Summerseat Methodist Primary School

Steps in Learning, Skills for Life

Expectations for Upper Key Stage Two

(Cycle A, Year Six)

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

Class Ash Topics—Cycle A	
Autumn 1	Romans
Autumn 2	
Spring 1	Volcanoes and Earthquakes
Spring 2	Trade Links
Summer 1	Anglo-Saxons
Summer 2	Vikings

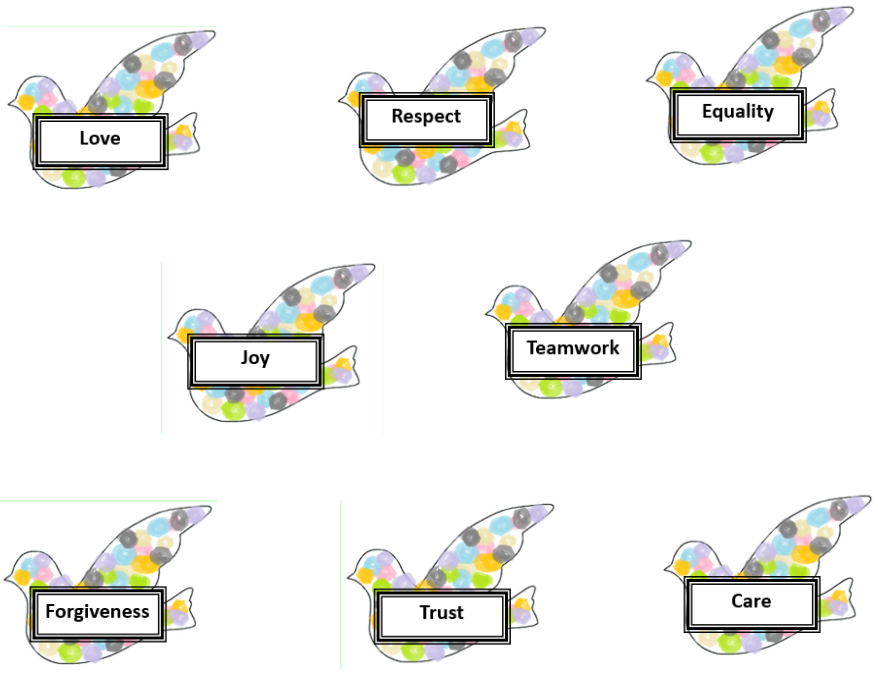
If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

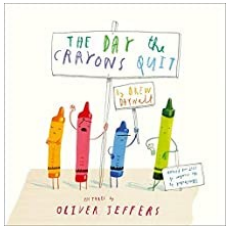
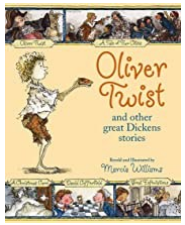
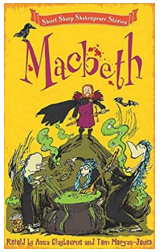
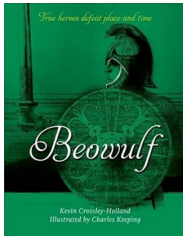
For further detail, please see the Subject Steps in Learning which are our key progression framework. Content in this booklet is summarised.

The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

"I have come so that they may have life and have it to the full." John 10:10

Believe. Achieve. Shine.



Summerseat Methodist Primary School – Steps in Learning Class Ash – Cycle A						
	Autumn1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic	Romans		Volcanoes and Earthquakes	Trade Links	Anglo-Saxons	Vikings
Hook	Invasion			Lancashire Hot Pot Tasting		
Visits and Visitors		Romans Visit			Anglo– Saxons Visit	
Key Texts	 The Day the Crayons Quit – Jeffers	 Oliver Twist & other Great Dickens Stories- Williams	 Kensuke's Kingdom – Michael Morpurgo	Food Fight	 Mac-beth – Shakespeare	 Beowulf – Crossley Hol-land
Additional Stimulus	Film Clips - Little Freak / Alma	Focus – Great Expecta-tions / Christmas Carol Animations	Volcanoes	Mr Bunny's Chocolate Factory	Macbeth #Killingit (OMG Shakespeare) – Shake-speare & Carbone How to cook children	Beowulf – Morphurgo
Writing Outcomes	Letter writing—formal and informal letters of com-plaint Diary Suspense Narrative	Dialogue – Oliver Twist Narrative – Setting de-scription Character description – Miss Havisham / Scrooge Formal letter of apology	Non-Chronological Re-port – Volcanoes and Earthquakes Adventure Narrative Diary	Explanation – linked to Mr Bunny Balanced Argument – should chocolate be banned? Newspaper Narrative	Performing scenes Descriptions Instructions / Explanation	Description Narrative Non-chronological report – mythical creature
Mathematics	Place Value Four Operations	Four operations Fractions	Four operations Fractions	Decimals and percentages Perimeter and area statistics	Shape Position and direction Decimals	Negative Numbers Converting Units Volume
Science	<u>Physics</u> Forces Magnets	<u>Physics</u> Light <u>Sustainability</u> Light Pollution	<u>Chemistry</u> Properties of Materials	<u>Chemistry</u> Reversible and Irreversible Changes <u>Sustainability</u> Plastic Pollution	<u>Biology</u> Animals Including Hu-mans <u>Biology</u> Reproduction A	<u>Biology</u> Lifecycles <u>Biology</u> Reproduction B

Summerseat Methodist Primary School – Steps in Learning Class Ash – Cycle A						
	Autumn1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
History	Romans				Anglo-Saxons	Vikings
Geography			Volcanoes and Earth-quakes	Trade Links		
Art	**Collage** Pietro Cavallini / Em-ma Biggs Topic link – Romans in History		**Printing** Hokusai Volcanoes		**3D Art** Investigate local sculpture (Irwell Sculpture Trail) Make our own sculpture trail based on Yayoi Kusa-ma flowers for Copse Cor-ner	
Design Technology		**Structures** **Stiffening, reinforcing/ frames** **Bridges** **Engineer: Romans / Brunel**		**Food technology** ***Celebrating Culture / Food storage*** **Lancashire Hotpot** *Bury market Focus* *Chef: **Fanny Cradock** / Hairy Bikers* *& local history of Bury Market*		**Mechanisms Pulleys and CAMS** **Viking Long Boats** *Links to History topic*
Computing	Quizzing	Game Creator	Spreadsheets	Coding	5 word Processing	3-d Modelling
Music	Dancing in the Street (Motown)	Songs for Christmas Modern / Contempo-rary: Derbyshire	Romantic Period: Tchaikovsky 'Swan Lake' and Debussy	Recorder	Livin' on a prayer (Rock)	Happy! (pop and soul)
RE	What does it mean to be a Muslim in Britain today?	INCARNATION Was Jesus the Messiah? **Christmas**	GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	GOSPEL: What would Jesus do?	Why do some people believe in God and some people not? OR What matters most to Humanists and Chris-tians? Methodist Unit: Com-mitment to Christianity: Is it long ago and far away, or is it here and now?
PSHE	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me!

A Year Six Child
English

Reading

Oracy & Reading
Discusses a wide range of texts, building on others' ideas and challenging views. Uses probing questions and evaluation to explore meaning.
Constructs detailed responses, recommends books, and justifies opinions. Reads aloud with expression and clarity.
Recites a wider range of poetry by heart.
Uses formal presentation and debate to explain understanding.
Discusses language that has had a personal impact.

Word Reading & Decoding
Understands words with prefixes and suffixes from the Year 5/6 curriculum.

Language in Context: V
Talks about a broad vocabulary and independently explores unknown words. Shows understanding of vocabulary in different contexts. Finds words or phrases with particular meanings, or synonyms that match a given word.

Comprehension – Retrieval: R
Skims and scans whole texts efficiently. Retrieves key details and quotations to show understanding.
Answers comprehension questions with evidence and quotations.
Distinguishes between fact and opinion.

Comprehension – Sequencing & Summarising: S
Summarises main ideas, events and information accurately from fiction and non-fiction.
Makes selective comparisons within and across texts.

Comprehension – Inference: I / P
Finds evidence to prove or disprove statements about character or setting. Uses clues from action, dialogue and description to interpret meaning. Empathises with characters' viewpoints.
Explains and justifies inferences with evidence.
Makes developed inferences, drawing on text and wider experience.
Identifies author viewpoints within and across texts.
Makes secure, developed predictions about plot or character, justifying with evidence.

Comprehension – Choice of Language: WP
Explains the effect of author's language and structure.
Analyses figurative language (e.g. metaphor, simile, imagery, idiom, personification).
Identifies the impression words and phrases give the reader.

Comprehension – Themes & Conventions: E / C
Identifies the main message of a poem or story.
Uses text format and features to determine type and purpose.
Explains how organisation and presentation impact the reader.
Identifies themes and conventions across genres.
Explains how narrative structure contributes to meaning.
Recognises and evaluates different poetic forms.
Compares and evaluates texts against their purpose.

Speaking

- Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate
- Ask questions to develop ideas and make contributions that take account of others' views
- Explain ideas and opinions giving reasons and evidence
- Take an active part in discussions, taking different roles
- Listen to and consider the views and opinions of others in discussions
- Make contributions to discussions, evaluating others' ideas and responding to them
- Sustain and argue a point of view in a debate, using formal language of persuasion
- Express possibilities using hypothetical and speculative language in science and when discussing reading
- Engage listeners through choice of vocabulary and register according to the context
- Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear
- Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere

Handwriting

- I can write legibly, fluently and with increasing speed.
- I can choose which shape of letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited to a task.

Writing

Oracy for Writing
Performs writing confidently to an audience, using intonation deliberately.
Discusses own and others' writing critically, considering audience impact.
Selects appropriate registers for different contexts.

Composition: Sentences
Sustains a wide range of sentence structures for clarity and effect.
Uses passive voice strategically.
Maintains correct verb forms and tenses throughout.
Links ideas across paragraphs with cohesive devices.

Punctuation
Uses all KS2 punctuation accurately, including commas, hyphens and ellipses.

Composition: Context, Audience, Purpose
Plans and writes texts with precise vocabulary, tone and formality.
Manipulates grammar and vocabulary confidently to achieve intended effects
Maintains a clear viewpoint and includes engaging, purposeful detail.

Composition: Narrative
Writes extended narratives with coherent, evenly paced structure.
Crafts purposeful openings and resolutions.
Creates atmosphere through precise vocabulary and structural choices.
Develops plot with clear links between paragraphs.

Composition: Non-narrative
Constructs texts with strong introduction, developed points and effective conclusion.
Uses paragraphs and cohesion to achieve effect.
Selects and applies organisational and presentational devices to engage the reader.
Summarises longer passages independently when needed.

Composition: Editing
Makes grammar, vocabulary and punctuation changes to enhance effect.
Ensures consistent tense, agreement and register.
Critically evaluates own and others' writing for effectiveness and impact.

Spelling
Spells KS1 and KS2 words accurately, including homophones and words with silent letters.
Uses dictionaries and thesauri efficiently.
Applies knowledge of morphology, etymology and rules from Appendix 1 NC.

Grammar Knowledge Organiser

6

Punctuation

Remember: . ! ? , ‘ “”

Apostrophes:

For possession: Shows us that something belongs to the subject, e.g. **My Mum’s bag.**

Take care when using apostrophes with plurals, e.g. **the pupils’ coats.** (More than one pupil has a coat)

For omission: Shows us that a letter has been missed out to create informality, e.g. **Do not do that = don’t do that.**

Hyphen (-) – Creates compound words to give a clear meaning.

The man-eating shark.

The man eating shark.

Colon(:) – Introduces a list or separates two main clauses when the second explains or describes the first clause.

Semi-colon(;) – joins two related independent clauses together

Dashes (–), brackets (), commas (,) Used within a sentence to add additional information - Parenthesis The cat (that didn’t belong to me) was black.

Terminology

subject
object
active
passive
synonym
antonym
ellipsis
hyphen
colon
semi-colon
bullet points

Comma

-Clarify meaning
-Avoid ambiguity

,

Modal Verbs

Indicates degree of possibility: **might, should, will, must, ought, could, often, can**

Passive & Active

Active voice	Passive voice
Tells us what a person or thing does. The subject performs the action (verb) on the object.	Tells us what is done to someone or something. The subject is being acted upon.
Subject + verb + object	**Object + verb + subject**
Example: • Anna painted the house. • The teacher always answers the students’ questions. • Ali posted the video online.	**Example:** • The house was painted by Anna. • The students’ questions are answered by the teacher. • The video was posted online by Ali.

Active – Subject performs the action.
Passive – When the subject has something done to it.

If you see **‘by someone’** or can add **by zombies** to the end and the sentence and it makes sense you know it is written in the passive voice.

COLON VS SEMICOLON

Colons and semicolons were initially used to express pauses longer than a comma and shorter than a period. A semicolon consists of a dot above a comma (;), while a colon is a punctuation mark consisting of two dots one over the other (:).

COLON :

1. Introduce lists, series, quotations and explanations.
- He was going to buy three things: chairs, tables, and utensils.
- John wrote: "I wish you a merry Christmas. All affection and best wishes to you and yours."

2. Separate independent clauses.
- They will not make it: the storm is too strong.

3. Show emphasis.
- He was there for one person: his mother.
- You have two choices: finish the work today or lose the contract.

4. Separate units of time.
- Sophia set her alarm clock for 6:30 a.m.

SEMICOLON ;

1. Between items in a list or series when the items themselves contain commas.
- There are eight members on the team: two from China and Japan; three from France and Spain; two from Brazil and Chile; and one from India.
- We visited Thailand, Vietnam, and Singapore in the spring; Germany, France, and Italy in the summer; and South Africa in the fall.

2. Separate two independent clauses while still demonstrating that a close relationship exists between them.
- They came all the way home; even so, they all knew they had to go back once more.
- My daughter is a teacher; my son is a doctor.

Clauses

Main clause – A simple sentence that contains a subject and a verb. It makes sense on its own, e.g. **I went to school**

Subordinate clause – Contains a subordinating conjunction. Adds detail to a main clause; is not a full sentence. The subordinate clause can appear at the start, end or middle of a sentence, e.g. **I went to school while my brother stayed at home.**

Relative Clause – Type of subordinate clause, beginning with a relative pronoun or an omitted relative pronoun.

Relative Pronouns = **who, which, where, when, whose, that**

Cohesive Devices

-**Repetition** of a word or phrase
-**Adverbials:** on the other hand, in contrast, as a consequence, following this, later -**Ellipsis …**

Subjunctive form or mood

A verb form to express wishes, hopes, commands, demands or suggestions.
If I were the prime minister…
Were they to come …

Formal Vs Informal

The level of formality of a piece of writing depends on the audience and purpose.

Use of:
-Contractions
-Abbreviations
-Chatty tone
-Question tags

Use of:
-Subjunctive
-Technical & precise vocab

Spelling Knowledge Organiser

5 & 6

Words ending:

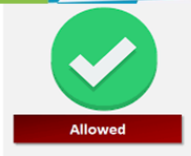
-cious, -tious, -cial, -tial
-ant, -ance, -ancy,
-ent, -ency, ence
-able, -ible, -ably, -ibly
-fer

accommodate	committee	embarrass	immediate(–ly)	persuade	signature
accompany	communicate	environment	individual	physical	sincere(–ly)
according	community	equip (–ped, –ment)	interfere	prejudice	soldier
achieve	competition	especially	interrupt	privilege	stomach
aggressive	conscience	exaggerate	language	profession	sufficient
amateur	conscious	excellent	leisure	programme	suggest
ancient	controversy	existence	lightning	pronunciation	symbol
apparent	convenience	explanation	marvellous	queue	system
appreciate	correspond	familiar	mischievous	recognise	temperature
attached	criticise (critic + ise)	foreign	muscle	recommend	thorough
available	curiosity	forty	necessary	relevant	twelfth
average	definite	frequently	neighbour	restaurant	variety
awkward	desperate	government	nuisance	rhyme	vegetable
bargain	determined	guarantee	occupy	rhythm	vehicle
bruise	develop	harass	occur	sacrifice	yacht
category	dictionary	hindrance	opportunity	secretary	
cemetery	disastrous	identity	parliament	shoulder	

Silent Letters

Homophones

their
there
they're

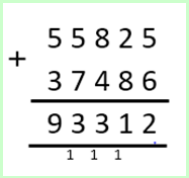


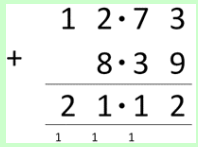
Being a mathematician
Fractions & Number

- 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
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Identify the value of each digit in numbers given to 3 decimal places
- Use negative numbers in context, and calculate intervals across zero
- Solve number and practical problems that involve all of the above
- Solve problems involving all four operations
- Perform mental calculations, including with mixed operations and large numbers
- Multiply and divide numbers by 10, 100 and 1,000, giving answers to 3 decimal places
- Use knowledge of order of order of operations to carry out calculations involving all four operations
- Solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why
- Multiply multi-digit numbers up to four-digits by a two-digit whole number using the formal written method of long multiplication
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Divide numbers up to four-digits by a single-digit whole number using the formal written method of short division
- Divide numbers up to four-digits by a two-digit whole number using the formal written method of long division
- When dividing, interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Identify common factors, common multiples and prime numbers
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Use common factors to simplify fractions
- Use common multiples to express fractions in the same denomination
- 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
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- Solve problems involving the calculation of percentages, (for example, of measures) such as 20% of 440

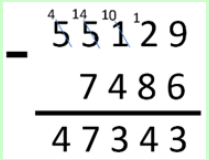
A Year Six Child Mathematics

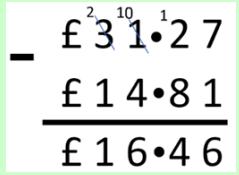
Addition strategies



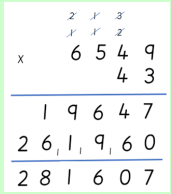


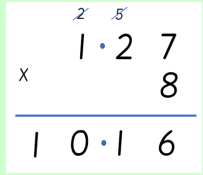
Subtraction strategies



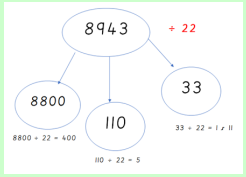


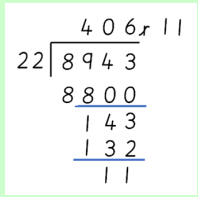
Multiplication strategies





Division strategies





Being a mathematician
Measurement, geometry, statistics & algebra

- Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- 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
- Read, write and use standard units of measurement with precision and accuracy
- Convert measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
- Solve problems involving the calculation of units of measure
- Convert between miles and kilometres
- Accurately measure area and perimeters of shapes and understand that shapes with the same area can have different perimeters and vice versa
- Use formulae to calculate the area of parallelograms and triangles
- Estimate, calculate and compare volume of cubes and cuboids using standard units of metric measurement
- 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
- 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 two variables

For more detail on our mathematical strategies, please see our calculation policy.

6 Maths

2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

Regular = all sides/angles the same
Irregular = sides/angles not same

Types of triangle

scalene equilateral isosceles

Types of quadrilateral

Parallelogram Trapezium Rhombus

AREA
is the amount of space inside a 2D shape usually measured in cm^2 or m^2.

Area of a triangle
= (base x height) ÷ 2

Area of a parallelogram
= base x height

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 (5^2 = 5x5) 49 (7^2 = 7x7)
cube numbers	the result when a number has been multiplied by itself 3 times	8 (2^3 = 2x2x2) 27 (3^3 = 3x3x3)

Fractions, decimals & percentages

$\frac{1}{100}$	0.01	1%
$\frac{1}{20}$	0.05	5%
$\frac{1}{10}$	0.1	10%
$\frac{1}{8}$	0.125	12.5%
$\frac{1}{5}$	0.2	20%
¼	0.25	25%
1/3	0.33	33%
2/5	0.4	40%
½	0.5	50%
¾	0.75	75%
1	1	100%

Measurement conversions

1 **cent**imetre	10mm
1 metre	100cm
1 **kilo**metre	1,000 m
1 mile	1.6 km
8 kilometre	5 miles
1 **kilo**gram	1,000 grams
1 litre	1,000 **milli**litres

Volume of a cuboid =
length x width x height

Shape vocabulary

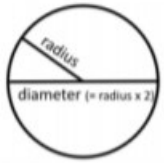
Perimeter = measure around the edge of a shape.

horizontal line

parallel lines

vertical line

perpendicular lines (at right angles)



Circumference = perimeter of a circle

The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4. (Because 4 + 5 + 3 + 4 = 16, and 16 ÷ 4 = 4)

Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L	Remember – No more than 3 in a row!	

Angles: Full turn = 360° Half turn = 180° Right angle = 90° acute angle = <90° obtuse angle = > 90° reflex angle = >180° angles on a straight line = 180° opposite angles = same angles in a triangle = 180° angles in a quadrilateral = 360°

Thirty days hath September, April, June, and November, all the rest have **thirty-one** except February which has 28.

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.

INSERT SCIENCE KNOWLEDGE ORGANISER FOR THE FIRST HALF TERM

INSERT HISTORY / GEOGRAPHY KNOWLEDGE ORGANISER FOR THE FIRST HALF TERM

INSERT ART / DT KNOWLEDGE ORGANISER FOR THE FIRST HALF TERM

Learning Qualities

Ash Class

The following outlines the key year group skills that we are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.

Gaining Independence

- Organise things well, including resources and others
- Know where they learn best
- Assess risk and make sensible decisions
- Cope with additional pressure
- Confident and capable when allowed to organise own time and space
- Use a range of strategies to help overcome a problem
- Empathise with others, appreciating that people respond in different ways

Becoming Collaborative

- Take on a range of roles within a group
- Accept constructive criticism from others in group to enable improvement in performance
- Share a working environment with others and respect their varying needs
- Motivate others to contribute more effectively
- Understands differences in opinions and respond positively
- When suggesting ideas, able to break into smaller steps to suit the needs of the group
- Work with range of people, including those with different views of their own
- Eager to discuss conflicting issues fairly and reach agreement that enables the group to move on
- Make the most of others' strengths when organising work

Building Resilience

- Recognise 'Growth Mindset' and 'Fixed Mindset'
- Embrace challenges, especially open ended or deeper thinking ones and keep going until their conclusion
- Appreciate how learning can happen from stretch mistakes and embrace this
- Recognise risks that may be involved when tackling work
- Remember our brains are making new connections and growing all the time
- the difference between stretch mistakes and sloppy

Developing Confidence

- Communicate confidently and capably in a range of situations, including with the whole class
- Make the most of others' strengths when organising work
- Take account of others' viewpoints when considering success
- Accept constructive criticism from others in group to enable improvement in performance
- Accept different types of feedback and criticism and learn from it
- Understand that attitude and behaviour can affect learning, and show they are prepared to adjust
- Gauge when a task has been completed to the best of their ability
- Know what helps them to learn well

Being Inquisitive

- Ask questions and pose problems
- Understand that questions can have more than one answer and that some cannot be answered
- Give more than one reason to support an argument
- Recognise that sometimes you need expertise from others to help solve problems
- Use feedback from a range of sources to help solve a problem
- Plan a complex task, anticipating blocks and find ways to overcome them
- Choose how to present information
- Listen to a range of opinions and reach a conclusion from them

Ash Class

Cycle A

Summersaet Methodist Primary School

Infinite Eight

Core Experience Offer

Be at one with nature

Forest School Opportunities

Be a heritage host

Share photographs of their families

Be a helping hand

Special Friends with Acorn Class

Be inspired to aspire

Careers Week

Marvel at the masters

Let's Go Sing

Be part of a top team

Walk in someone else's shoes

Fairtrade Charity Event

Be a culture collector

Romans and Anglo– Saxons visits