

Religious Education

- Can I recognise what is religious diversity?
- Can I identify diversity within a religion?
- Can I consider what is my identity and what is a stereotype?
- Can I recognise how do different religions celebrate the birth of a child?
- Can I identify how the 'Golden Rule' is similar between different religions?
- Can I identify my vision for the 'Golden Rule'?
- Can I identify diversity of religion within my local community?
- Can I explore what it means for a person to have faith and how having faith affects people's lives, values and decisions?
- Can I identify that Christians are called to build God's kingdom on Earth?

Year 6: Autumn Term

Wars Through Time
Is it ever right to fight?
How have wars through time
impacted our local area?

Ecclesiastes 3:8 - A time to love,
and a time to hate; a time of war,
and a time of peace.

Maths

Number & Place Value:

- Can I read and represent numbers to 10 000 000 and recognise the value of each digit?
- Can I compare numbers to 10 000 000 using place value?
- Can I compare and order numbers to 10 000 000?
- Can I round numbers to 10 000 000 to the nearest million, hundred thousand and ten thousand?
- Can I round numbers to the nearest appropriate number up to and including millions?

Calculation:

- Can I create and solve expressions using the four operations?
- Can I multiply numbers by multiples of 10?
- Can I multiply 3- and 4-digit numbers by 2-digit numbers with and without regrouping or renaming?
- Can I estimate products of multiplying 3- and 4-digit numbers by a 2-digit numbers?
- Can I divide 3-digit and 4-digit numbers by 2-digit numbers using a variety of methods and strategies?
- Can I divide 3-digit numbers by 2-digit numbers giving rise to remainders?
- Can I use bar models to solve word problems involving multiplication and division?
- Can I solve word problems involving multiple operations, including multiplication and division?
- Can I use common multiples to solve problems, including 'real-life' situations?
- Can I find the largest common factor of 3-digit numbers?
- Can I find common factors using concrete materials?
- Can I use prime numbers to create other numbers?
- Can I explore prime numbers using concrete materials?

Fractions & Decimals:

- Can I simplify fractions using concrete materials, division and common factors?
- Can I compare fractions and place them in order from smallest to largest?
- Can I compare and order fractions by finding common denominators or common factors?
- Can I add and subtract fractions with different denominators?
- Can I add and subtract mixed numbers, including fractions with different denominators?
- Can I multiply fractions using pictorial representations and abstract methods?
- Can I use concrete materials to understand and solve the multiplication of fractions?
- Can I divide a fraction by a whole number, including using concrete materials and pictorial representations?
- Can I read and write decimals to thousandths?
- Can I divide whole numbers that give rise to decimals?
- Can I convert fractions into decimals using bar models and long division? Can I write fractions as decimals?
- Can I multiply decimals by whole numbers using partitioning or the worded method to help find the solution?
- Can I multiply decimals by whole numbers using a variety of methods?
- Can I divide decimals using bar models, number bonds and long division, including regrouping and renaming?
- Can I multiply and divide decimals by a 2-digit whole number?

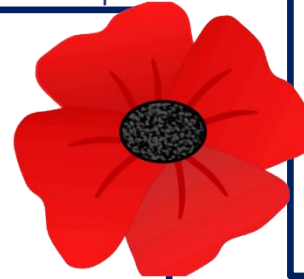
Science

Light (First Half Term)

- Can I recognise that light appears to travel in straight lines?
- Can I 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?
- Can I 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?
- Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?

Electricity (Second Half Term)

- Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit?
- Can I 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?
- Can I use recognised symbols when representing a simple circuit in a diagram?



English

Text: Star of Fear, Star of Hope

- Can use expanded noun phrases to convey complicated information concisely?
- Can I use passive verbs?
- Can I link ideas across paragraphs using a wider range of cohesive devices?
- Can I integrate dialogue to convey character and advance the action?
- Can I use small details for characters to amuse, entertain or create drama?
- Can I engage reader through selecting effective grammar and vocabulary?
- Can I manipulate tense and verb forms?
- Can I manipulate structure using a flashback?
- Can I use paragraphs to vary pace and emphasis?

Text: Can We Save the Tiger?

- Can I enhance meaning through selecting appropriate grammar and vocabulary?
- Can I use modal verbs and adverbs to indicate degrees of possibility?
- Can I use brackets, dashes or commas to indicate parenthesis?
- Can I use concise word choices?
- Can I select language to appeal to the reader?
- Can I clarify technical vocabulary?
- Can I adapt formality to suit purpose and audience?
- Can I provide well-developed factual information for the reader?
- Can I manipulate style for specific purpose and audience (hybrid text)?
- Can I include a summarising statement?

Computing

Purple Mash Units: **Networks/Graphing/Blogging**

- Can I identify examples of networks at home, school and in the wider world?
- Can I identify the difference between the internet and the World Wide Web?
- Can I explore how the internet can be used safely for communication and collaboration?
- Can I create comparative bar charts, pie charts and line graphs using graphing software?
- Can I present data in graphs to support an argument?
- Can I understand blogs and their features?
- Can I safely plan, structure, write and review a blog?

One Decision PHSCE

Staying Safe/Staying Healthy

- Can I identify a range of danger signs?
- Can I develop and name strategies that can help keep ourselves and others safe?
- Can I recognise the impact and possible consequences of an accident or incident?
- Can I understand the dangers that can arise with different weather conditions?
- Can I identify what is a risky choice?
- Can I identify the risks associated with alcohol?
- Can I describe how alcohol can affect your health?

Design & Technology

- Can I research user needs and existing products?
- Can I develop a simple design specification?
- Can I generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches?
- Can I formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources?
- Can I select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks?
- Can I use finishing and decorative techniques suitable for the product I am designing and making?
- Can I investigate and evaluate existing frame structures?
- Can I evaluate my product against my design specification, intended user and purpose, identifying strengths and areas for development?
- Can I strengthen, stiffen and reinforce 3-D frameworks?

History

- Can I understand the difference between a war and a battle?
- Can I investigate wars through time and place them on a timeline?
- Can I find out the causes and consequences of WWI?
- Can I investigate what happened at the end of WWI?
- Can I examine the causes of WWII?
- Can I consider the effect of WWII on Britain?
- Can I investigate how WWII was different to wars before?
- Can I consider the impact of wars on the local area?
- Can I make connections, draw contrasts and analyse trends when considering the question, 'Is it ever right to fight'?



PE

Football

- Can I set up a shooting opportunity for a teammate?
- Can I restrict an opponent's space by defending with my partner?
- Can I perform a penalty kick with power and accuracy?
- Can I attack and shoot as a pair?
- Can I be cover defender to stop the opposition's attack?
- Can I use close control to keep possession under pressure?

Tag Rugby

- Can I create attack continuity by supporting a player with the ball?
- Can I use set plays in attack to create space for the ball carrier?
- Can I develop the 3-step rule?
- Can I attack the space as a ball carrier to create scoring opportunities?
- Can I change from an attacking to a defensive formation?

Gymnastics

- Can I use controlled flight onto high apparatus?
- Can I identify what a base and a flyer are in partner balances and learn to perform both roles?
- Can I perform more advanced partner balances and evaluate others' work?
- Can I incorporate equipment into a sequence?
- Can I incorporate musicality and timing into a group sequence?
- Can I combine skills in partner balances and rhythmic gymnastics in a team performance?

MFL (Spanish)

At School:

- Can I name the subjects we study at school in Spanish?
- Can I extend sentences by giving an opinion?
- Can I start to tell the time by learning how to say the time by the hour?

The Solar System:

- Can I name and label a map of the Solar System in Spanish?
- Can I apply the rules of adjectival agreement to describe the Solar System in Spanish?
- Can I use conjunctions and intensifiers to extend descriptions of the Solar System?
- Can I ask key questions in Spanish in order to conduct an interview with an astronaut?
- Can I answer questions in Spanish?

Music

Song Focus: Happy by Pharrell Williams

- Can I listen & appraise by recognising styles, finding the pulse, recognising instruments and listening?
- Can I learn about singing and vocal health?
- Can I create own responses, melodies and rhythms through improvisation?
- Can I create and record them in some way?
- Can I Perform by working together in a group?

Art

Drawing: 2D Drawing and 3D Making

Artist Focus: Lubaina Himid

- Can I explore using negative and positive space to 'see' and draw a simple element/object?
- Can I use the grid system to scale up the image above, transferring the image onto card?
- Can I use collage to add tonal marks to the 'flat image'?
- Can I recognise the close relationship between drawing and making?
- Can I recognise that 2D drawings can be transformed into 3D objects?
- Can I understand that there are technical processes we can use to help us see, draw and scale up our work?