

English**Reading (Word Reading)**

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.

Reading (Comprehension)

- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.
- Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Writing (Handwriting)

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Writing (Spelling)

- Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
- Distinguish between homophones and other words which are often confused with reference to English Appendix 1.
- Use a thesaurus with confidence.

Writing (Composition)

- Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Draft and write by accurately precisising longer passages.
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar

Maths**Number – Addition and Subtraction**

- Number- multiplication and division
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- identify common factors, common multiples and prime numbers. • I can perform mental calculations, including with mixed operations and large numbers.

Geometry

- I can compare and classify geometric shapes based on the properties and sizes.
- I can describe simple 3D shapes.
- I can draw 2D shapes given dimensions and angles.
- I recognise and build simple 3D shapes, including making nets. • I can find unknown angles in any triangles, quadrilaterals and regular polygons.
- I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- I can illustrate and name parts of circles, including radius, diameter and circumference.
- I know the diameter is twice the radius.

Decimals

I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.

- I can compare and order fractions, including fractions
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in the simplest form.
- I can divide proper fractions by whole numbers.
- I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.
- I can use written division methods in cases where the answer has up to 2 decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

and punctuation to enhance effects and clarify meaning with reference to English Appendix 2.

- Proof-read for spelling errors linked to spelling statements for Year 6.
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing (VGP)

- Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.
- Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.
- Use the colon to introduce a list and use semi-colons within lists.
- Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.
- Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points.

Science:

- 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.

Working Scientifically

(choose which objectives to focus on; please ensure full coverage over the duration of a year).

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Computing:

- Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information
- Use technology respectfully and responsibly
- Identify a range of ways to report concerns about content and contact in and out of school
- Be discerning when evaluating digital content
- Use the sensory room and radio room to link cross-curricular learning between coding and other areas.

<ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. 		
<p>History:</p> <ul style="list-style-type: none"> Geography Focus 	<p>Geography:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts , rivers, mountains, Volcanoes and earthquakes and the water cycle Describe and understand key aspects of 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 	<p>Art:</p> <ul style="list-style-type: none"> Investigate the work of local artists Create pictures of local landmarks using drawing/ sketching , charcoal/ pastels
<p>DT:</p> <ul style="list-style-type: none"> Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. Use technical knowledge and accurate skills to problem solve during the design process. Apply his/her understanding of computing to program, monitor and control his/her product. Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she has made. 	<p>Activities:</p> <p>Research, design, make and evaluate 'light up' toy/Chinese lantern.</p>	
<p>Kitchen:</p> <ul style="list-style-type: none"> Prepare food products taking into account the properties of ingredients and sensory characteristics Select and prepare foods for a particular purpose Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. Weigh and measure using scales Cut and shape ingredients using appropriate tools and equipment e.g. grating Join and combine food ingredients appropriately e.g. beating, rubbing in Decorate appropriately 	<p>Activities:</p> <p>Create dishes that reflect the local communities and those reflected in the school. Use cooking to enhance mathematical understanding of decimals and fractions and aspects of science.</p>	

<ul style="list-style-type: none"> • Work safely and hygienically • Show awareness of a healthy diet 	
Garden (outdoors): <ul style="list-style-type: none"> • 	Garden (outdoor) Activities: <ul style="list-style-type: none"> •
<p>PSHE:(Seal) Say no to bullying.</p> <p>See SEAL: Say no to bullying</p>	<p>RE:<u>The Buddhist Community</u></p> <ul style="list-style-type: none"> • Which places have special meaning to Buddhists? • What might Buddhists gain from visiting these places? • How do Buddhists try to live a good life? <p>Concepts to understand:</p> <ul style="list-style-type: none"> - The Sangha – people who follow the Dharma - Some live as nuns, others meditate and practice in their ordinary lives - The five Precepts - Places of Pilgrimage - Bodhgaya – place of enlightenment - Deer Park at Sarnath - Kushinagar – place of death
<p><u>P.E</u></p> <p>(PPA cover) See scheme of work (Gymnastics reinforcement/development) (Class teacher) See scheme of work (Dance)</p>	
<p><u>MFL</u></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> • Gain overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language. • Identify different ways to spell key sounds, and select the correct spelling of a familiar word. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Take part in conversations and express simple opinions giving reasons. • Adapt known complex sentences to reflect a variation of meaning. • Begin to use intonation to differentiate between sentence types. 	

- Create a short piece for presentation to an audience.

Reading

- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.
- Learn a song or poem using written text for support.
- Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.

Writing

- Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.
- Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.

Grammar

- Know how to conjugate some high frequency verbs.
- Understand how to make changes to an adjective in order for it to 'agree' with the relative noun.

Visits: