

Year 6 Curriculum Map			
	Autumn	Spring	Summer
<b>Maths</b>	<p><b>Place Value within 10,000,000:</b> Numbers to 1,000,000, numbers to 10,000,000, number line to 10,000,000, comparing and ordering numbers to 10,000,000, rounding numbers, and negative numbers.</p> <p><b>Four Operations Part 1:</b> Problem Solving – using written methods of addition and subtraction, multiplying numbers up to 4 digits by a 1 digit and 2 digit number, and dividing numbers up to 4 digits by a 2 digit number.</p> <p><b>Four Operations Part 2:</b> Common factors, common multiples, recognising prime numbers up to 100, squares and cubes, order of operations, brackets, mental calculations, and reasoning from known facts.</p>	<p><b>Decimals:</b> Multiplying by 10, 100 and 1,000, dividing by multiples of 10, 100 and 1,000, decimals as fractions, fractions as decimals, multiplying decimals, and dividing decimals.</p> <p><b>Percentages:</b> Percentage of, finding missing values, converting fractions to percentages, equivalent fractions, decimals and percentages, and mixed problem solving.</p> <p><b>Algebra:</b> Finding a rule, using a rule, formulae, and solving equations.</p> <p><b>Measure – Imperial and Metric Measures:</b></p>	<p><b>Geometry – Properties of Shapes:</b> Measuring with a protractor, drawing shapes accurately, angles in triangles, angles in polygons, vertically opposite angles, equal distance, parts of a circle, and nets.</p> <p><b>Problem Solving:</b> Problem solving – place value, negative numbers, addition and subtraction, four operations, fractions, decimals, percentages, ratio and proportion, time, position and direction, and properties of shapes.</p> <p><b>Statistics:</b> The mean, introducing pie charts, reading and interpreting pie charts, fractions and pie charts, percentages and pie charts, interpreting the graphs, constructing the graphs.</p>

	<p><b>Fractions Part 1:</b> Simplifying fractions, fractions on a number-line, comparing and ordering fractions, adding and subtracting fractions, and problem solving – adding and subtracting fractions.</p> <p><b>Fractions Part 2:</b> Multiplying a fraction by a whole number, multiplying a fraction by a fraction, dividing a fraction by a whole number, four rules with fractions, calculating fractions of amounts, problem solving – fractions of amounts.</p> <p><b>Geometry – Position and Direction:</b> Plotting coordinates, plotting translations, plotting translations and reflections, and reasoning about shapes with coordinates.</p>	<p>Metric measures, converting metric measures, problem solving – metric measures, miles and km, and imperial measures.</p> <p><b>Measure – Perimeter, Area and Volume:</b> Shapes with the same area, area and perimeter, area of a parallelogram, area of a triangle, problem solving – area and perimeter, volume of a cuboid.</p> <p><b>Ratio:</b> Ratio, scale drawings, scale factors, similar shapes, and problem solving – ration and proportion.</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<b>English</b>	<p><b>Texts Studied:</b> Goodnight Mr Tom by Michelle Magorian</p> <p><b>Writing Outcomes:</b> Writing a <u>diary entry</u> based on events in ‘Goodnight Mr Tom’. Writing a <u>non-chronological report</u> based on evacuation in WWII.</p>	<p><b>Texts Studied:</b> The Ruined City of Kor by John Wilson</p> <p><b>Writing Outcomes:</b> Writing a <u>biography</u> of a significant person (WW11 topic) Writing a <u>narrative</u> based on events in ‘The Ruined City of Kor’.</p>	<p><b>Texts Studied:</b> The Highwayman by Alfred Noyes</p> <p><b>Writing Outcomes:</b> Writing a <u>persuasive argument</u> from the perspective of a character in ‘The Highwayman’. Writing a <u>narrative</u> – an alternative ending.</p>	<p><b>Texts Studied:</b> The Giant’s Necklace by Michael Morpurgo</p> <p><b>Writing Outcomes:</b> Writing a <u>newspaper report</u> based on events in ‘The Giant’s Necklace’. Writing a <u>travel brochure</u> based on a location in ‘The Giant’s Necklace’.</p>	<p><b>Texts Studied:</b> The Iron Woman by Ted Hughes</p> <p><b>Writing Outcomes:</b> Writing a <u>short burst narrative</u> based on ‘The Iron Woman’.  Revisiting and re-editing previous pieces of work.</p>
<p><b>Reading</b> V – Vocabulary I – Inference P – Prediction</p>	<p><b>Goodnight Mr Tom</b> By Michelle Magorian</p>	<p><b>Rhythm and Poetry</b> By Karl Nova</p>	<p><b>The Highwayman</b> by Alfred Noyes, <b>The Giant’s Necklace</b> by Michael Morpurgo</p>	<p><b>Short texts which reflect a variety of genres</b> <b>The Iron Woman</b> by Ted Hughes</p>	

<i>E – Explain</i> <i>R – Retrieve</i> <i>S - Summarise</i>	<b>Short texts which reflect a variety of genres</b>				
<b>Science</b>	<b>Electricity</b>  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.  <b>Key scientist -</b>	<b>Light</b>  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	<b>Living Things and their Habitats</b>  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.  <b>Key scientist – Carl Linnaeus</b>	<b>Evolution and Inheritance</b>  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 parents. Identify how animals and plants are adapted to suit their environment in different ways and that	<b>Animals including Humans</b>  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.

	<p><b>Nikola Tesla</b></p>	<p>straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>Key scientist - Euclid</b></p>		<p>adaption can lead to evolution.</p> <p><b>Key scientists – Mary Anning, Charles Darwin and Alfred Wallace</b></p>	<p><b>Key scientist – William Harvey-</b></p>
<p><b>Geography</b></p>	<p><b>Biomes and Climate Zones</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- Identify the physical features (e.g. biomes) in a region of North and South America</li> <li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, South Hemisphere, Tropics of Capricorn and Cancer</li> </ul>		<p><b>Dangerous Earth</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</li> <li>- Investigate how physical characteristics have changed over time.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- Use the 8 points of a compass, 4- and 6-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</li> </ul>		

	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- Investigate how human and physical characteristics have changed over time.</li> </ul>	
<p><b>History</b></p>	<p><b>WW11</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about an aspect of theme in British History (e.g. World War II) that extends our chronological knowledge beyond 1066.</li> <li>- To understand how our knowledge of the past is constructed from a range of sources</li> <li>- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- To devise historically valid questions about change, cause, similarity and difference and significance</li> <li>- To develop a chronologically secure knowledge of British, local and World history.</li> </ul>	<p><b>Early Islamic Civilisation</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about a non-European society that provides contrasts with British history –early Islamic civilization</li> <li>- To understand how our knowledge of the past is constructed from a range of sources</li> <li>- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>

		<ul style="list-style-type: none"> <li>- To devise historically valid questions about change, cause, similarity and difference and significance</li> <li>- To develop a chronologically secure knowledge of British, local and World history.</li> </ul>
<p><b>Art &amp; Design</b></p>	<p><b>Self-Portraits and Pointillism (Painting)</b></p> <p><b>Skills Focus:</b></p> <p><b>Taught Artists:</b> Roy Lichtenstein, Andy Warhol</p> <ul style="list-style-type: none"> <li>• Painting skills – Use of tools to create different sized dots (cotton buds, pencil rubber, toothpick), light and dark values of a primary colour, use of different paintbrushes for different sections</li> <li>• Pencil skills: Trace an image (photograph), selecting appropriate level of detail</li> </ul> <p><b>Key vocabulary:</b></p>	<p><b>Shoe Design (Design / painting)</b></p> <p><b>Skills Focus:</b></p> <p>Shoe Designer (Design and paint a shoe)</p> <p><b>Taught Artists:</b> Keith Haring, Jackson Pollock, Piet Mondrian, Pop Art</p> <ul style="list-style-type: none"> <li>• Design skills- shoes will be created, drawing inspiration from one of the above artists</li> <li>• Painting skills- Use of different size and shape brushes to create different strokes: wavy lines, stippling, blending techniques</li> </ul> <p><b>Key vocabulary:</b></p> <p>fashion, haute couture, high street fashion, design, designer, texture, tones, purpose, trend and patterns</p>

	<p>benday dots, primary colours, tint, shade, value, mark-making, self-portrait, tracing, outline, line, shape, pop art</p> <p><b>Links to the curriculum:</b> History (WWII)</p>	<p><b>Links to the curriculum:</b> Pop Art- Autumn 1 WWII</p>	
<p><b>Design and Technology</b></p>	<p><b>Electrical systems</b></p> <p><b>Outcome:</b> To design, make and evaluate an alarm for a safe room</p> <p><b>National Curriculum link:</b> Science- Electricity</p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li> <li>• To select from a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</li> <li>• To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul>	<p><b>Cooking and Nutrition</b></p> <p><b>Outcome:</b> To design, make and evaluate a sample of muffins</p> <p><b>National Curriculum link:</b> PSHE- Healthy Eating</p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand and apply the principles of a healthy and varied diet.</li> <li>• To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>• To evaluate their ideas and products against their own design criteria and consider the</li> </ul>	<p><b>Electrical systems- Control</b></p> <p><b>Outcome:</b> To design, make and evaluate wearable devices to help young people to 'Be Safe: Be Seen!'</p> <p><a href="https://microbit.org/projects/design-challenges/">https://microbit.org/projects/design-challenges/</a></p> <p><b>National Curriculum link:</b> Transitioning to secondary school- safety</p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li> <li>• To select from a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</li> <li>• To understand and use electrical systems in their products [for example, series circuits</li> </ul>



	<ul style="list-style-type: none"> <li>• To investigate and analyse a range of existing products.</li> <li>• To understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	views of others to improve their work.	<p>incorporating switches, bulbs, buzzers and motors].</p> <ul style="list-style-type: none"> <li>• To investigate and analyse a range of existing products.</li> <li>• To understand how key events and individuals in design and technology have helped shape the world.</li> </ul>
<b>RE</b>	<p><b>How can religion promote peace and justice in our society?</b></p> <p>This unit will enable pupils to examine the complex and contested issue of the relationship between religion, peace and justice. It will explore the ways in which religions seek to promote peace, both personally and collectively, and the role of religious communities as they participate in activities that advance social justice within society.</p> <p><b>Does religion help us to understand human suffering?</b></p> <p>This unit will involve the raising and exploration of difficult and complex</p>	<p><b>Why is the Torah so important with Judaism?</b> This unit will explore the place of the Torah, as the most important source of authority, within Judaism. It will enable pupils to learn about the content of the Torah, how different Jewish groups understand its origin, the place that it plays within services within the synagogue and the way that it is treated by Jewish people.</p>	<p><b>In what ways do Christians in different denominations worship?</b></p> <p>This unit will introduce pupils to the diversity of the worldwide church and how Christian denominations worship in different ways. Pupils will consider how the variety of in the forms of worship within the church has emerged as an outcome significant development within the history of Christianity and that this reflects important differences in the theological understanding of a number of Christian doctrines.</p> <p><b>What is significant to Christians about Jesus' life and teaching?</b></p>

	<p>questions associated with the presence of evil, suffering, pain, sorrow and grief within our world. It will consider how the existence of suffering is understood within a range of religious traditions and the place that faith can play in helping people to endure troubling times in their own, or in other people's, lives. Pupils will reflect upon the relationship between God and suffering and consider why suffering can provoke the loss of faith for some people.</p>			<p>This unit will examine the events in Jesus' life before his passion and death and the messages that emerge from his teaching. It will enable pupils to explore the question of who Jesus was, the way he is identified by Christians, and the impact that he had on the people he encountered through his parables, actions, miracles and teaching.</p>	
<b>Computing</b>	<p><b><u>Computer Science</u></b>          Unit: Coding  <b>Software:</b>          2Code    <b>E-Safety Focus - Stay Smart:</b></p>	<p><b><u>Digital Literacy</u></b>          Unit: Online Safety  <b>Software:</b>          2DIY          2Code          2Blog (Blogging)  <b><u>Information Technology</u></b>          Unit: Spreadsheets</p>	<p><b><u>Information Technology (continued)</u></b>          Unit: Spreadsheets  <b>Software:</b>          2Calculate  <b><u>Information Technology</u></b>          Unit: Blogging  <b>Software:</b>          2Blog (Blogging)</p>	<p><b><u>Computer Science</u></b>          Unit: Text Adventures  <b>Software:</b>          2Code          2Connect (mind Map)  <b><u>Computer Science</u></b>          Unit: Networks  <b>Software:</b>          2Connect (Mind Map)</p>	<p><b><u>Information Technology</u></b>          Unit: Quizzing  <b>Software:</b>          2Quiz          2DIY          2Investigate (database)</p>

	<p>I can explain how to make the most of the positive opportunities offered online, identifying how to limit the risks involved.</p>	<p><b>Software:</b> 2Calculate</p> <p><b>E-Safety Focus - Stay Kind:</b> I can explain the consequences of not communicating kindly and respectfully.</p>	<p><b>E-Safety Focus - Stay Safe and Critical:</b> I can protect passwords and other personal information; explaining the consequences of sharing too much about oneself online. I can protect devices from harm on the internet.</p>	<p><b>E-Safety Focus - Stay Healthy:</b> I can explain the consequences of spending too much time online or on a game.</p>	<p><b>E-Safety Focus - Stay Accountable:</b> I can support friends to protect themselves and make good choices online and understand what is meant by a digital footprint.</p>
<p><b>PSHE</b></p>	<p><b>Health and Well-Being</b> <b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• To set goals.</li> <li>• To explain the risks associated with alcohol and drugs.</li> <li>• To understand how a parliamentary debate takes place in the House of Commons</li> <li>• To explain how to have a healthy lifestyle.</li> </ul>	<p><b>Living in the Wider World</b> <b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• To understand what charity is, explain why people donate to charity and fundraise for charity.</li> <li>• To understand mental health and how to talk about feelings.</li> <li>• To challenge stereotypes.</li> <li>• To explain how to keep safe online.</li> </ul>	<p><b>Relationships</b> <b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• To understand how to develop positive self-talk.</li> <li>• To understand healthy on and offline friendships.</li> <li>• To understand the physical and emotional changes that happened during puberty.</li> <li>• To understand human reproductive system.</li> </ul>		

<b>French</b>	<p><b>Our School</b></p> <ul style="list-style-type: none"> <li>Names of rooms in the school (library, staffroom, hall)</li> <li>Timetables and times</li> <li>Conjugating regular –er verbs (manger, travailler, parler, aller)</li> </ul> <p><b>The World Around Us</b></p> <ul style="list-style-type: none"> <li>Names of Countries and Continents</li> <li>Describing the climate/weather in different countries</li> <li>Conjugating verbs</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Names of places in a town (cinema, supermarket)</li> <li>Using the phrase (Il ya a – there is + Il y avait – there was)</li> <li>Comparing the town now to a period in history</li> </ul> <p><b>Out and About</b></p> <ul style="list-style-type: none"> <li>Numbers to 100</li> <li>Fairground rides</li> <li>Giving opinions</li> </ul>	<p><b>Setting up a Café</b></p> <ul style="list-style-type: none"> <li>Food items</li> <li>Café role play – how much/can I have..?</li> </ul> <p><b>What’s in the News?</b></p> <ul style="list-style-type: none"> <li>Newspaper Topics (politics/fashion etc)</li> <li>Giving opinions</li> </ul>
<b>PE</b>	<p><b>Invasion Games: Football, tag ruby, hockey</b></p> <p><b>Coordination – Movement Patterns:</b></p> <p><b>Gymnastics</b></p>	<p><b>Invasion Games: Netball, Basketball, Handball</b></p> <p><b>net and Wall: Badminton and Tennis</b></p>	<p><b>Striking and Fielding: Cricket and rounders</b></p> <p><b>Athletics: Track and field events</b></p>
<b>Music</b>	<p><b>Happy</b>        Pop / Motown        Charanga</p> <p><b>Classroom jazz*</b></p>	<p><b>A new year’s carol</b>        Western classical music /Gospel /        Charanga</p> <p><b>I will wait- Mumford and Sons</b></p>	<p><b>Music and me</b>        Contemporary, music and identity</p> <p><b>Musical performance – End of year productions*</b></p>

	<p>Jazz / Latin / Blues</p> <p><b>National Curriculum objectives:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from</li> </ul>	<p><b>National Curriculum objectives:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality</li> </ul>	<p><b>National Curriculum objectives:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> <li>• develop an understanding of the history of music.</li> </ul>	<p>live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> <li>• develop an understanding of the history of music.</li> </ul>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

### Key Information

Homework is issued every Thursday and expected to be completed/handed in by the following Tuesday.

Spelling words are posted on Purple Mash every Thursday for a spelling test the following Friday.

Please wear your PE kit to school every Friday.

### Reading:

- They will need to bring in their reading record and their reading book daily.
- 5 times a week, as a minimum, we would ask that pupils log the pages they have read (e.g. p71-78) and once a week write an extended comment about the following:

Vocabulary – Did you identify an unknown word? Did you use a dictionary to discover its meaning? *Write down the word and its meaning.*

Prediction – Can you make a prediction about what will happen next, based on your understanding of events so far? *I predict...because...*

Questions – Did the text raise any questions for you? *Write down your questions.*

Additional support and guidance you can provide at home:	
Essential Reads	Common Exception Words

<p>This is a list of essential reads each pupil should aim to read by the end of the academic year. A small number of copies of each text are available from the school. Across the year, pupils can gain access to these texts through the library and their classroom.</p>		<p>These are the common exception words for year 5/6. Pupils are expected to write these words correctly in order to reach the <b>expected standard</b> at the end of year 6.</p>
<p>The Wolves of Willoughby Chase by Joan Aiken</p> <p>The Midnight Fox by Betsy Byars</p> <p>Stormbreaker by Anthony Horowitz</p> <p>Northern Lights by Phillip Pullman</p> <p>North Child by Edith Patou</p> <p>The Wind Sugar by William Nicholson</p> <p>Stories for Children by Oscar Wilde</p> <p>The Lost Thing by Shaun Tan</p> <p>Skellig by David Almond</p>	<p>The Swish of the Curtain by Pamela Brown</p> <p>Red Leaves by Sita Brahmachari</p> <p>Girl with a White Dog by Anne Booth</p> <p>The Letter for the King by Tonke Dragt</p> <p>Oliver Twist (abridged) by Charles Dickens</p> <p>The Ingo Chronicles: Ingo by Helen Dunmore</p> <p>Face by Benjamin Zephaniah</p> <p>No and Me by Delphine de Vigan</p>	<p>accommodate accompany according achieve aggressive amateur ancient        apparent appreciate attached available average awkward bargain        bruise category cemetery committee communicate community        competition conscience conscious controversy convenience correspond        criticise curiosity definite desperate determined develop dictionary        disastrous embarrass environment equip(-ped, -ment) especially        exaggerate excellent existence explanation familiar foreign forty        frequently government guarantee harass hindrance identity immediately        individual interfere interrupt language leisure lightning marvellous        mischievous muscle necessary neighbour nuisance occupy occur        opportunity parliament persuade physical prejudice privilege profession        programme pronunciation queue recognise recommend relevant        restaurant rhyme rhythm sacrifice        secretary shoulder signature sincerely soldier stomach sufficient        suggest symbol system temperature thorough twelfth variety vegetable        vehicle yacht</p>
<p><b>Mental Arithmetic (Mathematics)</b></p>		

☑ I can consolidate counting forwards and backwards in steps of powers of 10 for any given number to 1,000,000

$$10^1 = 10$$

$$10^2 = 10 \times 10 = 100$$

$$10^3 = 10 \times 10 \times 10 = 1000$$

$$10^4 = 10 \times 10 \times 10 \times 10 = 10,000$$

$$10^5 = 10 \times 10 \times 10 \times 10 \times 10 = 100,000$$

$$10^6 = 10 \times 10 \times 10 \times 10 \times 10 \times 10 = 1,000,000$$

☑ I can consolidate counting in multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10, 25, and 50.

☑ I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 (e.g. **6530 rounded to the nearest 100 is 6500**)

☑ I can perform mental calculations, including with mixed operations (e.g. Multiplication and division) and larger numbers.

☑ I can consolidate multiplying and dividing whole numbers and those involving decimals by 10, 100 and 1,000 (e.g. **5.73 x 100 = 573 hundred times bigger**)

☑ I can calculate decimal fraction equivalents for simple fractions (e.g. **0.5 = 1/2, 0.25 = 1/4**)

**Once pupils are secure, they will move on to learn:**

- Read and write numbers to 10,000,000.
- Consolidate reading Roman numerals to 1,000 and recognising years in Roman numerals.
- Solve multi-step problems involving combinations of all four operations.

#### Additional support and guidance you can provide at home:

Essential Reads	Common Exception Words
This is a list of essential reads each pupil should aim to read by the end of the academic year. A small number of copies of each text are available from the school. Across the year, pupils can gain access to these texts through the library and their classroom.	Common exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way. These are the common exception words for year 2. Pupils are expected to write these words correctly in order to reach the <b>expected standard</b> at the end of year 2.



<p>A Necklace of Raindrops – Joan Aitken</p> <p>The Shrimp – Emily Smith</p> <p>Tilly Mint Tales – Berlie Doherty</p> <p>Magic Beans: A Handful of Fairy tales from the Storybag – Various</p> <p>Flat Stanley – Jeff Brown</p> <p>Invisible Stanley – Jeff Brown</p> <p>You’re a Bad Man, Mr Gum – Andy Stanton</p> <p>The Jolley-Rogers and the Ghostly Galleon – Jonny Duddle</p> <p>Fortunately the Milk – Neil Gaiman</p>	<p>George Speaks – Dick King Smith</p> <p>The Worst Witch – Jill Murphy</p> <p>Romans on the Rampage – Jeremy Strong</p> <p>Ottoline and the Yellow Cat – Chris Riddell</p> <p>The Boy with the Lightning Feet – Sally Gardner</p> <p>Oliver and the Seawigs – Phillip Reeve &amp; Sarah McIntyre</p> <p>My Friend’s a Gris-Kwok – Malorie Blackman</p> <p>Mary’s Hair – Eoin Colfer</p> <p>A Perfectly Ordinary School – Jeremy Strong</p>	<p>door floor poor because find kind</p> <p>mind behind child children wild climb</p> <p>most only every everybody even great</p> <p>break steak pretty beautiful after fast</p> <p>last past father class grass pass plant</p> <p>bath path hour move prove improve</p> <p>sugar eye could should would who whole</p> <p>any many clothes busy people water again</p> <p>half money Mr Mrs parents Christmas</p>
<b>Mental Arithmetic (Mathematics)</b>		
<p>☑ I can count in steps of 2, 3 and 5 forwards and backwards</p> <p>☑ I can count in tens from any starting point forwards and backwards (e.g. 12, 22, 32, 42, 52 or 15, 25, 35, 45, 55)</p> <p>☑ I can identify ten more or less than any given number (e.g. 10 more than 52 is 62 or 10 less than 81 is 71)</p> <p>☑ I can use addition and subtraction facts to 20 and derive related facts up to 100 (e.g. <math>4 + 6 = 10</math> therefore <math>40 + 60 = 100</math>)</p> <p>☑ I can calculate mentally using multiplication and division facts for 2, 5 and 10 multiplication tables (e.g. <math>2 \times 5 = 10</math> or <math>6 \times 10 = 60</math>)</p>		

**Once pupils are secure, they will move on to learn:**

- 100 more or less than a number
- 3, 4 and 8 times tables
- Counting in intervals of 50 and 100