



English

Writing Objectives

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters [for example, knight, psalm, solemn]
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can use a thesaurus.
- I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- I can note and develop initial ideas, drawing on reading and research where necessary.
- I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- I can proof-read for spelling and punctuation errors.
- I can write legibly, fluently and with increasing speed.
- I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited for a task.
- I can use expanded noun phrases to convey complicated information concisely.
- I can use modal verbs or adverbs to indicate degrees of possibility.
- I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Reading Comprehension Objectives

- I can distinguish between statements of fact and opinion.
- I can draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can provide reasoned justifications for my views on what I have read.
- I can recommend books that I have read to peers, giving reasons for choices.
- I can retrieve record and present information from non-fiction.
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.

English

Word Reading Objectives

- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

Speaking and Listening Objectives

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the context.

Spelling Objectives

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters (for example knight, psalm, solemn)
- I can use a thesaurus.



Maths

- I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- I can use negative numbers in context, and calculate intervals across zero.
- I can round any whole number to a required degree of accuracy and solve problems, which require answers to be rounded to a specific degree of accuracy.
- I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can perform mental calculations, including with mixed operations with large numbers.
- I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
- I can use my knowledge of order of operations to carry out calculations involving all four operations.
- I can multiply multi-digit numbers up to 4 digits by a two-digit number using the formal written method of long multiplication.
- I can 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.
- 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 its simplest form.
- I can divide proper fractions by whole numbers.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can convert between miles and kilometres.

Year 6 Autumn

The Victorians

Art

To critique the works of William Morris.
To create a motif
To recognise and name pattern types
To identify pattern types within famous works.
To over-print to create a design.

Design Technology

Design
I can explore a range of products and identify how the mechanism works.
I can use computer aided design to create a mechanical product.
Make
I can measure, mark and check the pieces required to make my project accurately.
Evaluate
I can test and evaluate the success of my project and suggest how to improve it.
Technical Knowledge
I can use tools safely to measure and cut the required components accurately.

MFL

Speaking

I can say what I eat and drink to stay healthy.

Listening

I can listen to someone describing what they do in order to stay healthy and answer questions about it.

Reading

I can read an extract and answer questions about how to stay healthy.

Writing

I can write a letter to Father Christmas.

Grammar

I can use the first person singular of the verbs 'comer' and 'beber' in their positive and negative form.

History

Historical Chronology

I can explain where the Victorian era was in history & how events from one time period (the Stuarts/Tudors) affect another (the Victorians).

Historical Concepts

I can identify features (industrial revolution, art, culture, scientific progress) of past societies (the Victorians) and identify links to different historical periods (the Stuarts/Tudors)

Historical Interpretation

I understand the complexity of people's lives in the Victorian era and how their society was very different due to changes or challenges at the time (industrial revolution, school, etc).

Historical Enquiry

I know how our knowledge of the past is constructed from a range of sources.

Historical Communication

I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias

Geography

Locational

I can identify key topographical features and land use patterns of a known area.

Place

I can compare key topographical features and land use patterns of two contrasting localities (Russia/area of choice).

Human/Physical

I can explain how biomes have influenced the way land is used.

Skills/fieldwork

Using a range of media, I can plot key human and physical features of an area on a map.

Music

Singing

I can sing songs that involve a syncopated rhythm.

Listening

I can listen to a piece of music and comment on the genre or style of the music using a range of musical vocabulary.

Composing

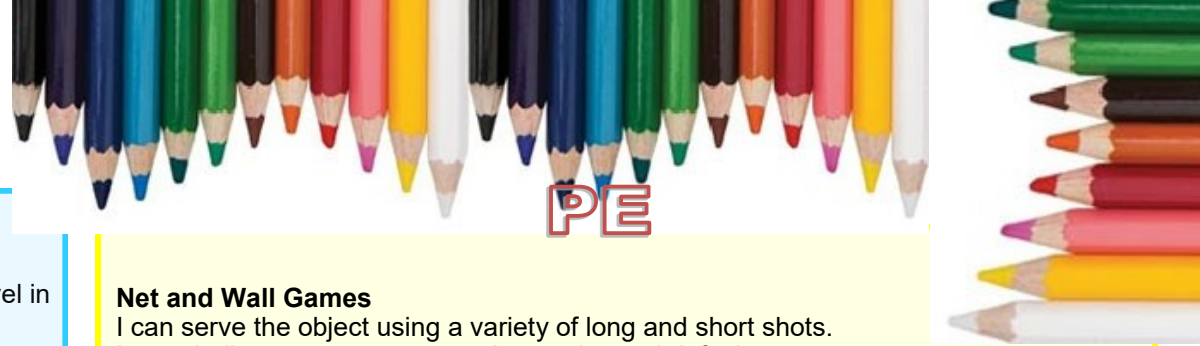
I can create music with multiple sections that include repetition and contrast.

Performing

I can perform melodies following staff notation using a small range C -C'/do-do whilst making decisions about dynamic range.

Musical Notation

I can understand the difference between semibreves, minims, crotchets, quavers and semibreves and their equivalent rests.



Computing

CEOPS

I can distinguish between safe and unsafe behaviours online.
I can Articulate advice on how children can stay safe online.
I can find the Thinkuknow 8-10s website and locate advice and support pages.

Excel

I can create a data set in a spreadsheet
I can build a data set in a spreadsheet
I can explain that formulas can be used to produce calculated data
I can apply formulas to data
I can create a spreadsheet to plan an event
I can choose suitable ways to present data

Algorithms

I can identify examples of information that is a variable
I can explain why a variable is used in a program
I can choose how to improve by using variables
I can design a project that builds on a given example
I can use my design to create a project
I can evaluate my project

Light

Scientific Knowledge

I can recognise that light appears to travel in straight lines.

I can use the idea of light travelling in straight lines to explain that objects are seen because they give out or reflect light into the eye.

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.

I can explain why shadows have the same shape as the object that casts them.

Working Scientifically

I can plan a scientific enquiry to answer a question, recognising and controlling variables.

Electricity

Scientific Knowledge

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

I can 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.

I can use recognised symbols when representing a simple circuit in a diagram.

Working Scientifically

I can use equipment to make systematic observations.

Net and Wall Games

I can serve the object using a variety of long and short shots.
I can challenge my opponent using tactics and deft shots to target their weaknesses.

I can master the use of space when playing on my own or part of a team.
I can change my grip on the racket to demonstrate different techniques (forehand, backhand, serve, volley).

I can keep score of my own game and umpire that of my peers.

Athletics

I can throw with greater force and accuracy using the pull technique.
I can perform a variety of jumps with a run up, maintaining control at the different stages

I can transfer a relay baton as part of a team when racing competitively.

I can start a relay effectively and change pace when racing in a relay.

Gymnastics

I can jump and balance independently, paired or as a group using my own body and my peers.

I can evaluate performances using technical language (balance, unison, counter-balance and body tension) to improve my own work and that of others.

I can compete and challenge myself to improve across the fundamental areas (balancing, jumping, rolling, using apparatus).

I can seamlessly perform routines and a range of skills.

I can confidently use equipment when choreographing sequences and routines.

Dance

I can develop a motif demonstrating agility, precision, balance and co-ordination.

I can creatively change static actions into travelling movements.

I can communicate effectively with a partner and in a group.

I can use canon, formation changes, direction and level to improve my dance.

I can use timing, execution and performance skills to assess work of my own and that of my peers.