

**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>
<ul style="list-style-type: none"> <li>Consolidate keeping possession, develop officiating.</li> <li>Consolidate defending.</li> <li>Organise formations and manage teams.</li> <li>Organise formations decide tactics, manage teams and officiate games.</li> </ul>	<ul style="list-style-type: none"> <li>Refine passing and receiving</li> <li>Apply passing, footwork, shooting into mini games.</li> <li>Introduce officiating</li> <li>introduce defending</li> <li>Explore the function of other passing styles.</li> </ul>

