



English

Composition

- To plan their writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
- To plan their writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.
- To draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.
- To draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- To use a wide range of clause structures, sometimes varying their position within the sentence
- To use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- To use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- To draft and write accurately précising longer passages.

Vocabulary, Grammar & Punctuation

- To select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly
- To understand how words are related by meaning as synonyms and antonyms.
- To use passive and modal verbs mostly appropriately
- To understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- To link ideas across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis,
- I can use layout devices such as headings, sub-headings, columns, bullets, or tables to structure text.
- To use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- To understand the following terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Handwriting

- To 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.
- To write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Spelling – See Appendix 2

Reading – See Guided Reading Plans

Maths

Autumn 1

- To read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- To perform mental calculations, including with mixed operations and large numbers.
- To use knowledge of the order of operations to carry out calculations involving the four operations.
- To identify common factors, common multiples and prime numbers.
- To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- To perform mental calculations, including mixed numbers and large numbers.

Autumn 2

- To compare and order fractions, including fractions >1 . Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- To recall and use equivalences between simple fractions, decimals and percentages, including different contexts
- To draw 2D shapes using given dimensions and angles.
- To calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3 and m^3 , and extending to other units such as mm^3 and km^3 .
- To convert between miles & km.
- To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places.

History

- To say where a period of history fits on a timeline.
- To place a specific event on a timeline by decade.
- To summarise the main events from a specific period in history, explaining the order in which key events happened
- To summarise how Britain has had a major influence on world history.
- To summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently.
- To recognise and describe difference and similarities/ changes & continuity between different periods of history.
- To look at two different versions and say how the author might persuade or give a specific viewpoint.
- To identify and explain their understanding of propaganda.
- To describe a key event from Britain's past using a range of evidence from different sources.

Geography

- To use maps, aerial photos, plans and web resources to describe what locality is like.
- To create sketch maps when carrying out a field study.

Science

- To identify and name basic parts of a simple series circuit.
- To compare and give reason for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches.
- To recognise the symbols when representing a simple circuit in a diagram.
- To recognise that light appears to travel in straight lines.
- To explain that we see things because they give out or reflect light into the eye.
- To 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.
- To explain why shadows have the same shape as the objects that cast them.

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing – Create programs

- To program characters to move
- To program characters to speak
- To use repeat commands
- To make a character visible or invisible at certain times
- To control smooth transitions between characters, scenes and audio.
- To debug code
- To explain how coding works
- To create a game
- To write their own program
- To edit and improve a given design

Music

- To use a variety of different musical devices in their composition.
- To recognise that different forms of notation serve different purposes.
- To use different forms of notation.
- To combine groups of beats.
- To compare and contrast the impact that different composers from different times have had on people of the time.

PE - Rising Stars Curriculum input

- **Dance:** To develop imaginative dances in a specific style; To choose their own music, style and dance.
- **Football Skills** (Agility and Co-ordination)
- **Basketball and Netball Skills** (Throwing and Catching)

Coach (Outdoor)



Year 6 Autumn Topic Puzzle Lest We Forget

Art

- To show emotions and sense of self with accuracy and imagination in sketches.
- To explain why they have combined different tools to create their drawings.
- To explain why they have chosen specific drawing techniques.
- To create work which is open to interpretation by the audience.
- To make detailed notes and use quotes to explain items.
- To compare methods to those of others.
- To combine graphics and text based research to influence the layout of their sketch books.
- To adapt and refine work to reflect its meaning and purpose.

Design

- To explain how their product should be stored with reasons.
- To grow their own products, taking into account the time it takes.
- To use different kinds of circuits in their products.
- To think of ways in which adding a circuit will improve their product.

Languages

**PSHE
New Beginnings
Say No to Bullying**

**RE
Right & Wrong
Christianity**

Trips

Chislehurst Caves
Imperial War Museum