

Literacy

I can differentiate between homophones
I can tackle unusual words when reading aloud
I read age appropriate books with confidence and fluency and can recite favourite poems by heart
I can express, explain and justify views formed through my independent reading
I can explain and discuss what I have read and predict what might happen from details stated and implied
I can distinguish between statements of fact and opinion
I can comment on how language, structure and presentation of a text is used to contribute to meaning
I am able to make comparisons within and across different texts
I can summarise main ideas, identifying key details and themes and use quotations for illustration
I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader,
I can describe settings and characters in narratives, using dialogue independently to provide more information about characters
I can add detail, qualification and precision with adverbs, preposition phrases and expanded noun phrases
I can précis longer passages
I can use verb tenses consistently and correctly
I select vocabulary and grammatical structures that reflect what the writing requires, using a wide range of clause structures, making deliberate decisions about sentence length, type and structure
I can use a range of devices to build cohesion
I can use the range of punctuation taught across KS2 mostly correctly, included inverted commas for speech (and punctuation for direct speech), brackets, dashes or commas (for parenthesis); commas (to clarify meaning or avoid ambiguity); commas after fronted adverbials; possessive apostrophes for singular and plural nouns, colons and semi-colons and hyphens
I can assess effectiveness, evaluate and edit my writing to enhance effects and clarify meaning, with correct subject-verb agreement, tense and appropriate register
I can spell most words in the Y5/6 list correctly
I understand synonyms and antonyms
I am beginning to use the passive voice to affect the presentation of information
I use paragraphs to organise my ideas and expand ideas, descriptions, themes and events
I use a range of non-fiction organisational devices
I use a dictionary to check the spelling of more ambitious vocabulary
I maintain legibility in joined handwriting when writing at speed

Maths

I can read, write, order, compare and round numbers to at least 5,000,000, recognising the place value of each digit in numbers to at least 5,000,000
I can count forwards and backwards with positive and negative whole numbers, including through zero and describe the term to term rule
I can interpret negative numbers in a range of contexts
I can add and subtract numbers with up to 7 digits, including decimal numbers with up to three decimal places, using the formal written method
I can add and subtract numbers mentally, including with mixed operations, using a range of efficient strategies
I can recognise and use multiples, common multiples, factors, common factors, prime factors, prime numbers to at least 19, square numbers to 144
I can perform mental calculations, using a range of strategies, with increasingly large numbers
I can multiply and divide multi-digit numbers up to 4 digits, including decimal numbers with up to two decimal places, initially in the context of money and measures, by a two-digit number using the formal written method of long multiplication and the formal written method of short division with whole number answers or with remainders expressed as a fraction or decimal (with up to two decimal places)
I can begin to divide numbers up to 4 digits by a two-digit whole number using a formal written method of long division, without remainders
I can begin to use the order of operations to carry out calculations, including the use of brackets
I can compare and order fractions whose denominators are not always multiples of the same number, using common factors to simplify fractions, beginning to use common multiples to express fractions in the same denomination
I can add and subtract fractions with denominators that are multiples of the same number (using the concept of equivalent fractions) and begin to add mixed numbers
I can multiply simple pairs of unit fractions and begin to divide simple proper fractions by whole numbers
I can recall decimal and percentage equivalents of simple fractions and express them as equivalent quantities
I can calculate using decimals
I can calculate percentage of quantities
I can use a scale factor of three to enlarge a simple shape
I can begin to use notation to describe ratio
I can begin to understand proportion as a way to express relationships using fractions
I can use symbols and letters to represent variables and unknown numbers and quantities and express simple missing number problems algebraically
I can enumerate possibilities of combinations of two variables and describe a linear number sequence in words and algebraically
I can begin to convert between kilometres and miles, knowing that 1km = 5/8 mile
I can use the formula (in symbols) for finding the area of rectangles, including squares and find the area of triangles by dissecting a rectangle
I can begin to find the area of parallelograms by dissecting a rectangle
I can estimate the area of irregular shapes by counting squares, half squares and fractions of a square
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 and express the missing numbers algebraically
I can find the volume of cubes and cuboids, using the formula (in words or symbols); use standard units of cm^3 and m^3
I can illustrate and name parts of a circle, including radius, diameter and circumference, draw a range of 2-D shapes using given dimensions and angles, including the use of a protractor
I can recognise and begin to use conventional markings for parallel lines and angles and make nets of simple polyhedron
I know that angles in any quadrilateral total 360°
I can find a missing angle in a triangle and any quadrilateral; and begin to express a missing angle algebraically
I know that vertically opposite angles are equal
I can identify and describe positions beginning to use the full coordinate grid (all four quadrants)
I can draw and translate shapes on the coordinate plane (beginning to use all four quadrants) and reflect them in the axes
I can construct and interpret line graphs using a range of scales
I can interpret simple pie charts
I can calculate the mean of a simple set of data
I can solve puzzles and problems and reason mathematically



**Year 6 Curriculum Map
Spring Term
Topic: Victorian Southwark
Visit/visitor: Workshop with Paul**

History
I can describe how Southwark changed during the Victorian period and why.
I can describe the causes and effects of the Industrial Revolution.
I can identify similarities and differences between Victorian society and the present day.
I can analyse and discuss the reliability of historical sources

Computing
I can understand computer networks, how they provide multiple services (www) and the opportunities and collaboration.
I can work with various forms of input and output.
I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Science/Technology
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
I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
I can identify scientific evidence that has been used to support or refute ideas or arguments
I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

The Arts/Music
I can analyse colour wheels and find cool/warm and complimentary/contrasting colours
I can use equipment to print repeated patterns
I can use motifs and patterns to produce work in the style of William Morris
I can discuss my own creative process and the decisions I have made/ I can evaluate and critique other's creations
I can create my own characters and simple scripts to produce short dramatic scenes in small groups
I can experiment with my voice in creative ways to enable singing with expression and varying dynamics
I can use a variety of dynamics, timbres, textures and techniques when playing the steel pans
I can share justified opinions about recorded music or performances from peers
I can follow along whole scores while singing songs or playing steel pans
I can compose short phrases with my voice or with the pans

PE
I can send and receive a ball in different ways
I can keep possession of a ball
I can dribble and move away from a defender
I can pass effectively

RE/PSHE
What do people believe about life after death?
What is the importance of the Easter story?