and cool down.
- Again, as in the other areas of Physical Education, children will be asked to evaluate their own work throughout the activity, and the work of others.

Gymnastics

- Children in Year 6 may be taught how to successfully put together shapes, actions and balances.
- They might have the opportunity to create sequences in which they will carefully select the necessary skills that they have been taught.
- It is likely that your child will be questioned on the importance of warming up, regular exercise and how this should be done safely.
- Finally, they will evaluate their own work and that of others.

Athletics

- Improving the quality and consistency of skills across a number of events such as hurdling, sprinting, long jump or high jump may be the focus this year.
- They may be taught a number of new techniques in order to select the one which leads to their best performance.
- Children might be questioned on the principles of warming up and why exercise is good for us.
- Children may be encouraged to evaluate their own performances and those of others, suggesting possible improvements.