

Geography

I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

I can understand geographical similarities and differences through the study of human and physical geography of different regions.

I can identify climate zones, biomes and vegetation belts.

I can identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Art

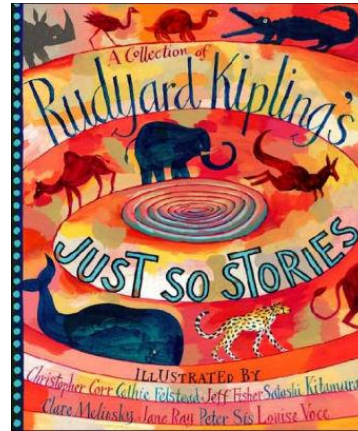
I can improve my mastery of art and design techniques, including drawing and painting.

I can show an understanding about great artists, architects and designers in history.

Year Six

Autumn Two

Just So Stories



In this unit, the children will be left bewildered by the extreme nature of the Earth we inhabit. They will learn all about the biomes of the world and the staggering diversity seen within each one.

Science

Living Things and Their Habitats

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.

I can find out about the significance of the work of scientists

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

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

I can use test results to make predictions to set up further comparative and fair tests

I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

identifying scientific evidence that has been used to support or refute ideas or arguments.

Reading

I can apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.

I can read and discuss an increasing range of fiction, poetry, non-fiction and reference or textbooks.

I can read books that are structured in different ways and have different purposes.

I can read fiction from literature heritage and from different traditions.

I can recommend books to others and give reasons for my choices.

I can make comparisons within and across books.

I can check that a text makes sense to me by discussing my understanding and exploring the meaning of words in context.

I can ask questions to improve my understanding.

I can make inferences and justify inferences with evidence.

I can make predictions.

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

I can discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.

I can understand how language, structure and presentation contribute to meaning.

I can retrieve, record and present information from non-fiction.

I can participate in discussions and can build on my own and others' views.

I can discuss my understanding of what I have read.

I can provide reasoned justifications for my views.

Writing

I can use further prefixes and suffixes.

I can use knowledge to understand how the spelling of some words needed to be learnt specifically.

I can use dictionaries to check the meaning of words.

I can use a thesaurus.

I can write legibly, fluently and with increasing speed.

I can plan by writing by identifying the audience and purpose, through selecting language that shows awareness of the reader.

I can plan by noting and developing initial ideas, drawing on research where necessary.

I can consider how authors have developed characters and settings.

I can select appropriate vocabulary and grammatical structures.

I can draft and write by describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.

I can use devices to build cohesion across paragraphs.

I can evaluate and edit by assessing the effectiveness of my own and others' writing.

I can proof read for spelling and punctuation errors.

I can ensure the consistent and correct tense throughout a piece of writing.

I can proof read for spelling and punctuation errors.

I can use inverted commas and other features to indicate direct speech.

I use and understand the grammatical terminology for Year 6.

Mathematics

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 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 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.