

**English**

**Reading:**

- I can retrieve and record information from texts.
- I can support inferences with evidence.
- I can make reasoned predictions.
- I can summarise key points from texts.
- I can make connections between characters and events within and across texts.
- I can discuss use of language (including figurative) by writers and its impact on readers.

**Handwriting:**

- I can write in neat, legible cursive with increasing speed throughout my independent writing.

**Writing:**

- I can plan writing to suit a specific audience and purpose.
- I can select appropriate grammar and vocabulary to reflect purpose and level of formality required.
- I can add information to my sentences using relative clauses, choosing when to use a relative pronoun (who, which, where, when, whose, whom, or that)
- I can make edits, additions, and proof read my own writing for punctuation and spelling errors.
- I can use a wide range of devices to build cohesion within and across paragraphs.
- I can proof-read for punctuation errors.

**Maths**

**Number: Place Value**

- I can compare and order numbers up to 10,000,000.
- I can round numbers to the nearest 10, 100, 1,000, 10,000, 100,000 and 1,000,000.
- I can use negative numbers in context counting in jumps forwards and backwards through 0.

**Number (Four Operations): Addition, Subtraction, Multiplication and Division**

- I can use formal written methods, including long division and multiplication.
- I can explore the order of operations within an equation.
- I can identify common factors and multiples of two numbers.
- I can work out whether or not numbers up to 100 are prime.
- I can solve problems involving square and cube numbers.

**Geometry: Position and Direction**

- I can draw shapes on a 2D grid from given co-ordinates and write co-ordinates for shapes with no grid lines.
- I can translate shapes in all four quadrants and describe translations.
- I can reflect shapes in four quadrants in both the x and y axis.

**Number: Fractions**

- I can compare, order and simplify fractions.
- I can use equivalents to add and subtract fractions (including mixed numbers).
- I can convert improper fractions to mixed number and vice versa.
- I can multiply fractions by fractions.
- I can divide fractions by whole numbers.
- I can calculate a fraction of an amount.
- I can apply the four rules with fractions.

**Science**

**Living Things and Their Habitats**

- I can describe how living things are classified into groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- I know how living things have been classified
- I can give reasons for classifying plants and animals based on specific characteristics.

**Light**

- I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light to the eye.
- I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- I can 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.

**PSHE**

**Me and my Relationships**

- I can recognise the importance of self-respect and how this can affect my thoughts and feelings about myself.
- I know the characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- I know the importance of respecting others.

**Valuing Differences**

- I can recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.
- I know what diversity means and the benefits of living in a diverse community.
- I can explain the importance of friendships and can share some strategies for building positive friendships.

**History**  
**South America**

- I can use sources of information in different ways and understand how different evidence tells us different things about the past. E.g. portraits may tell a different story to a historical quote.

**RE**  
**What matters most to Christians and Humanists?**

Look at a Humanist 'code for living'. What would a Humanist class, school or town look like?

- I can explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?
- Explore in detail how Jesus expects his followers to behave.
- Pupils consider why they hold the values they do.



**Year 6**  
**Autumn Term**



**Art/Design Technology**

- Using lines to produce an accurate self-portrait.
- Using cross hatching to show shading from light to dark.
- Exploring watercolours for a purpose including tints and tones.
- Layering water colour paints to establish mood and light source.
- Studying the South American portrait artist Frida Kahlo.

**Modern Languages**

- I can listen attentively to spoken language and show understanding by joining in and responding.
- I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- I can engage in conversations, ask and answer questions, expression opinion and respond to others.
- I can speak in sentences using familiar vocabulary.

**Geography**  
**South America**

- I can name & locate counties, cities, regions & features of UK.
- Study another country: South Africa.
- Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.
- Use 4- and 6-figure grid references.
- Use fieldwork to record & explain areas

**Computing**  
**We are Computational Thinkers**

- I can design, write and debug programs that accomplish specific goals.
- I can use sequence, selection and repetition in programs; work with variables.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors.
- Understand computer networks including the Internet.

**Music**

- I can describe the style indicators of a song
- I can describe the structure of a song
- I can talk about the voices and instruments within a song
- I can play instrumental parts accurately and in time as part of a performance
- I can contribute to the performance of a song by singing, playing my instrumental part, improvising or by performing my composition.

**PE**  
**Swimming (Darwin)**

<b>Football</b>	<b>Netball</b>
Consolidate keeping possession, develop officiating.	Refine passing and receiving
Consolidate defending.	Apply passing, footwork, shooting into mini games.
Organise formations and manage teams.	Introduce officiating
Organise formations decide tactics, manage teams and officiate games.	introduce defending
	Explore the function of other passing styles.

