

Year 6 Recovery



Science

Whether evidence supports or refutes an argument or theory.
Read, spell and pronounce scientific vocabulary accurately.
I can describe the life cycle of different living things, e.g. mammal, amphibian, insect, bird.
I can describe the differences between different life cycles.
I can describe the process of reproduction in plants.
I can describe the process of reproduction in animals.
I can create a timeline to indicate stages of growth in humans.

PE

Fitness

I can explain how my body reacts to different kinds of exercise.
I can choose appropriate warm ups and cool downs.
I can explain how I could improve my fitness levels.
I can explain why we need regular, safe exercise.
I can lead a fitness circuit.
I can monitor my own progress, using technology.

Dance

I can explain how dancing keeps me healthy.
I can perform dances fluently and with control whilst working with a partner.
I can perform to an accompaniment expressively and sensitively.
I can work creatively and imaginatively with a partner to compose motifs and structure simple dances.

PSHE

To ensure rules and routines are clear
To share summer/lockdown experiences
To explore feelings about change and how to manage change
To share thoughts and feelings about returning to school
To enable children and teachers to get to know one another
To ensure expectations are clear

TOPIC

To learn about 'The Queen of the Falls' through a range of Maths and English objectives:

I can collect information about a place and use it in a report

I can assess the effectiveness of my writing proposing changes to vocabulary to enhance effects and clarify meaning.

I can explain how a location (North/South America) fits into its wider geographical location with reference to human and economical features.(Natural resources, trade links)

I can map land use.

I can estimate the area of irregular shapes

I can explain what a place might be like in the future, taking account of issues influenced by human features.

I can tell you the main events in the water cycle

I can plan a journey to a place in another part of the world, taking account of distance and time.

I can describe historical events from the different period/s they are studying/have studied

I can appreciate that significant events in history have helped shape the country we have today

I can describe historical events from the different period/s they are studying/have studied.

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English



Reading

I can use intonation to make the meaning clear.
I can recommend books that I have read giving reasons for my choices.
I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.
I can provide reasoned justifications for my views
I can participate in discussions about books that are read to me and those I can read myself.
I can identify how language, structure and presentation contribute to meaning.

I can identify and discuss themes and conventions in and across a wide range of writing.

I can check that a book makes sense, discussing my understanding and exploring the meaning of words in context.

I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
I can read further exception words, noting the unusual correspondences between spelling and sound.
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
I can re-read and read ahead to check for meaning.

Spelling

I can spell words ending in -tion
I can spell homophones and near homophones
I can spell common exception words.

Speaking and Listening

I am beginning to use hypothetical language to consider more than one possible outcome or solution.
I can perform my own compositions, using appropriate intonation, and volume so that the meaning is clear.
I can perform poems and plays from memory, making careful choices about how I convey ideas,
I adapt my tone and expression.

Writing

I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
I can use dictionaries to check the spelling and meaning of words.
I can write precise longer passages.
I can use a wide range of devices to build cohesion within and across paragraphs.
I can assess the effectiveness of my own and others' writing
proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
I can ensure the consistent and correct use of tense throughout a piece of writing.
I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
I can use passive verbs to affect the presentation of information in a sentence.
I can use the perfect form of verbs to mark relationships of time and cause.
I can use the grammar for years 5 and 6 in English Appendix 2.



Maths

I can recognise mixed numbers and improper fractions and can convert from one to the other.

I can read and write decimal numbers as fractions.

I can recognise the % symbol and understand percent relates to a number of parts per hundred.

I can write percentages as a fraction with denominator hundred and as a decimal fraction.

I know that angles are measured in degrees.

I can draw given angles and measure them in degrees.

I can estimate and compare acute, obtuse and reflex angles.

I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180 degrees).

I can identify angles at a point and one whole turn (total 360 degrees).

I can identify angles, which are other multiples of 90 degrees.

I can convert between different units of metric measures and estimate volume and capacity.

I can calculate and compare the areas of squares and rectangles including using standard units (cm^2 and m^2).

I can understand and can use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

I can estimate the area of irregular shapes.

I can solve problems involving converting between units of time.

I can use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.

I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

I can use the properties of rectangles to deduce related facts and find missing lengths and angles.

I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

I can read, write, order and compare numbers with up to three decimal places.