



# Year 6 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Non-chronological report Narrative – Setting &amp; dialogue Poetry – Performance Drama Techniques (with Young Shakespeare Company) Sports Report Writing to Inform</p> <p><b><u>Grammar and Punctuation:</u></b> Full stops, capital letters, commas, Onomatopoeia, prepositions, noun phrases, speech marks, formal/informal writing, subjunctive forms, apostrophes, colons, semi-colons, compound sentences, coordinating conjunctions, tense.</p>	<p>Descriptive writing Diary Letter of complaint Time slip Making Predictions Language choices Setting descriptions Shifts in formality</p> <p><b><u>Grammar and Punctuation:</u></b> Full stops, capital letters, personification, metaphor, simile, rhetorical questions, colloquialisms, powerful vocabulary, redrafting, shifts in formality, sentence types, prepositions, conjunctions, expanded noun phrases, passive voice, adverbials, alliteration, personification, assonance, imagery, rhythm, rhyme, similes, metaphors</p>	<p>Exam Technique and Preparation Character description Poetry Instructions Diary Formal letters End of Year Play – Drama and Oracy focus</p> <p><b><u>Grammar and Punctuation:</u></b> Adverbials, time conjunctions, prepositional phrases, headings, sub-headings, bullet points.</p>			
Reading	<p><b><u>Diver’s Daughter (Patrice Lawrence) &amp; Boy in the Girls Bathroom (Louis Sachar)</u></b> Understanding different levels of question. Using quotes to support answers. Comprehension.</p> <p><b><u>Macbeth (William Shakespeare)</u></b> <b><u>Sonnet 18 (William Shakespeare)</u></b> Oracy skills in performing of poetry. Preparing a poem to read aloud and perform showing understanding of intonation, tone and volume.</p> <p><b><u>On Dangerous Ground –</u></b> Question focus, choice of punctuation and its effect on a reader, comprehension questions, subject specific vocabulary.</p>	<p><b><u>Skellig (David Almond)</u></b> Understanding different levels of question. Using quotes to support answers. Comprehension.</p> <p><b><u>Biography – Barbara Hepworth, George the Poet</u></b> Language techniques, inference and deduction. Analysing the key features of poetry.</p>	<p><b><u>Exam Technique and Preparation</u></b> Reading comprehension <b><u>The Iron Man</u></b> Understanding different levels of question. Using quotes to support answers. Comprehension.</p> <p><b><u>The Highwayman –</u></b> Analysing the key features of poetry. Question focus, choice of punctuation and its effect on a reader, comprehension questions, subject specific vocabulary</p>			



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Educational Visits and in-school visitors	<u>Life of a Tudor child day at school</u>  <u>Young Shakespeare Company</u>	<u>Bikeability</u>  <u>Theatre Trip</u>		<u>Hepworth Museum</u>  <u>Sculpture workshop</u>	<u>Leeds Grand Mosque</u>	<u>Marrick Priory</u>  <u>Inspirational talk from an electro/mechanical engineer and designer</u>
	<u>Circus skills</u>					
Science	<u>The circulatory system</u> What are the main parts of the human circulatory system? What are the functions of the heart, blood vessels and blood? How are nutrients and water transported within animals? What is the impact of diet and exercise on our bodies? <u>Can I explain the features and functions of the circulatory system?</u>	<u>Electricity</u> How do I stay safe around electricity? How does a series circuit work and how could somebody replicate my circuit? Can I use circuit symbols to draw a circuit? How does changing the number of cells affect a circuit? Which parts of a circuit can be changed to affect the output? <u>Can you explain how to change the output of a circuit?</u>	<u>Evolution and inheritance</u> Can I explain what evolution means and predict how an animal evolved? Can I investigate the evolutionary process of the humpback whale? Can I show how animals have evolved to adapt to their environment? Can I show how plants have evolved to adapt to their environment? Can I show that offspring inherit features from their parents? <u>Can I give examples of how living things have changed over time?</u>	<u>Living Things</u> Can I show that all living things have life processes in common and that they are classified into broad groups? Can I show similarities and differences between members of the animal kingdom? Can I explain why the duck billed platypus does not 'fit'? Can I use classification keys to identify different animals and plants? <u>Can I describe how and why living things are classified?</u>  <u>Light</u> What is light and how does it travel? Can I prove that light travels in straight lines? Can I show how shadows are formed? <u>Can I explain how light behaves?</u>	<u>All living things and their habitats – Pond study</u> What are the different micro habitats in a pond eco system? Which animals live there? Can I identify and explain food chains and classification keys? <u>Can I describe the micro-climate of the pond?</u>	<u>Animals including humans – Relationships Education</u> How do humans develop from gestation to old age? What happens to our bodies during puberty? I understand there are strategies I can use to help me with physical changes. I know where to go for support and advice if I need it. <u>Can I understand that animals, including humans develop over their lifetime?</u>



## Year 6 Curriculum Map

Computing	<u>Excel (Spreadsheets)</u>  <u>Can I collect, analyse, evaluate and present data using Excel formulae?</u>	Understanding Search Engines <u>Can I make discerning choices when evaluating digital content?</u>  Understanding Digital Maps ( <u>Geography</u> )  Programming Pro-bots <u>Can I use sequence, selection and repetition in programs?</u>	To understand Powerpoint <u>Can I use powerpoint to present an idea?</u>  Programming and Coding <u>Can I design, write and debug a program to accomplish a specific goal?</u>	iPads – To understand Garageband <u>Can I use the functions of Garageband to compose a piece of music?</u>  iPads – To understand iMovie <u>Can I use the functions of iMovie to create a film trailer?</u>	Computing systems and networks: Communication and Collaboration <u>Can I explain how the internet is used to create shared projects and evaluate methods of communication?</u>	Scratch Programming <u>Can I demonstrate programming skills using ‘Scratch’?</u>
	<u>E-Safety – keeping our identity private</u>  <u>Can I explain why it is important to be aware of our digital footprint?</u>	<u>E-Safety – Becoming a super digital citizen</u>  <u>Can I explain and correct use of digital media?</u>	<u>Online Safety – Privacy Rules</u>  <u>Can I demonstrate how websites protect our private information?</u>	<u>Online Safety – Cyber Bullying</u>  <u>Can I say where to go for help and guidance if I experience cyber bullying?</u>	<u>Selling Stereotypes</u>  <u>Can I explain and describe stereotypes and identify them in the media?</u>	<u>Consolidation of learning</u> Presentations using powerpoint / Prezi  <u>Can I explain how to stay safe when using digital media?</u>
	<u>KS2 The Changing Power of Monarchs</u> Where do the eras you have studied at school fit on the timeline? Why did the English Civil War come about and what happened? How has the power of a British monarch		<u>Early Islamic Civilization (including Baghdad)</u> What is a ruler? How do empires control people? The History of Baghdad The Silk Road The Legacy of the Islamic Empire A study of Islamic art How does the early Islamic civilisation including Baghdad compare to what was going on in Western Europe around the same time?		<u>Local History study of Marrick Priory</u> The history of Marrick Priory and its links with The Tudors Residential visit and historical talk from Centre Manager. <u>Can I talk about the history of Marrick Priory?</u>	



## Year 6 Curriculum Map

<p>changed from Tudor times to today? How can I use secondary sources to compare historical eras studied: Tudors, Victorians, WW2 and Modern.</p> <p><b><u>Can I explain trends, continuity and change with relation to the changing power of the Monarchy?</u></b></p> <p><b><u>KS2 Theme - Life for Children in Tudor Times – Day</u></b></p> <p>Handling artefacts – How do we know about the past? How can we determine the age of an unknown historical object using primary and secondary sources?</p> <p>Pomanders (make) – What did people believe about them? Comparison to health now?</p> <p>God's eyes (make) - Superstitions a comparison.</p> <p><b><u>Can I reflect on, and compare the life of a Tudor child with the lives of children in</u></b></p>		<p>Who was Al-Zahrawi and what could we learn from Muslim medicine? What did the early Islamic civilisation leave behind?</p> <p><b><u>Can I discuss the legacy and impact of the Early Islamic Civilisation on our society today?</u></b></p>		
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## Year 6 Curriculum Map

Geography	<u>other areas I have studied?</u>				
	<u>John Blanke (music)</u>				
		<p><b><u>Physical Geography:</u></b> <b><u>Mountains –</u></b> An area study of mountains in North and South America. What are the invisible lines around the earth? How is the earth divided climatically? How do plate tectonics form mountains? Digital Mapping: Can I compare mountain ranges in North and South America?</p> <p><b><u>Can I describe the location and characteristics of a mountain range?</u></b></p>			<p><b><u>Marrick – Local area study</u></b> Can I identify topographical features of Swaledale? What are the similarities and differences between The Dales and Leeds and how is the land used? Why is Marrick built around a river? Why would people visit Marrick? I can use fieldwork to observe, measure record and present the human and physical features of Marrick. <b><u>Can I compare the geographical features of Marrick and Moortown?</u></b></p>

# Year 6 Curriculum Map

Art	<p><b><u>Tudor Portraits</u></b></p> <p>Look at Tudor portraits (National Portrait Gallery) – discuss &amp; evaluate importance, methods, approaches and compositions. Understand and compare historical and cultural developments. Why and how has power been demonstrated through the artist's choices? Can I compare and contrast similar artworks? <b><u>Can I explain how art reflects and shapes our history?</u></b></p> <p><b><u>Arcimboldo</u></b></p> <p>Look at and know about work of great artists (Arcimboldo) and replicate his style of portrait work. Skills: pastel <b><u>Can I recreate the style of a great artist using pastel?</u></b></p>	<p><b><u>Islamic Pattern</u></b></p> <p>Critically analyse a range of Islamic patterns and create their own geometric, vegetal &amp; calligraphy patterns. Discuss use of shape, font, colour? Why? Cultural Importance? <b><u>Can I create a pattern using my knowledge and understanding of the techniques used in Islamic art?</u></b></p> <p><b><u>Sculpture – Barbara Hepworth</u></b></p> <p>Learn about artist Barbara Hepworth and her style of artwork. What media did she use and why? Look at Henry Moore and other artists whose work is displayed in gallery. Skills: drawing. <b><u>Can I describe the work of Barbara Hepworth and the historical and cultural development of her art form?</u></b></p>	<p><b><u>Abstract Pattern</u></b></p> <p>Create a 3d sculpture using Modroc inspired by Tour De Yorkshire and Barbara Hepworth. Explore design, shape, texture, resources. Evaluate and analyse - design, materials, techniques, architectural structure, etc. <b><u>Can I apply skills and processes of sculpture to create art?</u></b></p> <p><b><u>Marrick Landscapes</u></b></p> <p>Using residential as stimulus produce drawings and watercolour painting to replicate landscape. Look at a range of local artists' work – discuss, evaluate and analyse styles, techniques etc. Skills: drawing, painting, sculpture, printing. <b><u>Can I produce creative work exploring ideas and recording my experiences?</u></b></p>
	<p><b><u>Life for Children in Tudor Times</u></b> <b><u>Tudor samplers – sewing (Calendars).</u></b></p> <p>How do I sew, using running, back, cross and pearl stitch? <b><u>Can I design, make and evaluate an appealing product that is fit for purpose?</u></b></p> <p><b><u>Volcano automaton</u></b></p> <p>How do I make an erupting volcano using a cam mechanism? <b><u>Can I design, make an evaluate an automaton that includes a cam mechanism?</u></b></p> <p><b><u>Food &amp; Kitchen Safety (Pt. 1), Eatwell Plate, Knife techniques, Foods from around the world – Vegetable Lasagne</u></b></p>	<p><b><u>Musical Instruments</u></b></p> <p>How do I work with a variety of materials, components and techniques to create my own working musical instrument? <b><u>Can I design, make and evaluate an instrument capable of performance?</u></b></p>	<p><b><u>Marrick Slippers</u></b></p> <p>How do I design and make my own wearable slippers using all the different stitches I have learnt and a blanket stitch? <b><u>Can I design, make and evaluate a functional pair of slippers?</u></b></p> <p><b><u>Food &amp; Kitchen Safety (Pt. 2) - Quiche</u></b> How do I make short crust pastry? <b><u>Can I prepare and cook a savoury dish using a range of cooking techniques?</u></b></p>
DT and Cooking and Nutrition			



# Year 6 Curriculum Map

RE	How do I chop vegetables safely to create a vegetable lasagne? <u>Can I prepare and cook a savoury dish using a range of cooking techniques?</u>					
	<u>Marriage</u> Christianity, Islam, Judaism, Sikhism, Hinduism and non-religious. <u>Can I explain what Marriage is and how is it celebrated across different religions?</u>	<u>Creation Stories</u> How do creation stories vary? Christianity, Buddhism, Hinduism, The Big Bang Theory. <u>Can I describe and compare different beliefs about how the world was created?</u>	<u>Islam – Early Islamic Civilisation.</u> How do Muslims believe the world was created? What are the Five Pillars of Islam? Who was Muhammad and why is he important to Muslims? How was the Koran revealed, and how does it give guidance to Muslims? Why do Muslims pray? Why do Muslims give to charity? Why do Muslims fast? What is Eid? What does Hajj mean to Muslims? What is the Mosque used for? <u>Can I describe what Muslims believe?</u>		<u>Poverty and Wealth</u> How do different religions teach about wealth and poverty? <u>Can I explain how different religions view poverty and wealth?</u>	<u>Justice –</u> What is fair? Who should provide justice? <u>Can I explain the term 'justice'?</u>  <u>Fairtrade.</u> <u>Can I explain the reasonings behind Fairtrade?</u>
	<u>Mental health and emotional wellbeing</u> <u>MindMate-</u> Feeling good and being me, friends and family, life changes, strong emotions, being the same and being different, solving problems. <u>Can I explain strategies to help me look after my SEMH wellbeing?</u>	<u>Keeping safe and managing risk</u> How do we stay safe out and about in the local area? What is peer pressure and how do we respond to it? <u>Can I explain peer pressure and have strategies to help me deal with it?</u>	<u>Identity, society and equality</u> What are human rights? What is homelessness? <u>Can I explain my rights and what they mean?</u>	<u>Drug, alcohol and tobacco education -</u> <u>Assessing risk</u> What are the risks associated with using different drugs, including tobacco, nicotine, alcohol and other legal and illegal drugs? How can we manage risk? <u>Can I assess the risks associated with drugs, including medicines?</u>	<u>Mental health and emotional wellbeing</u> <u>Healthy minds</u> What is mental health?  <u>Preparing for high school and transitional visits.</u>  <u>Can I explain strategies to help me look after my SEMH wellbeing?</u>	<u>Relationships Education -</u> How do we grow and change throughout the human lifecycle?  <u>Am I aware of how I change as I grow and where I can go for help and support?</u>  <u>Online safety</u>
PE	<u>Ball Handling and Invasion Games</u> <u>Netball</u> <u>Physical Skills-</u> Can you choose, combine and perform ball-handling skills more fluently and effectively in games? <u>Cognitive Skills-</u> Can you use attacking and defending strategies consistently?		<u>Val Sabin - Net, Court and Wall Games</u> <u>Physical Skills-</u> Can you play a variety of shots directing a ball at different speeds, heights and angles? <u>Cognitive Skills-</u> Can you evaluate performance and explain what needs to be improved? <u>Gymnastics-</u>		<u>Striking &amp; Fielding Games</u> <u>Physical Skills –</u> Can you show accuracy in striking and fielding skills? Can you select and use skills appropriately in a game situation? <u>Real PE Coordination with equipment</u> <u>Physical Skills –</u> Can you practise different techniques/equipment to find the most suitable	

# Year 6 Curriculum Map

French	<p><b><u>Real PE - Throw Tennis</u></b>  <b>Physical Skills-</b> Can you throw and catch across the body with one leg balance? <b>Cognitive Skills-</b> Can you recognise and suggest patterns of play which will increase chances of success?</p> <p><b><u>Hockey</u></b>  <b>Physical Skills-</b> Can you choose, combine and perform ball-handling skills more fluently and effectively in games? <b>Cognitive Skills-</b> Can you use attacking and defending strategies consistently?</p> <p><b><u>Dance- Mountains-cross curricular link</u></b>  <b>Physical Skills-</b> Can you perform a dance using a range of movement patterns to reflect the formation of a mountain. <b>Cognitive Skills-</b> Can you work collaboratively communicating clearly with others?</p> <p><b>ATHLETICS</b>  <b>I can understand about pacing and maintain quality of my actions- summative assessment of number of laps completed- running track.</b></p>	<p><b><u>Mirroring and Contrasting</u></b>  <b>Physical Skills-</b> Can you identify and demonstrate contrasting, matching and mirroring balances on the floor and apparatus?  <b>Cognitive Skills-</b> Can you work cooperatively and sympathetically with a partner or small group</p> <p><b><u>Invasion Games- Ball Handling – Rugby</u></b>  <b>Physical Skills-</b> Can you perform ball handling skills fluently and effectively leading to mini games?</p> <p><b><u>TEAM BUILDING UNIT – RIVER CROSSING/ KABADDI ATHLETICS</u></b>  <b>I can understand about pacing and maintain quality of my actions- summative assessment of number of laps completed- running track.</b></p>	<p>for me? <b>Personal Skills</b> – Can you recognise my strengths, weaknesses and set myself a challenge?  <b>Athletics</b>  <b>Physical Skills</b> – Can you run sustaining pace over a longer distance, jump showing power, control and consistency and throw with greater efficiency and increasing accuracy? <b>Personal &amp; Social Skills</b> – Can you count, measure and time yourself and others and use this to set personal goals and give peer assessment? Pick out strengths and weaknesses in performances.  <b>Outdoor &amp; Adventurous Activities – Marrick residential ATHLETICS</b>  <b>I can understand about pacing and maintain quality of my actions- summative assessment of number of laps completed- running track.</b></p>
	<p><b><u>Phonics</u></b>  <b><u>Can I accurately pronounce sounds of the French alphabet?</u></b></p> <p><b><u>The Date</u></b>  <b><u>Can I ask and answer questions about the date in French?</u></b></p> <p><b><u>Pets</u></b>  <b><u>Can I discuss pets in French?</u></b></p>	<p><b><u>Phonics</u></b>  <b><u>Can I accurately pronounce sounds of the French alphabet?</u></b></p> <p><b><u>Clothes</u></b>  <b><u>Can I name and discuss items of clothing in French?</u></b></p> <p><b><u>At school</u></b>  <b><u>Can I discuss school in French?</u></b></p>	<p><b><u>Phonics</u></b>  <b><u>Can I accurately pronounce sounds of the French alphabet?</u></b></p> <p><b><u>At the Weekend</u></b>  <b><u>Can I talk about my hobbies and interests in French?</u></b></p> <p><b><u>Me in the World</u></b>  <b><u>Can I talk about countries around the globe that speak French, in French?</u></b></p>



# Year 6 Curriculum Map

Music	<p><b><u>Black History: John Blanke</u></b></p> <p><b><u>What is the importance of John Blanke in the context of Tudor England?</u></b></p> <p><b><u>The History of music</u></b> I can show a developing understanding of the history of music through comparative study of Renaissance, 19<sup>th</sup> Century and modern-day compositions. <b><u>Can I demonstrate listening in detail to a range of music from different traditions?</u></b></p>					
	<p><b><u>Mountain Songs – singing and performance.</u></b> Ensemble singing focussing on dynamics and performance. Featured songs: ‘Club Volcano’ and ‘The Mighty Volcano’ <b><u>Can I use my voice to demonstrate my understanding of dynamics?</u></b></p>					
Maths	<p><b><u>Compare and analyse music from other countries.</u></b> <b><u>Can I use technical vocabulary to compare, contrast and analyse music from a range of Islamic countries?</u></b></p>					
	<p><b><u>Mussorgsky - Pictures at an Exhibition. Composition.</u></b> Is it possible to ‘draw’ music? How does music link to art? Listening attentively to Modest Mussorgsky: Pictures at an exhibition, children will learn to appreciate and understand music drawn from different traditions whilst learning about some great composers from different traditions. <b><u>Can I show that art and music can be linked by listening with attention to detail?</u></b></p>					
	<p><b><u>‘Pictures at the Hepworth Gallery’ - Composing and performance.</u></b> Can I produce music by designing and making my own instrument? Can I use timbre, dynamics, pitch and tempo to represent a journey through a Gallery using my own instrument? Composing and taking part in a class performance, related to a BH sculpture. Using self-made instruments in addition to class instruments. <b><u>Can I produce music by designing and making my own instrument?</u></b></p>					
	<p><b><u>Y6 Production</u></b> <b><u>Can I sing and perform as part of an ensemble?</u></b></p>					
Maths	Subject Area	Focus	Year 6			
	Number	<b><i>Number and Place Value</i></b>	<ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10,000,000 and determine place value</li> <li>Round any whole number to a required degree of accuracy</li> <li>Use negative numbers and calculate intervals across zero</li> <li>Solve larger number and practical problems**</li> </ul>			
		<b><i>Addition and Subtraction</i></b>	<ul style="list-style-type: none"> <li>Perform mental calculations, including mixed operations and larger numbers</li> <li>Identify prime numbers</li> <li>Use knowledge of the order of operations to carry out calculations</li> <li>Use estimation to check answers and determine the levels of accuracy</li> <li>Solve multi-step addition and subtraction problems in contexts, deciding methods/operations to use and why</li> </ul>			
		<b><i>Multiplication</i></b>	<ul style="list-style-type: none"> <li>Multiply multi-digit numbers up to four-digits by a two-digit whole number using the formal written method of long multiplication</li> </ul>			



# Year 6 Curriculum Map

	<b>and Division</b>	<ul style="list-style-type: none"> <li>Divide numbers up to four-digits by a two-digit number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate</li> <li>Divide numbers up to four-digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders</li> <li>Identify common factors, common multiples and prime numbers</li> </ul>
	<b>Fractions (including Decimals and Percentages)</b>	<ul style="list-style-type: none"> <li>Use common factors to simplify fractions, use common multiples to express fractions in the same denomination</li> <li>Compare and order fractions including fractions <math>&gt; 1</math></li> <li>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>Multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>Divide proper fractions by whole numbers</li> <li>Associate a fractions with division and calculate decimal fraction equivalents for a simple fraction</li> <li>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 given answers up to three decimal places</li> <li>Multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>Use written division methods in cases where the answer has up to two decimal places</li> <li>Solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>Recall and use equivalences between simple fractions, decimals and percentages</li> </ul>
	<b>Ratio and Proportion</b>	<ul style="list-style-type: none"> <li>Solve problems involving the relevant sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>Solve problems involving the calculation of percentages and the use of percentages for comparison</li> <li>Solve problems involving similar shapes where the scale factor is known or can be found</li> <li>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul>
	<b>Algebra</b>	<ul style="list-style-type: none"> <li>Use simple formulae</li> <li>Generate and describe linear number sequences</li> <li>Express missing number problems algebraically</li> <li>Find pairs of numbers that satisfy an equation with two unknowns</li> <li>Enumerate possibilities of combinations of two variables</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places</li> <li>Use, read, write and convert between standard units of length, mass, volume and time, using decimal notation up to three decimal places</li> <li>Convert between miles and kilometres</li> <li>Recognise that shapes with the same area can have different perimeters</li> <li>Recognise when it is possible to use formulae for area and volume of shapes</li> <li>Calculate the area of parallelograms and triangles</li> <li>Calculate, estimate and compare volume of cubes and cuboids using standard units, <math>\text{cm}^3</math>, <math>\text{m}^3</math>, <math>\text{mm}^3</math> and <math>\text{km}^3</math></li> </ul>
<b>Geometry</b>	<b>Properties of Shapes</b>	<ul style="list-style-type: none"> <li>Draw 2-D shapes using given dimensions and angles</li> <li>Recognise, describe and build simple 3-D shapes, including nets</li> <li>Compare and classify geometric shapes based on properties and sizes</li> <li>Find unknown angles in triangles, quadrilaterals and regular polygons</li> <li>Illustrate and name parts of circles, including radius, diameter (understanding that this is twice the radius) and circumference</li> <li>Recognise angles that meet at a point, are on a straight line, vertically opposite and missing angles</li> </ul>
	<b>Position and Direction</b>	<ul style="list-style-type: none"> <li>Describe positions on the full coordinate grid (all four quadrants)</li> <li>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> </ul>
<b>Statistics</b>		<ul style="list-style-type: none"> <li>Interpret and construct pie charts and line graphs and use these to solve problems</li> </ul>



## Year 6 Curriculum Map

		<ul style="list-style-type: none"><li>• Calculate and interpret the mean as an average</li></ul>