

## 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 identifying and discussing themes and conventions in and across a wide range of writing.
- Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.
- Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

**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)**

- Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.

**Writing (Composition)**

- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to English Appendix 2.
- Evaluate and edit by ensuring correct subject and verb agreement when

**Maths**

Use negative numbers in context, and calculate intervals across zero.

Solve number and practical problems that involve ordering and comparing numbers to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.

Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Identify common factors, common multiples and prime numbers.

Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.

Use written division methods in cases where the answer has up to two decimal places.

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as  $\frac{1}{5}$  or 0.2 or 20% of the whole cake.

Express missing number problems algebraically.

Find pairs of numbers that satisfy an equation with two unknowns.

Enumerate possibilities of combinations of two variables.

Describe positions on the full coordinate grid (all four quadrants).

Draw and translate simple shapes on the coordinate plane, and

<p>using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <ul style="list-style-type: none"> <li>• Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.</li> </ul> <p><b>Writing (VGP)</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.</li> <li>• Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.</li> <li>• 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).</li> <li>• Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.</li> <li>• Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.</li> <li>• Use bullet points to list information.</li> <li>• Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>	<p>reflect them in the axis.</p> <p>Solve problems involving the calculation of percentages e.g. of measures, such as 15% of 360 and the use of percentages for comparison.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate and interpret the mean as an average.</p>
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Working Scientifically</b> (choose which objectives to focus on; please ensure full coverage over the duration of a year).</p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Use test results to make predictions to set up further comparative and fair</li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information (Example: using google forms to create a questionnaire)</li> <li>• Design and create a range of programs, systems and content for a given audience</li> <li>• Use the sensory room and radio room to link cross-curricular learning between coding and other areas.</li> </ul>

<p>tests.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>		
<p><b>History:</b> Geography Focus</p>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia and North and South America), concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features (including hills mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Greenwich Meridian and time zones</li> </ul> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European Country, and a region within North or South America</p>	<p><b>Art:</b> Investigate the work of artists known for their still life representations</p> <ul style="list-style-type: none"> <li>• I can organise line, tone, shape and colour.</li> <li>• I can express emotion in my art</li> <li>• I can use images which I have created, scanned and found; altering them where necessary to create art.</li> <li>• I can research the work of an artist and use their work to replicate a style. <ul style="list-style-type: none"> <li>• Evaluation of own work.</li> </ul> </li> </ul>
<p><b>DT:</b> Art focus term.</p>		
<p><b>Kitchen: Recipes from around the world (possibly reflect the make up of our class/ school)</b></p> <ul style="list-style-type: none"> <li>• Prepare food products taking into account the properties of ingredients and sensory characteristics</li> <li>• Select and prepare foods for a particular purpose</li> <li>• Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.</li> <li>• Weigh and measure using scales</li> <li>• Cut and shape ingredients using appropriate tools and equipment e.g. grating</li> <li>• Join and combine food ingredients appropriately e.g. beating, rubbing in</li> <li>• Work safely and hygienically</li> </ul>	<p><b>Activities:</b> Create recipes that are considered favourite dishes from around the world. Maths in the kitchen. Weights and measures, ratio and proportion, fractions, decimals, percentages,</p>	

<ul style="list-style-type: none"> <li>• Show awareness of a healthy diet from an understanding of a balanced diet</li> </ul>	
<p><b>Garden (outdoors):</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Garden (outdoor) Activities:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>PSHE:(Seal) Relationships</b></p> <p>See <a href="#">SEAL: Relationships</a></p>	<p><b>RE:End of life</b></p> <ul style="list-style-type: none"> <li>• How is life like a journey?</li> <li>• How do we feel when people leave us?</li> <li>• What do Christians believe happens after we die?</li> <li>• How does the Christian community respond to bereavement?</li> <li>• What do other religions believe happens after we die? How do they respond to bereavement?</li> <li>• How do we remember people who have died?</li> </ul>
<p><b><u>P.E</u></b></p> <p><b>(PPA Cover) See scheme of work</b>  <b>(Class Teacher) See <a href="#">scheme of work</a> (Athletics)</b></p>	
<p><b><u>MFL</u></b></p> <p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>• Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</li> <li>• Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Engage in longer conversations, asking for clarification when necessary.</li> <li>• Create his/her own sentences using knowledge of basic sentence structure.</li> <li>• Use pronunciation and intonation effectively to accurately express meaning and engage an audience.</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</li> <li>• Attempt to read a range of texts independently, using different strategies to make meaning.</li> <li>• Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</li> </ul>	

**Writing**

- Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.
- Select appropriate adjectives to describe people and things, people and places and appropriate verbs to describe actions.
- Begin to use some adverbs.

**Grammar**

- Know how to conjugate a range of high frequency verbs.
- Understand how to use some adverbs in sentences.
- Have an awareness of similarities and different languages.

Visits: