

# Year 6 Autumn 2



## Science

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

I can explain casual relationships in an enquiry.

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can report and present findings from enquiries.

I can explain that light appears to travel in a straight line.

I can explain and demonstrate how we see objects because an object gives out or reflects light in our eyes.

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

I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.

I can compare and give reasons for variations in how components function.

I can draw circuit diagrams using correct symbols.

## RE

I can show an understanding of why people show commitment in different ways.

I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.

I can think of some ways of showing commitment to God that would be better than others for Muslims.

Christianity

I can explain the qualities needed in different people because of the important jobs they are chosen to do.

I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).

I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.

## Art/DT

I can explain why I have used different tools to create art.

I can over print to create different patterns.

I can use market research to inform my plans and ideas.

I can work within a budget.

I can explain how products should be stored and give reasons.

## Music

I can use a variety of different music devices in my composition (including melody and chords).

I can compare and contrast the impact that different composers from different times have had on people of that time.

I can perform parts from memory.

## History/ Geography

I can place features of historical events and people from past societies and periods in a chronological framework.

I can understand the role of Queen Victoria and her significant contribution to British history.

I can address and sometimes devise historically valid questions about change, cause, similarity and difference.

I can appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.

I can appreciate how major events have created huge differences to the way medicines and health care was developed.

I can explain the change, cause and significance of railways within the Victorian period.

I can appreciate and compare the lives of Victorian children to our lives now.

I can give an extended description of the human features of different places around the world.

I can explain how human activity has caused an environment to change.

I can analyse population data on two settlements and report on findings and questions raised.

I can describe how some places are similar and dissimilar in relation to their human and physical features (Land use patterns, changes over time).

I can explain the term sustainable development and use it in different contexts.



## PE

### Gymnastics

- I can combine my own work with that of others to perform a floor routine
- I can link my sequences to specific timings to perform a floor routine to music
- I can show precision, control and fluency whilst performing a floor routine
- I can create my own success criteria for evaluating
- I can combine my own work with that of others to perform a vault routine
- I can link my sequences to specific timings to perform a vault routine to music
- I can show precision, control and fluency whilst performing a vault routine
- I can analyse and explain why I have used specific skills or techniques

### Games

- I can explain the full rules of a game to a partner
- I can make a team plan and communicate it to others
- I can lead others in a game situation
- I can change my tactics in a game to improve my team's performance
- I can make a team plan and communicate it to others
- I can lead others in a game situation
- I can play in different positions during a game.
- I can change my tactics in a game to improve my team's performance

## ICT

- I can identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.
- I can identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.
- Identify the benefits and risks of giving personal information and device access to different software.
- I can review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.
- I have a clear idea of appropriate online behaviour and how this can protect myself and others from possible online dangers, bullying and inappropriate behaviour.
- I understand how information online can persist and give away details of those who share or modify it.
- I understand the importance of balancing game and screen time with other parts of my life.
- I can identify the positive and negative influences of technology on health and the environment.

## PSHE

### Internet Safety

- I can understand how pressure to behave in an unhealthy or risky way can come from a variety of sources (people they know and the media).
- I can critically examine what is presented to me in social media and why it is importance to do so.
- I can understand how information contained in social media can misrepresent or mislead.
- I can understand the importance of being careful with what I forward to others.
- I can recognise how images in the media (and online) do not always reflect reality.
- I understand the nature and consequence of discrimination, teasing, bullying and aggressive behaviours including cyber bullying.
- I know how to respond and how to seek support about discrimination, teasing, bullying and aggressive behaviours including cyber bullying.
- I can critically examine what is presented to me in social media and why it is important to do so.
- I understand the importance of being careful what I forward to others.
- I understand what is appropriate and not appropriate to share for myself and others.
- I understand who to talk to if I feel uncomfortable.
- I know how to report concerns or abuse and the vocabulary and confidence to do so.

## MFL

- I can use my knowledge of grammar to speak correctly
- I can hold a simple conversation with at least 5 exchanges

# English



## Reading

### Comprehension

- 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.

### Reading

- 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.

## Spelling

- I can spell endings that sound like /ʃəs/ spelt -cious
- I can spell endings that sound like /ʃəs/ spelt -tious
- I can spell endings which sound like /ʃəl/ spelt -cial
- I can spell endings which sound like /ʃəl/ spelt -tial
- I can spell words ending in -ant, -ance, -ancy (-ation endings are often a clue)
- I can spell words ending in -ent, -ence, -ency
- I can spell words ending in -able, -ably (used if there is a related -ation ending)
- I can spell words ending in -able after -ce or -ge
- I can read and spell words from Y6 word list

## Speaking and Listening

- 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.

## Writing

- 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.



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

I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

I can calculate with measures.