

English

Reading:

I can sum up a paragraph concisely in my own words.
 I can make connections between books I have read and discuss how this influences my understanding and expectations of how stories develop.
 I can apply my understanding of the etymology of root words and words with affixes to new words in my reading.

Handwriting:

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

Writing:

I can spell words using -able and -ible, and -ably and -ibly.
 I can use a wider range of cohesive devices across paragraphs.
 I can use the perfect form of verbs.
 I can discuss and evaluate a writer's choice of language using accurate terms, e.g., metaphor, simile, analogy, imagery, style, effect.
 I can discuss and make effective notes on the structure, vocabulary, grammar and theme of given texts to explore ideas for good writing.
 I can identify the purpose and audience for my writing and choose structure, vocabulary and grammar to reflect this effectively.
 I can proof-read for punctuation errors: including parenthesis, hyphens, semi-colons, colons and single dashes, where necessary.

Maths

Fractions, Decimals and Percentages

I know, and can convert, equivalent fractions, decimals and percentages.
 I can use different representations to find percentages of amounts e.g. 50%, 10%
 I can use percentages of amounts to find missing values.
 I can increase and decrease an amount by a percentage.
 I can order fractions, decimals and percentages.

Decimals

I understand the value of numbers with up to 3 decimal places.
 I can multiply and divide numbers with up to 3 decimal places by powers of 10.
 I can multiply and divide decimals by integers.
 I can solve problems which require answers to be rounded to specific places.
 I know that fractions are the same as the numerator divided by the denominator (e.g. $\frac{3}{4} = 3$ divided by 4) and can convert them to decimals using this method.

Algebra

I can use simple formulae to find missing values.
 I can generate and describe linear number sequences.

Ratio

I can compare parts to a whole, connecting ratios and fractions.
 I understand the meaning of the ratio symbol.
 I can calculate ratio.
 I can use ratio to solve problems involving scale factors.

Science

Evolution and Inheritance

I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

PSHE

Keeping Safe

- I can use safe, respectful and responsible behaviours and strategies when using social media.
- I can give examples of how to safely share images online.
- I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.
- I can begin to make decisions independently and responsibly.

Rights and Respect

- I can describe how a group of people can make a change.
- I can reflect on my role in making a change in my community or environment.
- I can suggest ways that I can help my environment.
- I can give examples of why we need a democratic society and how laws keep us safe.

History & Geography

Ancient Greece

What were the greatest achievements of Ancient Greece?

This unit looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. We begin with a focus on the Minoans and how they began to trade in early Greece. The children will also think about and discuss how we know about the early Greeks, by looking at excavation evidence and what this tells them. We then look at life in Athens and Sparta, the Persian invasion and the impact this had on life in the city-states. Finally, we look at the leadership of Ancient Greece under the rule of King Philip II and then Alexander the Great. At the end of the topic, the children will have ascertained knowledge in order to answer the enquiry question about what the greatest achievements of the Ancient Greeks were.

RE

Is it better to express your beliefs in arts and architecture or in charity and generosity?

- I can find out about religious teachings, charities and ways of expressing generosity
- I can describe and make connections between examples of religious creativity (buildings and art).
- I can show understanding of the value of sacred buildings and art.
- I can suggest reasons why some believers see generosity and charity as more important than buildings and art.
- I can apply ideas about values and from scriptures to the title question.
- I can outline how and why some Humanists criticise spending on religious buildings or art.
- I can examine the title question from different perspectives, including my own.



Year 6
Spring Term



Art/Design Technology

Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement.

Understanding how linkages change the direction of a force.
 Making things move at the same time.
 Understanding and drawing cross-sectional diagrams to show the inner-workings of my design.

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.

Computing

Computer Networks

- I can understand computer networks including the Internet.
- I can understand how networks can provide multiple services, such as the World Wide Web.
- I can understand what HTML is and recognize HTML tags
- I can create a webpage using HTML

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

Gymnastics

- Introduction to matching/mirroring
- Application of matching/mirroring learning onto apparatus
- Sequence development

Athletics

- Develop a secure understanding of cardio fitness
- Develop a secure understanding of flexibility fitness
- Develop a secure understanding of strength fitness

