Literacy

I can read fluently, accurately and independently for half an hour, determining the meaning of unknown words using my knowledge of root words, prefixes and suffixes as well as context
I can recall and recite verses from poetry
I can make inferences and predictions from the text
I can identify differences between fact and opinion
I can retrieve information from non-fiction texts
I can explain in written form what I have read
I can identify examples of figurative language such as metaphors and personification
I can write for a range of purposes, independently using the features of the genre or text type in longer and shorter pieces.
I can use simple devices to structure writing and support the reader in non-narrative (e.g. headings, sub-headings, bullet points)
I am beginning to use dialogue independently.
I can use paragraphs to organise ideas and to expand ideas, descriptions, themes or events.
I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.
I can spell correctly most words from the Year 3 and 4 word list and some from the Year 5 and 6 word list correctly
I can write legibly and with joined handwriting

The Arts/Music

I can analyse colour wheels to use complimentary and contrasting colours
I can discuss my creative process, identifying decisions I have made and evaluate and critique my own work and the work of others
I can sing well known songs confidently and fluently with clear diction and control of breathing
I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles on the steel pans
I can maintain a strong sense of pulse whilst playing steel pans, recognise and self-correct when going out of time
I can improvise 2 bar patterns on the steel pans for others to copy

PE

I can develop my passing, dribbling and defensive ball skills

Computing

I can write simple code for making music using scratch

RE/PSHE

What qualities are important to present day religious leaders
How do people express their faith through the arts in Christianity?

Ivydale School & Children's Centre

Year 6 Curriculum Map
Autumn Term
Topic: Light and Electricity and Islands
Visit/visitor: Paul DT workshop
Parent event: Grammar workshop

Geography

I can describe and understand key aspects of islands
I can understand how islands are formed
I can find out about the UK as an island and its trade links
I can compare case studies of different countries
I can use maps, atlases, globes and computer mapping to locate islands in the world
I can use eight points of a compass, four and six-figure grid references, symbols and keys to locate islands.

Maths

I can read, write, order, compare and round numbers to at least 1,000,000, recognising the place value of each digit
I can count forwards and backwards with positive and negative whole numbers, including through zero and **begin** to describe the term to term rule
I can add and subtract numbers with up to 6 digits, including decimal numbers with up to three decimal places, using the formal written method
I can add and subtract numbers mentally, find all factor pairs of a number; common factors of two numbers; prime factors; common multiples, recognise cube numbers and the notation for cubed (^{3})
I can recall prime numbers up to 19 and establish whether a number up to 100 is prime
I can multiply and divide numbers mentally
I can multiply and divide whole numbers and those involving decimals (with up to three decimal places) by ten, one hundred and one thousand
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 using the **formal written method of short division,** with whole number answers or with remainders expressed as a fraction
I can compare and order fractions whose denominators are all multiples of the same number, including fractions >1
I can identify, name and write equivalent fractions using knowledge of factors and multiples
I can recognise mixed numbers and improper fractions and convert from one form to the other
I can add and subtract fractions with denominators that are multiples of the same number
I can multiply proper fractions and mixed numbers by whole numbers ¼ x 3 = ¾
I can identify the place value of each digit in numbers with up to three decimal places
I can read, write, order and round decimal numbers
I can write percentages as a fraction with the denominator 100 and as a decimal
I can calculate percentages of numbers and amounts
I can use a scale factor of two to enlarge a simple shape
I can understand ratio as a comparison of part to part and describe ratio using words
I am beginning to use symbols and letters to represent variables and unknown numbers and quantities
I am beginning to express simple missing number problems algebraically e.g. a + 58 = 100
I am beginning to enumerate possibilities of combinations of two variables e.g. a + b = 100
I can describe a simple linear number sequence in words
I can understand and use **approximate** equivalences between metric units and **common** imperial units, such as inches, pounds, pints, miles
I can calculate and compare the area of rectangles, including squares, using standard units and notation; use the formula for area (in words)
I can begin to find the area of triangles by dissecting a rectangle
I can estimate the area of irregular shapes by counting squares and half squares
I can calculate the perimeter of rectilinear shapes and composite rectilinear figures in centimetres and metres, including where the length of some sides is not given
I can b**egin** to find the volume of cubes and cuboids (simple examples); use standard units of cm^3 and m^3
I can use, read, write and convert between standard units of metric measures (with up to three decimal places)
I can use, read, write and convert between units of time, including 12hour to 24 hour (and vice versa)
I can begin to Illustrate and name parts of a circle, including radius, diameter and circumference
I can draw **simple** 2-D shapes using given dimensions and angles, including the use of a protractor
I can begin to recognise conventional markings for parallel lines and angles
I can recognise and make nets of a cube
I can use angle sum facts to make deductions about missing angles (angles in one whole turn; angles on a straight line)
I know that angles in a triangle total 180°
I can identify and describe positions in the first and second quadrant using coordinates (including negative numbers to describe points)
I can draw and translate shapes in the first two quadrants and reflect them in y axis
I can interpret a line graph using a range of scales
I can begin to calculate the mean of a simple set of data

Science/Technology

I can use test results to make predictions to set up further comparative and fair tests
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
I can recognise that light appears to travel in straight lines
I can 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
I can 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
I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
I can 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
I can use recognised symbols when representing a simple circuit in a diagram
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 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals
I can give reasons for classifying plants and animals based on specific characteristics.