



Year 6 National Curriculum Overview

Subject	Skills to be taught
English	Reading Words: - I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet. Reading Comprehension: - I can maintain a positive attitude to reading and understanding what I read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; increasing my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - I can recommend books that I have read to my peers, giving reasons for my choices. - I can identify and discuss themes and conventions in and across a wide range of writing. - I can make comparisons within and across books. - I can learn a wide range of poetry by heart. - I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. - I can understand what I read by: checking that the book makes sense to them, discussing my understanding and exploring the meaning of words in context. - I can ask questions to improve my understanding. - I can draw inferences, such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence. - I can predict what might happen from details stated and implied. - I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - I can identify how language, structure and presentation contribute to meaning. - I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - I can distinguish between statements of fact and opinion. - I can retrieve, record and present information from non-fiction.

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- I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- I can provide reasoned justifications for my views.

Spelling:

- 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 continue to distinguish between homophones and other words which are often confused.
- I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- I can use dictionaries to check the spelling and meaning of words.
- 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 spell most words correctly from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Handwriting:

- I can 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; choosing the writing implement that is best suited for a task.

Writing:

- I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
- In narratives, I can describe settings, characters and atmosphere.
- I can integrate dialogue in narratives to convey character and to advance the action.
- I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. Including: contracted forms (e.g. wasn't), passive verbs (e.g. the chair was sat on – hide the 'do-er') and modal verbs (e.g. could, should, would, must, may, might, ought, shall).
- I can use a range of devices to build cohesion within and across a paragraph. Including: conjunctions (FANBOYS/subordinating, e.g. because, although), adverbials (when, where or how types), pronouns (he, she, they) and synonyms.
- I can use verb tenses consistently and correctly throughout the writing (e.g. past, present, future).
- I can use the range of punctuation taught at KS2 mostly correctly. Including: inverted commas, commas for clarity, parenthesis (dashes/brackets/commas).

Working at greater depth within the expected standard

- I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my writing.

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	- I can distinguish between the language of speech (dialogue – writing a speech/appropriate audience) and writing and choose the appropriate register (e.g. levels of formality). - I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (e.g. excellent and appropriate author's voice). - I can use the range of punctuation taught at Key Stage 2 correctly. Including: semicolons, colons, dashes and hyphens.
Mathematics	Number and Place Value: - I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. - I can round any whole number to a required degree of accuracy. - I can use negative numbers in context, and calculate intervals across zero. - I can solve number and practical problems that involve all of the above. Number – Addition, Subtraction, Multiplication and Division: - I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. - I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. - 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 perform mental calculations, including with mixed operations and large numbers. - I can identify common factors, common multiples and prime numbers. - I can use their knowledge of the order of operations to carry out calculations involving the four operations. - I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. - I can solve problems involving addition, subtraction, multiplication and division. - I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Fractions (including decimals and percentages): - I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination. - I can compare and order fractions, including fractions > 1. - 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 [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]. - I can divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]. - I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a

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simple fraction [for example, $\frac{3}{8}$].

- I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- I can multiply one-digit numbers with up to two decimal places by whole numbers.
- I can use written division methods in cases where the answer has up to two decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion:

- I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra:

- I can use simple formulae.
- I can generate and describe linear number sequences.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy an equation with two unknowns.
- I can enumerate possibilities of combinations of two variables.

Measurement:

- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- I can 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 up to three decimal places.
- I can convert between miles and kilometres.
- I can recognise that shapes with the same areas can have different perimeters and vice versa.
- I can recognise when it is possible to use formulae for area and volume of shapes.
- I can calculate the area of parallelograms and triangles.
- I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

Properties of Shapes:

- I can draw 2-D shapes using given dimensions and angles.
- I can recognise, describe and build simple 3-D shapes, including making nets.

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	- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. - I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. - I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Position and Direction: - 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. Statistics: - I can interpret and construct pie charts and line graphs and use these to solve problems. - I can calculate and interpret the mean as an average.
Science	Planning: - I can explore different ways to test an idea and choose the best way, and give reasons. - I can use information from different sources to answer a question and plan an investigation. - I can vary one factor whilst keeping the others the same in an experiment. I can explain why I do this. - I can identify the key factors when planning a fair test. - I can make a prediction with reasons. - I can use information and science knowledge to help make a prediction. - I can use test results to make further predictions and set up further comparative and fair tests. Obtaining and Presenting Evidence: - I can explain why I have chosen specific equipment (inc ICT based equipment). - I can decide which units of measurement I need to use. - I can take measurements using a range of scientific equipment with increasing accuracy and precision. - I can explain why a measurement needs to be repeated. - I can record my measurements and observations systematically. - I can record my measurements in different ways (inc bar charts, tables, line graphs and scatter graphs). - I can record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models. - I can explain qualitative and quantitative data. - I can present a report of my findings through writing, display and oral presentation. Considering Evidence and Evaluating: - I can find a pattern from my data and explain what it shows. - I can explain causal relationships. - I can use a graph to answer scientific questions. - I can draw conclusions from my work.

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- I can link what I have found out to other science.
- I can evaluate how trustworthy my results are.
- I can suggest how to improve my work and say why I think this.
- I can explain (in simple terms) a scientific idea and what evidence supports it.

Living Things and Habitats:

- I can explain the classification of living things into broad groups based on common observable characteristics. (five kingdoms of all living things, vertebrates, mammals, marsupials)
- I can explain why classification is important.
- I can sub divide my original groupings and explain my divisions.
- I can group animals into vertebrates and invertebrates.
- I can readily group animals into reptiles, fish, amphibians, birds and mammals.
- I can give reasons for how I have classified animals and plants, using my characteristics.

Animals, including Humans:

- I can identify and explain the function of the organs of the human circulatory system. (heart, blood vessels, blood, blood pressure, clotting)
- I can describe how oxygen, nutrients and water are transported within animals and humans.
- I can explain the importance of a healthy, balanced diet.
- I can investigate the effects of exercise and healthy lifestyle on the body.
- I can explain the effects of drugs on the body.

Evolution and Inheritance:

- I can give reasons for why living things produce offspring of the same kind.
- I can give reasons for why offspring are not identical with each other or with my parents.
- I can begin to understand what is meant by DNA.
- I can explain the process of evolution and describe the evidence for this.
- I can begin to appreciate that variation in offspring over time can make animals more or less able to survive in particular environments.
- I can talk about the life of Charles Darwin.
- I can explain how some living things adapt to survive in extreme conditions.
- I can analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet.
- I can give reasons for how I have classified animals and plants, using my characteristics and how they are suited to my environment.
- I can recognise that living things have changed over time and that fossils provide the information about living things that inhabited the Earth millions of years ago.

Light:

- I can explain how light travels in straight lines.
- I can explain how to change the size of shadows.

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	- I can explain how the human eye sees objects. - I can explain how light behaves at reflective surfaces. - I can explain how different colours of light can be created. Electricity: - I can identify and name the basic parts of a simple electric series circuit. (cells, wires, bulbs, switches, buzzers) - I can explain how to make a circuit work. - I can use symbols to represent circuits. - I can explain how to make changes in a circuit. - I can explain the impact of changes in a circuit. - I can explain the effect of changing the voltage of a battery. - I can explain what a fuse is.
Computing	Computing systems and networks: Communication and collaboration -I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -I can understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. -I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Creating media: Webpage creation -I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. -I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Programming A: Variables in games -I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting,

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	analysing, evaluating and presenting data and information. -I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Data and information: Introduction to spreadsheets -I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Creating media: 3D modelling - I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. -I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Programming B: Sensing movement -I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
History	Chronological Understanding: - I can say where a period of history fits on a timeline. - I can place a specific event on a timeline by decade. - I can place features of historical events, and people from past societies and periods, in a chronological framework. Knowledge and Interpretation: - I can summarise the main events from World War II (particularly in regard to the Battle of Britain) explaining the order in which key events happened. - I can summarise how Britain's involvement in the Battle of Britain had a major impact on World War II. - I can summarise what Britain may have learnt from the early Mayan civilizations. - I can describe features of historical events and people from past societies and periods I have studied. Historical Enquiry: - I can look at two different versions of the same event and say how the author may be attempting to persuade

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	or give a specific viewpoint. - I can identify and explain my understanding of propaganda. - I can describe the Battle of Britain's past, using a range of evidence from different sources. - I can pose and answer my own historical questions.
Geography	Geographical Enquiry: - I can use maps, aerial photos and a variety of media to explain the locality of a Brazil and the UK. - I can collect data and choose the appropriate units of measure. - I can use and explain scale on a variety of maps. - I can use OS maps to answer questions. - I can use a variety of research skills to find out information about Brazil and UK. - I can use fieldwork, to study a local river. Physical Geography: - I can describe the physical features of Brazil, compared to the UK. - I can compare the differences between places from their physical and human features. - I can compare the major rivers in Brazil with the UK. - I can describe the importance of the Amazon River. - I can explain the impact that humans have had on the rainforest and Amazon. - I can identify the Brazilian Rainforest and compare its vegetation to the UK. Human Geography: - I can explain the impact that humans have had on the rainforest and Amazon. - I can explain what importing and exporting is and how locality affects this. - I can identify main trade routes of Brazil and UK. - I can identify and explain major transport links of Brazil and UK. Geographical Knowledge: - I can name and identify the countries and major cities within South America. - I can name the major, rivers, seas and oceans. - I can name and identify the major mountain ranges of the continent. - I can identify and explain key symbols on an OS map. - I can explain how world time zones work and identify where the UK and Brazil are and their time zones.
RE	Islam and Sikhism: - I know that Muslims are obliged to fast annually during the month of Ramadan. The purpose and benefits of fasting (sawm), both physical and spiritual. - I know about the rite of Hajj; understand the significance of Hajj and various rites within it. - I know that Sikhs believe in one God (Ik Onkar) and that God is described as the Creator and Sustainer, the Universal Truth.

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- I understand the belief in reincarnation and karma.
- I understand the particular meaning of the word Guru.
- I know that Guru Nanak (1469–1539) founded Sikhism.
- I know the symbol of the Khanda. Know that the Nishan Sahib is the Sikh flag and has the symbol of the Khanda on it.
- I know the Guru Granth Sahib is the revelation of God's message and understand that Sikhs try to live in obedience to it at all times. Know how respect is accorded to it.
- I know that Sikhs believe that everyone should work honestly to earn their living. The importance of service and honesty.
- I know the importance of equality (both by race and sex) in Sikhism and how this value is reflected in Sikh lives.
- I understand the nativity story.

Sikhism, Buddhism and Easter (Christianity):

- I know the significance of holy days, ceremonies and stories. Birthdays of Guru Nanak, Guru Gobind Singh and Vaisakhi.
- I know the importance of the Gurdwara as the centre of the community, The langar and its example of charity to the wider community.
- I can appreciate how the Buddhist community (Sangha) is made up.
- I know about the lifestyle of monks and nuns, and understand the symbols of the robes, shaven heads and alms bowls.
- I know how an alms bowl is used and understand its significance.
- I know the importance of equality (both by race and sex) in Sikhism and how this value is reflected in Sikh lives.
- I understand the events of Holy week and of Jesus' resurrection appearances.
- I know some stories which suggest that Jesus was divine and which teach beliefs about him.
- I understand that Christians believe that Jesus is still present in the world.

Buddhism and Faiths and Values:

- I know that the Buddha formulated a four-part understanding of the nature of life, which is known as the four noble truths.
- I understand how Buddhist values permeate a Buddhist lifestyle.
- I can appreciate how the Buddhist community (Sangha) is made up.
- I know how an alms bowl is used and understand its significance.
- I know that Buddhists give reverence to the Buddha with shrines at home and in temples.
- I understand that what I believe may be different to what others believe.
- I know what I value, what choices I have and how to exercise these.
- I can compare what I believed when I was younger to what I believe now.
- I know if my beliefs have/have not changed and why.

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Design Technology

Nutrition:

- I can understand how additives and preservatives aid in the storage/shelf life of food.
- I can understand the reasons why additives and preservatives are used to extend shelf life.
- I can build on my knowledge of the food groups to research how much of my diet is processed.
- I can use market research such as surveys to gain a picture of the Whitehall Junior cohort's diet and use of process foods.
- I can conduct research into food labels to look at the Nutrition information and GDA percentages.
- I can visit a local factory that manufactures processed foods to further my understanding of the process from factory to shop.

Cooking:

- I can design a meal for Secondary school visitors that is fit for purpose.
- I can work within the time/ dietary restraints given.
- I can build upon my knowledge of freshly grown produce in Year 5 to grow my own vegetables.
- I can take into account the time required to grow different foods.
- I can cook these vegetables using a WW2 rationed recipe that I have found through research, considering culture and society of that era.
- I can research the diet of the Ancient Mayan Civilisation.
- I can test and evaluate my stew through taste tests and opinion.

Textiles:

- I can consider culture and society in my design - What is fashionable/current?
- I can use this knowledge to justify my plan to someone else.
- I can think about the target audience of my product and cost it accordingly.
- I can decide where and how my product could be sold. E.g. Vintage market.
- I can evaluate the ways in which I have improved the product from its original state.

Mechanical and Electrical Components:

- I can research the hydro-electric Itaipu dam.
- I can design a system using pulleys and levers that will open and close the dam gates.
- I can think of ways in which adding a circuit may improve my dam. E.g. Turning the lever electronically.
- I can ensure my dam meets my design criteria.
- I can test my design and make improvements if necessary.

Stiff Materials:

- I can use a range of information regarding shelters to inform my design.
- I can justify why I have selected specific materials for my shelter.
- I can use scale drawings to ensure my design is precise and accurate
- I can consider ways to hide joints so as to improve the look of my shelter.
- I can select and use tools and materials precisely.

Mouldable Materials:

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	- I can justify why he chosen material (salt dough) was the best for the task (Mayan-inspired artefacts). - I can decide the target audience and use this to inform my design. - I can follow my plan and make adjustments if necessary. - I can consider whether different resources would have improved my product. E.g. finishing techniques - I can consider whether more or different information would have made it even better.
Art	Painting: - I can explain what my own style is. - I can use a wide range of techniques in my work. - I can explain why I have chosen specific painting techniques. - I can create a self-portrait in the style of Frida Kahlo. - I can create a still-life. Drawing: - I can communicate emotions and a sense of self with accuracy and imagination within my sketches. - I can explain why I have combined different tools to create my drawings. - I can explain why I have chosen specific drawing techniques. - I can begin to show perspective within my drawing. - I can use shade to create mood and feeling. - I can combine pattern, tone and shape. - I can make a record about the styles and qualities in my work. - I can say what my work is influenced by. Printing: - I can overprint using different colours. - I can look very carefully at the methods I use and make decisions about the effectiveness of my printing methods. - I can include both visual and tactile elements in my work. Artists: - I can justify the materials I have chosen. - I can compare the works of artists/sculptors. - I can use my sketchbook to write notes and quotes explaining items. - I can create models on a range of scales. - I can include both visual and tactile elements. Architects: - I can compare and contrast designs of modern architect with buildings from early civilisation. - I can include technical aspects in my work, e.g. architectural design. - I can comment on the selection of materials used; ancient civilization vs. modern age. Sculptor/Designer:

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	- I can make a record about the styles and qualities of my work. - I can say what my work is influenced by and consider the influences on the work of known artists/sculptors. - I can include technical aspects in my work, e.g. architectural design. - I can create work which is open to interpretation by the audience - I can include both visual and tactile elements in my work. - I can explore the historical context which influences the work of artists/sculptors. Sketch Book Skills: - My sketch book contains detailed notes and quotes explaining about items. - I can compare my methods to those of others and keep notes in my sketch books. - I can combine graphics and text-based research of commercial design, for example magazines etc. to influence the layout of my sketch book. - I can adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my sketch book.
Music	Performing: - I can sing a harmony part confidently and accurately. - I can perform parts from memory. - I can perform using notations. - I can take the lead in a performance. - I can take on a solo part. - I can provide backing to a piece of music. - I can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together. Composing/Improvising: - I can compose/improvise a melody over a piece of music. - I can use a variety of different musical devices in my composition/improvisation.(melody, rhythms and chords) - I can use different forms of notation and recognise that different forms of notation serve different purposes. - I can experiment with tempo and dynamics in my improvisation. Appraising: - I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. - I can analyse features within different pieces of music. - I can compare and contrast the impact that different composers from different times will have had on the people of the time. - I can appraise the introductions, interludes and endings for songs and compositions I have created and listened to. - I can refine and improve my work. - I can recognise the work of at least three South American composers: Heitor Villa-Lobos (South American

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	Orchestral), Ástor Piazzolla (Tango) and Daniel Alomía Robles (Panpipes). - I can listen to and appraise music from the country of our PLAN child. - I can experience a live music performance (e.g. Orchestra).
Languages	Speaking: - I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from my own experience. - I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). - I can use connectives to link together what I say, so as to add fluency. Listening: - I can understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. - I can understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and I am able to answer questions based on what I hear. Reading: - I can read aloud with expression and accurate pronunciation. - I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)). Writing: - I can write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). - I can use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what I and other people do, like, etc.) - I can identify and correctly use adjectives (e.g. colours or size) and connectives, placing them correctly in a sentence and I can understand the concept of adjectival agreement (where relevant). Grammar: - I can understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. - I can understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. - I am able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant). Content: - I can understand numbers 1-100 and I am able to use them in context (e.g. the date, age, prices).

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	- I can identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour. - I can understand, express and I am able to justify opinions orally and in writing (e.g. school subjects I like and don't like, leisure activities I like, foods I don't like, etc.) - I am able to express a statement in the positive (e.g. I like history) and the negative (I do not like history) - I can understand and use transactional language (e.g. in a role play "I would like", "how much" etc.) - I can use adjectives (e.g. colour or size, etc.) to make my sentences more descriptive. I must make sure the adjectives agree (where relevant) with the noun I am describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective. - I can use connectives to make my sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.) - I am able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage I have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about WW2). - I can study cross-curricular topics (e.g. healthy lifestyles, the planet or Vikings) and use my subject knowledge to allow myself to be challenged by longer passages of unknown text or language in the foreign language. I should now be able to use the language learning skills I have developed to help me decode meaning and gist from more complex passages. - I can understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so that I can use them in speaking, listening, reading and writing activities (e.g. the first-person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). I should also be able to identify the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.
PE	Acquiring and Developing Skills: - I can apply my skills, techniques and ideas consistently. - I show precision, control and fluency. Evaluating and Improving: - I can analyse and explain why they have used specific skills or techniques. - I can modify use of skills or techniques to improve their work. - I can create my own success criteria for evaluating. Health and Fitness: - I can explain how the body reacts to different kinds of exercise. - I can choose appropriate warm ups and cool downs. - I can explain why we need regular and safe exercise. Dance: - I can develop imaginative dances in a specific style. - I can choose my own music, style and dance.

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	Games: - I can explain complicated rules. - I can make a team plan and communicate it to others. - I can lead others in a game situation. Gymnastics: - I can combine my own work with that of others. - I can link my sequences to specific timings. Athletics: - I can demonstrate stamina. - I can use their skills in different situations Outdoor/Adventurous Activities: - I can follow a map in an unknown location. - I can use clues and compass directions to navigate a route. - I can change my route if there is a problem. - I can change my plan if I get new information.
PSHE	Relationships and Health Education: <i>How can I maintain healthy relationships?</i> - I can understand what PSHE is, how it has helped me in primary school and as I prepare for secondary school. - I am able to think about change – to prepare for Year 6 and how to manage the changes to come. - I am able to prepare for secondary school. - I can understand how friendships change. - I am able to manage pressures and set boundaries. <i>How are our physical health and mental health connected?</i> - I am able to read and understand food labels. - I know why sleep is important and how to build good sleep routines. - I know what the consequences of unhealthy lifestyles are. - I can explain how our physical and mental health are connected. - I can understand what self-esteem is and how our personality traits are our superpowers. Living in the Wider World: <i>How do we create equality for all citizens?</i> - I can learn from others' cultures and identities. - I understand how inequality can lead to injustice. - I can learn how protest has been used to make change. - I know what terrorism and extremism are. - I know what fake news is. <i>How can I be prepared for work in the future? How do I stay critical online?</i> - I can consider my career aspirations.

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- I know how to get a job and how I would get paid.
- I know what financial decisions are.
- I can understand the risks involved in gambling.
- I know how social media can affect my body image.

Relationships and Health Education:

How do relationships change as we grow up?

- I know how love, care and commitment can be shown to others.
- I am aware of the pressures we face online in our relationships as we grow up.
- I know how to help others in an emergency.
- I am able to reflect upon what I will take away from PSHE learning.
- I can consider the advice I would give to other Year 6s.

How is my body preparing for adulthood?

- I can understand the choices around substances as I grow up (medicines, smoking, alcohol, vaping and drugs).
- I can explain what mental health and addiction are.
- I know why my body changes during puberty.
- I know how my body changes for reproduction (SRE).
- I know how we stay healthy as we age (dementia).