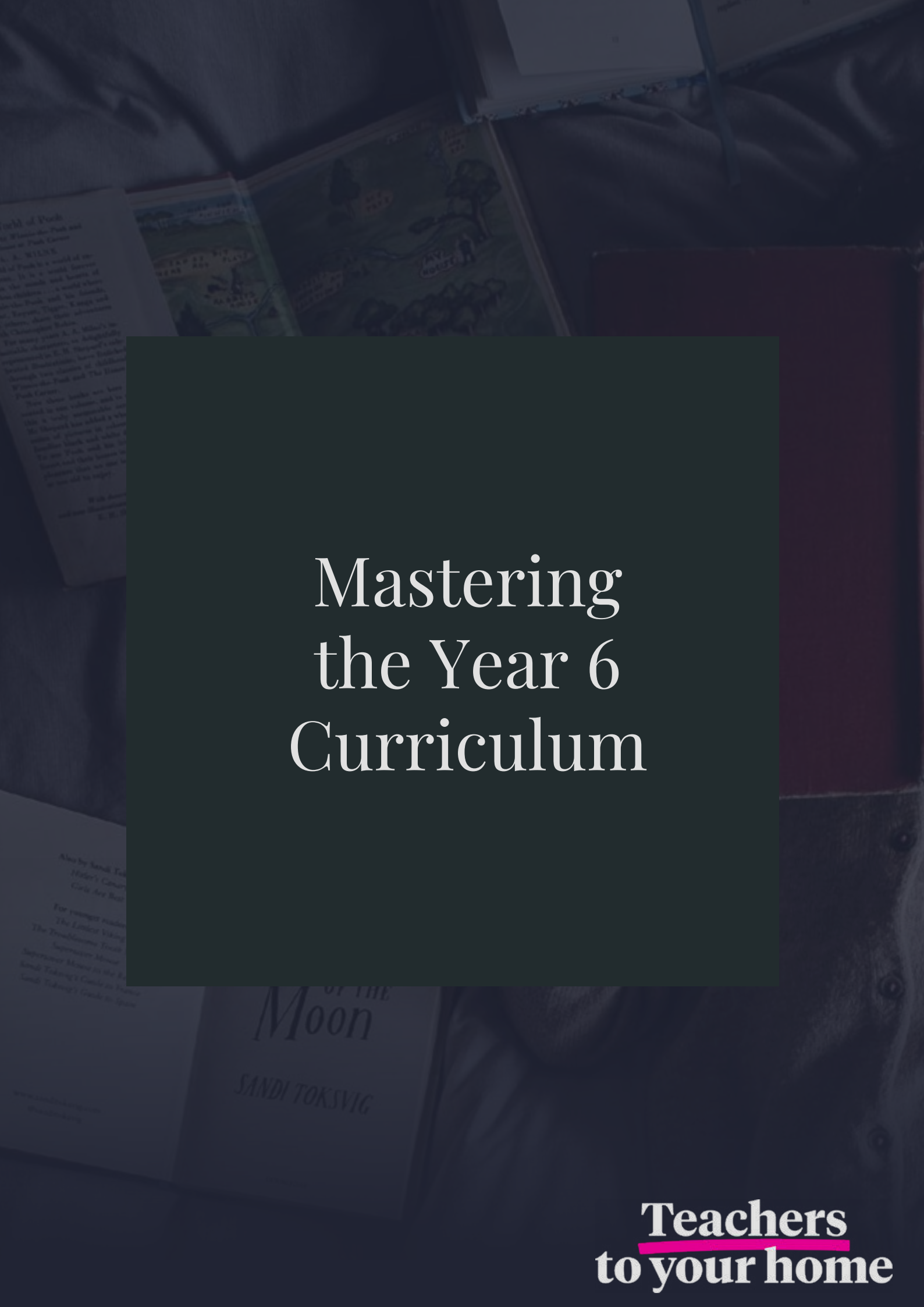


Mastering the Year 6 Curriculum

Teachers to your home

Introduction

Welcome to our guide to the Year 6 curriculum

Many parents worry that they are unsure what their child should know in each year group. Are they behind? Are they ahead?

That's why we created these guides.

Each chapter covers a different subject taught in Year 6 and is then broken down into the different skills your child should have mastered by the end of the year.

You can print this guide out, or keep a digital copy and tick off each skill when your child feels they have mastered it.

We recommend you use this guide regularly to engage with your child about their education and you can even use it with a tutor to work through the curriculum.

Happy reading!

Teachers To Your Home

We are a leading UK tutoring company that specialises in connecting families with experienced and qualified teachers, either for lessons in your home or online.

We do this because we believe that the best tutor is a professional teacher, someone who is experienced teaching children and is up to date with the curriculum.

If you think your child could benefit from a tutor, visit our website: www.teacherstoyourhome.co.uk

Contents

English

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.

They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.

Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.

Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study.

In year 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Spoken Language

Your Year 6 child should be taught to:

- ☐ Listen and then respond appropriately to adults and their Year 6 classmates
- ☐ Ask relevant questions to build up their understanding and knowledge
- ☐ Articulate and justify answers, arguments and opinions
- ☐ Maintain their attention and also participate actively in collaborative conversations
- ☐ Participate in presentations, performances, role play, improvisations, discussions and debates
- ☐ Capture and then hold the interest of their audience
- ☐ Select and use formal or informal language speaking in formal and informal language, as appropriate

Reading

Your Year 6 child should be taught to:

- ☐ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
- ☐ Maintain positive attitudes to reading and 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

English

- 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 one 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

Writing

Your Year 6 child should be taught to:

☐ Use further prefixes and suffixes and understand the guidance for adding them

☐ Spell some words with 'silent' letters (for example, knight, psalm, solemn)

☐ Continue to distinguish between homophones and other words which are often confused

☐ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically

☐ Use dictionaries to check the spelling and meaning of words

English

- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus
- 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 [for example, headings, bullet points, underlining]
- 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
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Develop their understanding of the concepts by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - Using passive verbs to affect the presentation of information in a sentence
  - Using the perfect form of verbs to mark relationships of time and cause
  - Using expanded noun phrases to convey complicated information concisely
  - Using modal verbs or adverbs to indicate degrees of possibility
  - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - Learning the grammar for year 5
- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing

English

- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently

☐ Use and understand the grammatical terminology in English accurately and appropriately in discussing their writing and reading

Spelling, Vocabulary, Grammar and Punctuation

Your Year 6 child should be taught:

☐ To recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter)

☐ To know how words are related by meaning as synonyms and antonyms (for example, big, large, little)

☐ Use the passive to affect the presentation of information in a sentence (for example, 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 (for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)

☐ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis

☐ Use layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text)

☐ Use the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up)

☐ Use the colon to introduce a list and use of semi-colons within lists

☐ Use punctuation of bullet points to list information

☐ Know how hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)

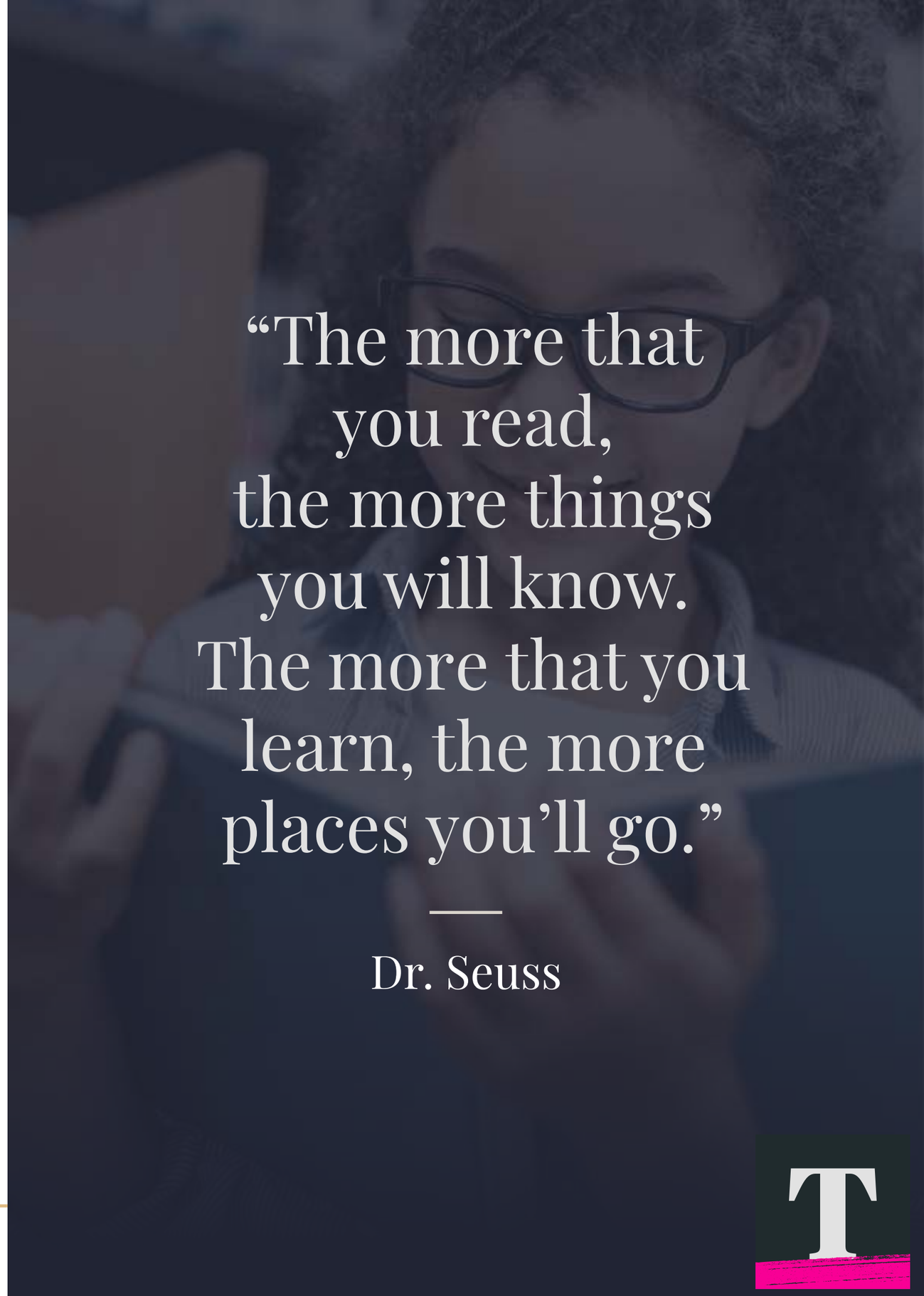
☐ Terminology for Year 6 pupils includes: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

English

Word List – Year 6

The word-lists for year 6 is statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

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



Maths

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Numbers

Your Year 6 child should be taught 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 zero
- ☐ Solve number and practical problems that involve all of the above
- ☐ 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 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
- ☐ 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

Maths

- Identify the value of each digit in numbers given 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

Ratio and Proportion

Your Year 6 child should be taught 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 [for example, of measures, and such as 15% of 360] 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

Algebra

Your Year 6 child should be taught 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 two variables

Measurement

Your Year 6 child should be taught to:

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three 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 (three 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 (cm3) and cubic metres (m3), and extending to other units

Maths

Geometry

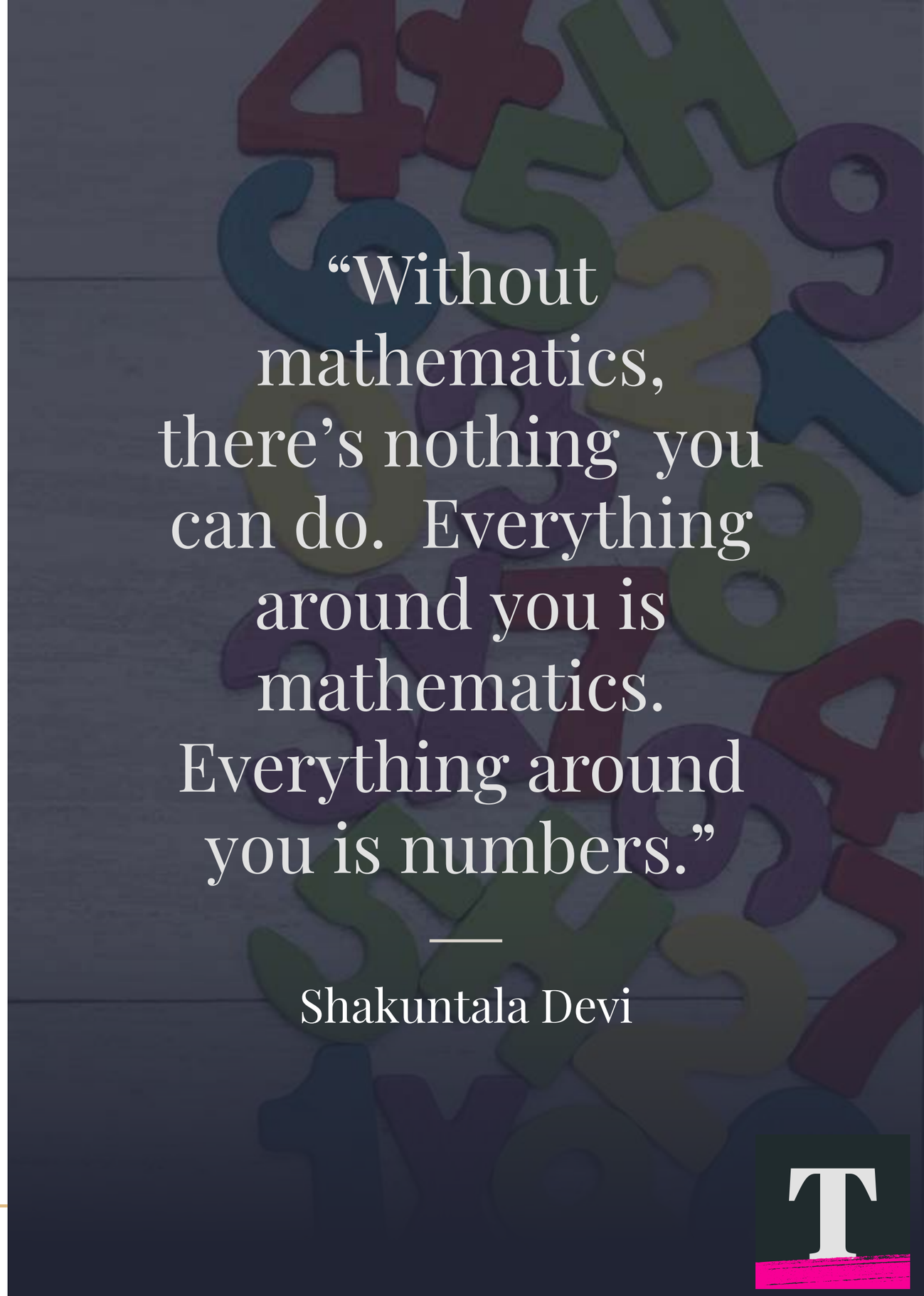
Your Year 6 child should be taught to:

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

Statistics

Your Year 6 child should be taught to:

- ☐ Interpret and construct pie charts and line graphs and use these to solve problems
- ☐ Calculate and interpret the mean as an average



Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.

Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.

Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Living Things and their Habitats

Your Year 6 child should be taught to:

- ☐ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- ☐ Give reasons for classifying plants and animals based on specific characteristics

Animals including Humans

Your Year 6 child should be taught to:

- ☐ Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- ☐ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- ☐ Describe the ways in which nutrients and water are transported within animals, including humans

Evolution and Inheritance

Your Year 6 child should be taught to:

- ☐ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- ☐ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- ☐ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Science

Light

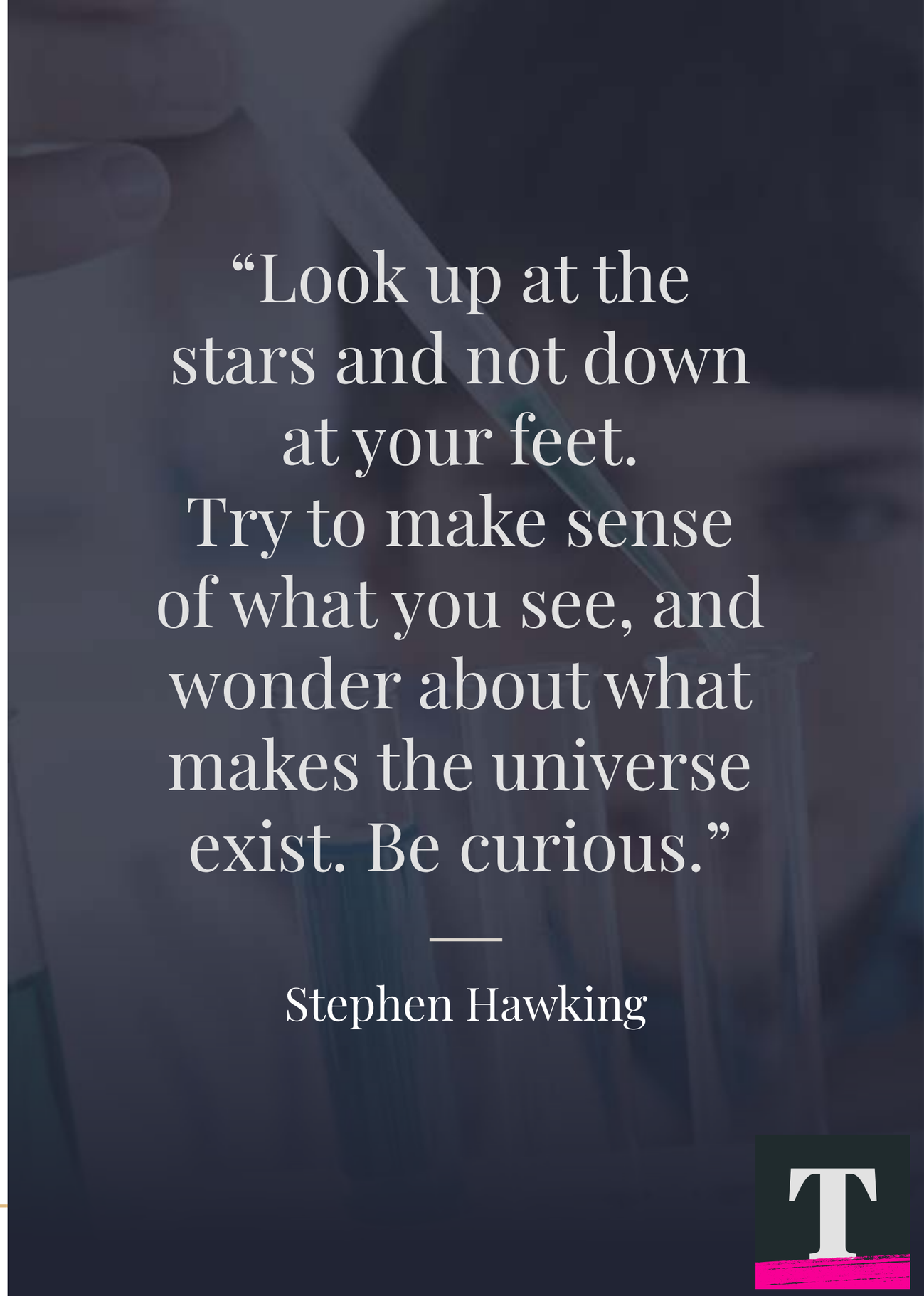
Your Year 6 child should be taught to:

- ☐ Recognise that light appears to travel in straight lines
- ☐ Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- ☐ Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- ☐ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity

Your Year 6 child should be taught to:

- ☐ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- ☐ Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- ☐ Use recognised symbols when representing a simple circuit in a diagram



Art and Design

Art, craft and design embody some of the highest forms of human creativity.

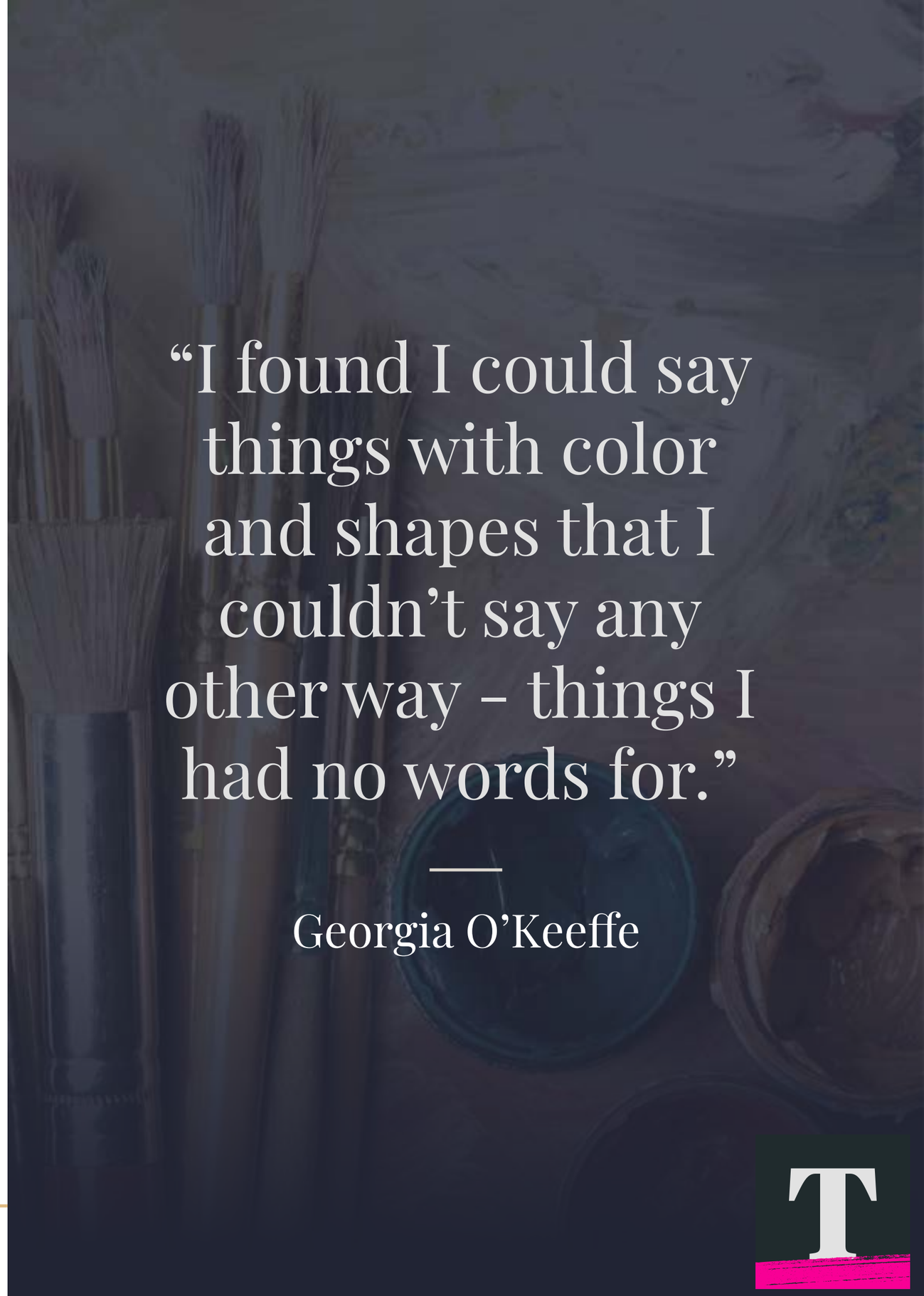
A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Your Year 6 child should be taught to:

- ☐ To create sketch books to record their observations and use them to review and revisit ideas
- ☐ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- ☐ About great artists, architects and designers in history



Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Your Year 6 child should be taught to:

- ☐ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- ☐ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ☐ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- ☐ Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- ☐ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- ☐ Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ☐ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Your Year 6 child should be taught to:

- ☐ Know, understand and develop the skills needed to engage in an iterative process of designing and making through various practical and creative activities. They should work in multiple contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment)
- ☐ Cook a range of different foods and understand the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will open the door to one of the great expressions of human creativity

Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

This will include the location and characteristics of a range of the world's most significant human and physical features.

They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Your Year 6 child should be taught to:

- ☐ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ☐ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ☐ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- ☐ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- ☐ Describe and understand key aspects of:
  - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- ☐ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ☐ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ☐ Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Your Year 6 child should be taught about:

- ☐ Changes in Britain from the Stone Age to the Iron Age
- ☐ The Roman Empire and its impact on Britain
- ☐ Britain's settlement by Anglo-Saxons and Scots
- ☐ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- ☐ A local history study
- ☐ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ☐ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- ☐ Ancient Greece – a study of Greek life and achievements and their influence on the western world
- ☐ A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Languages

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.

It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation.

Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Your Year 6 child should be taught to:

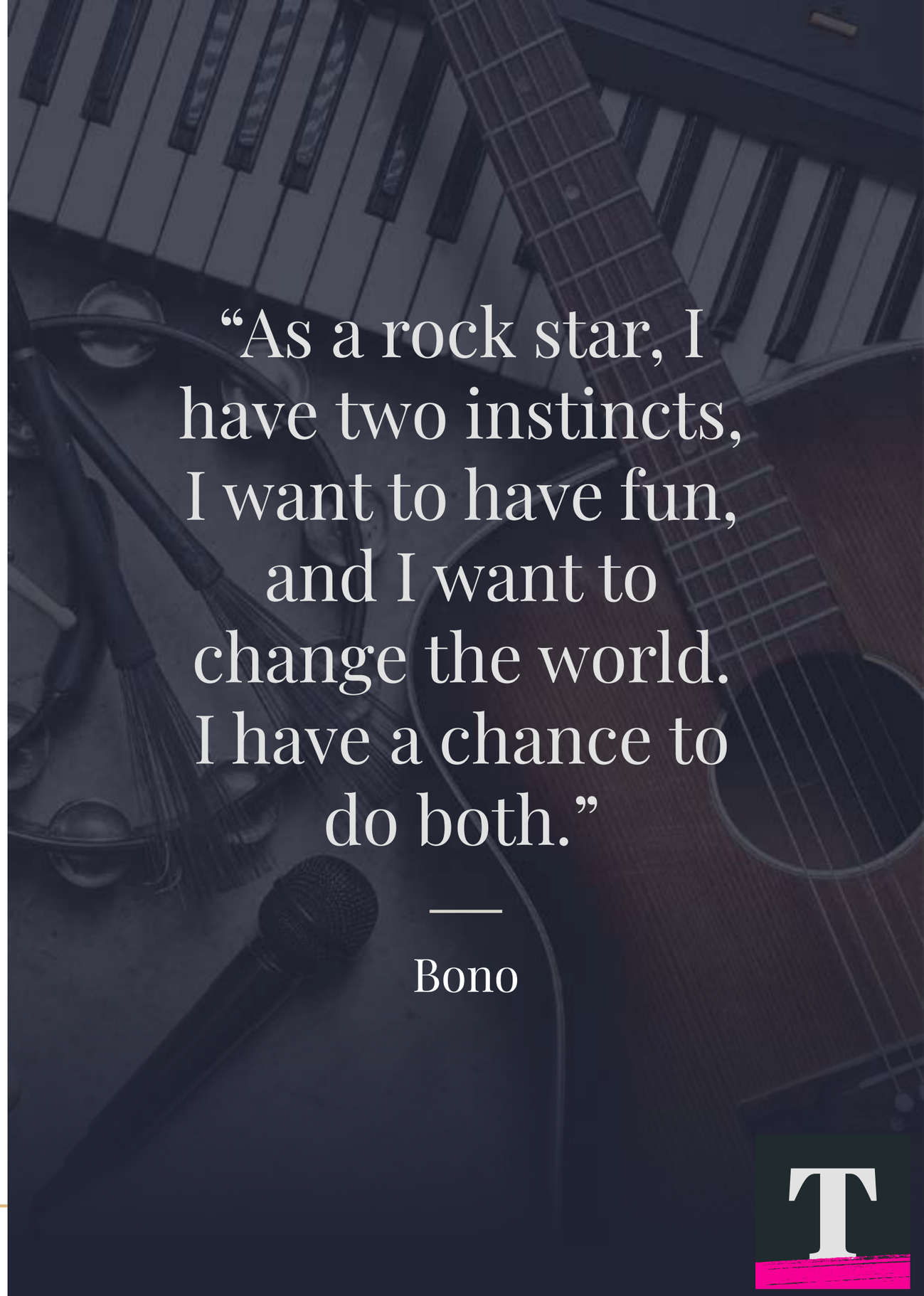
- ☐ Listen attentively to spoken language and show understanding by joining in and responding
- ☐ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ☐ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- ☐ Speak in sentences, using familiar vocabulary, phrases and basic language structures
- ☐ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- ☐ Present ideas and information orally to a range of audiences
- ☐ Read carefully and show understanding of words, phrases and simple writing
- ☐ Appreciate stories, songs, poems and rhymes in the language
- ☐ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ☐ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ☐ Describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Your Year 6 child should be taught to:

- ☐ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ☐ Improvise and compose music for a range of purposes using the inter-related dimensions of music
- ☐ Listen with attention to detail and recall sounds with increasing aural memory
- ☐ Use and understand staff and other musical notations
- ☐ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ☐ Develop an understanding of the history of music



Physical Education

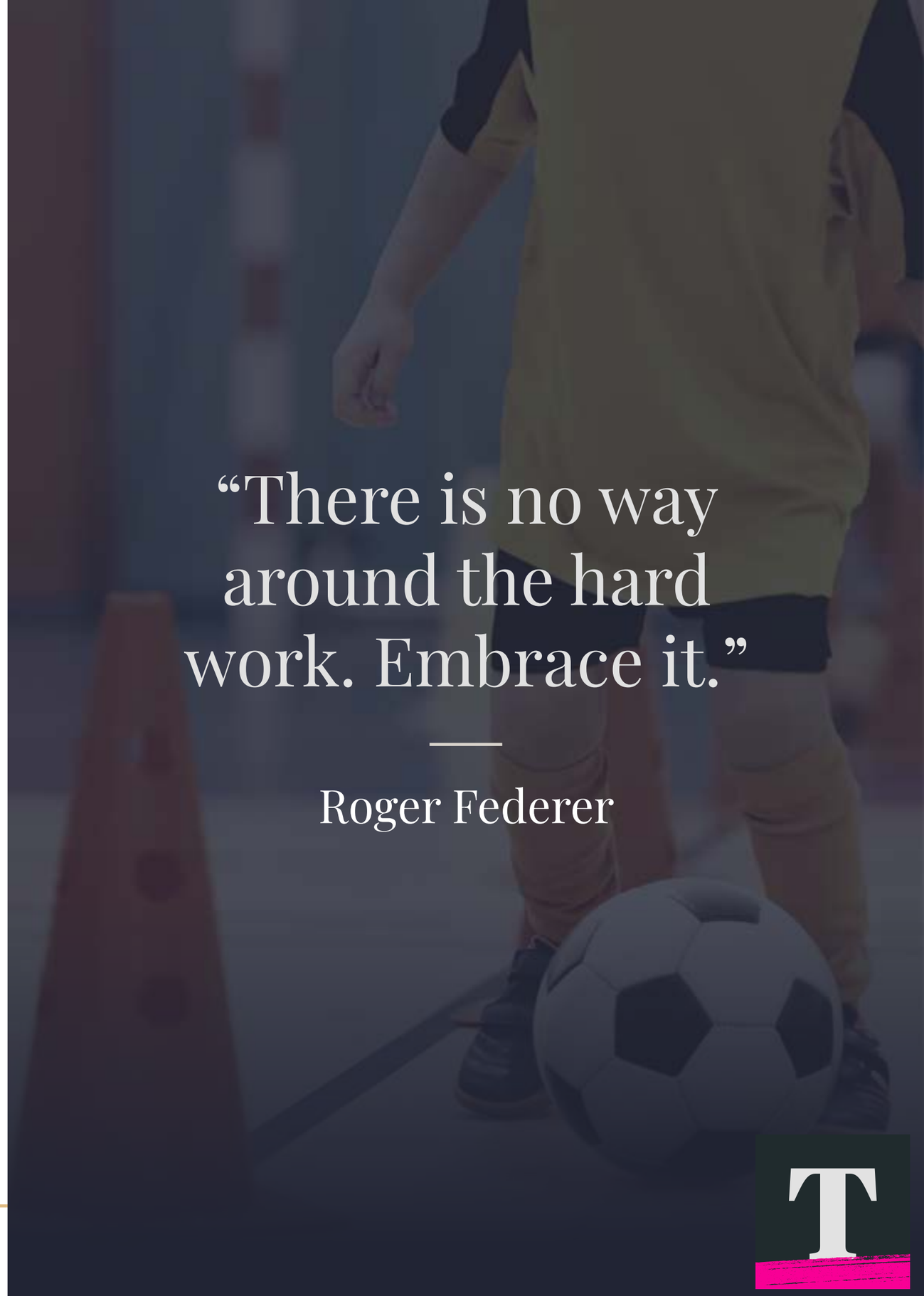
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

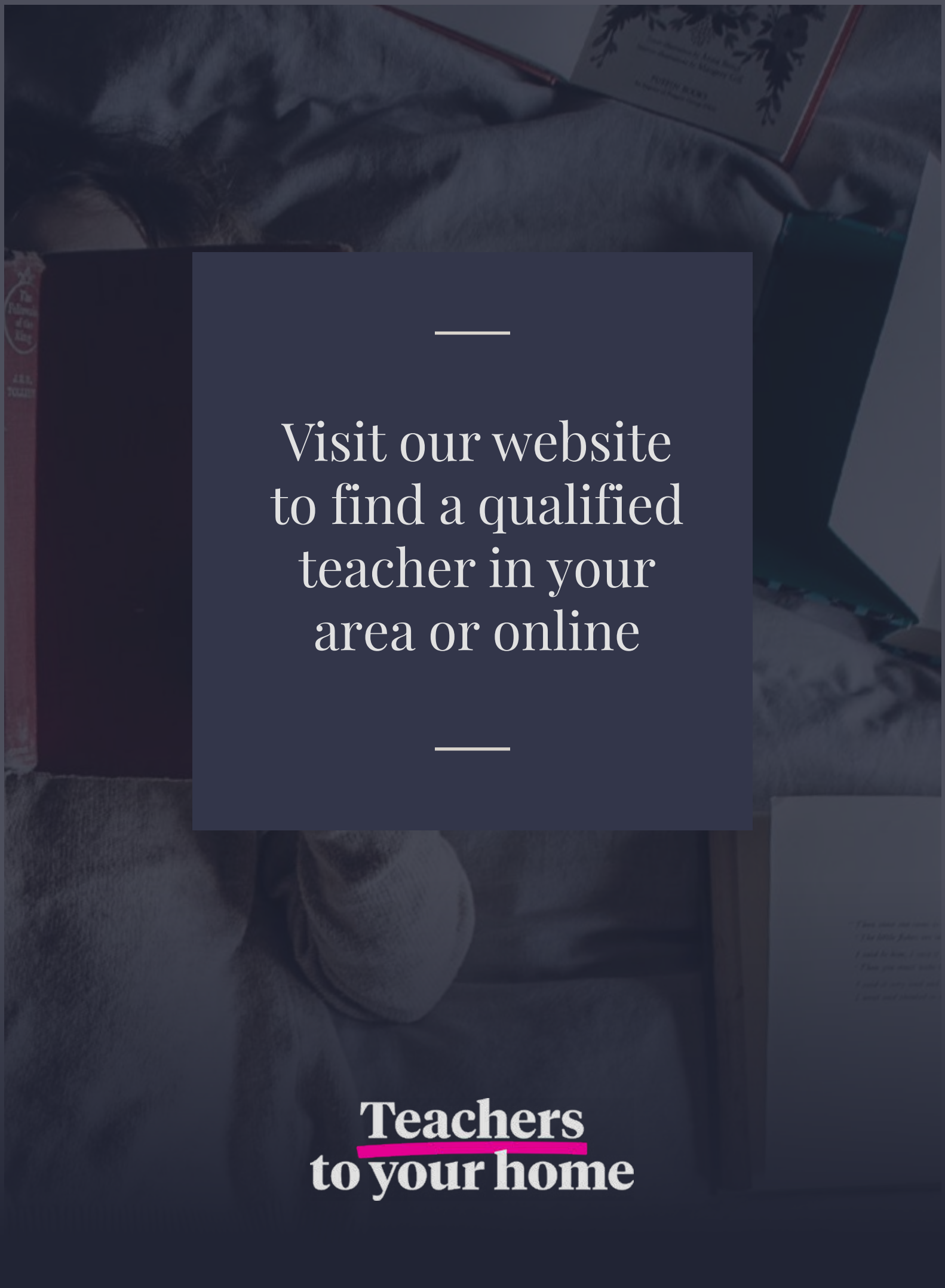
They should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Your Year 6 child should be taught to:

- ☐ Use running, jumping, throwing and catching in isolation and in combination
- ☐ Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- ☐ Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- ☐ Perform dances using a range of movement patterns
- ☐ Take part in outdoor and adventurous activity challenges both individually and within a team
- ☐ Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- ☐ Swim competently, confidently and proficiently over a distance of at least 25 metres
- ☐ Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- ☐ Perform safe self-rescue in different water-based situations





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