English

Reading:
- I can identify the key themes of a text, finding details and quotations as evidence.
- I can talk about my impressions of characters giving evidence from the text to support my inferences.
- I can explain the effect of language, structure and presentation features chosen by the author.
- I can make comparisons within and across texts.

Handwriting:
I can write in neat, legible cursive with increasing speed throughout my independent writing.

Writing:
- I can understand and spell most words from the year 5/6 spelling list.
- I can use a wider range of cohesive devices across paragraphs.
- I can use the perfect form of verbs.
- I can discuss and evaluate a writer's choice of language using accurate terms, e.g., metaphor, simile, analogy, imagery, style, effect.
- I can discuss and make effective notes on the structure, vocabulary, grammar and theme of given texts to explore ideas for good writing.
- I can identify the purpose and audience for my writing and choose structure, vocabulary and grammar to reflect this effectively.
- I can proof-read for punctuation errors: including parenthesis, hyphens, semi-colons, colons and single dashes, where necessary.

Maths

Statistics
- I can read and interpret line graphs.
- I can draw line graphs.
- I can use line graphs to solve problems.
- I can read and interpret dual bar charts.
- I can read and interpret pie charts.
- I can draw pie charts.
- I can construct and interpret pie charts based on my percentage knowledge and use them to solve problems.
- I can find the mean of a set of data.

Shape
- I can used my knowledge of angles on a straight line, around a point, and vertically opposite angles to calculate missing angles.
- I can explore the internal angles of triangles including special cases.
- I can explore the internal angles of quadrilaterals.
- I can explore the internal angles of regular polygons.
- I can draw 2D shapes using given dimensions and angles.
- I can identify 3D shapes from their nets and draw nets accurately.

Position and Direction
- I can read and plot co-ordinates and shapes in all four quadrants.
- I can translate shapes in all four quadrants and describe their translation.
- I can reflect shapes in all four quadrants in in both the x and y axis.

Science

Electricity
- 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.

Animals including Humans
- I can identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions.
- I can describe the ways in which nutrients and water are transported within animals, including humans.

PSHE

Being my Best
- I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.
- I can set goals so that I can achieve an aspiration.
- I can tell you how I can overcome problems and challenges on the way to achieving my goals.
- I can identify risk factors in a given situation
- I can assess the level of risk and explain how a risk can be reduced.

Growing and Changing
- I can name some of the feelings and emotions people have during change.
- I can give examples of how someone could cope with or get support during puberty.
- I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.
- I can explain how to stay safe when sharing images and information online.
- I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.

History & Geography
World War II

Why was the Battle of Britain a significant turning point for the UK in World War II?

This unit will explain in full how World War Two began and give the children a wider understanding of how concepts such as empire and rebellion influenced Hitler and his plan to dominate Europe. The children will explore the significance of the Battle of Britain and complete a local study, looking at a range of sources from different areas in the Greater London region and specifically looking at how the war had an impact on Welling and its surrounding areas.
The children will look at how children in particular were affected by the war in terms of evacuation and the impact of rationing. At the end of the topic, the children explore how Britain gained victory in World War Two.

RE
What do religions say to us when life gets hard?
- I can express ideas about how and why religion can help believers when times are hard, giving examples.
- I can outline Christian, Hindu, Islamic and non-religious beliefs about life after death.
- I can explain some similarities and differences between beliefs about life after death.
- I can explain some reasons why Christians and Humanists have different ideas about an afterlife.

Year 6 Summer Term

Art/Design Technology
Craft and Design
- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
- Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.
- Give reasoned evaluations of their own and others work

Modern Languages
- I can listen attentively to spoken language and show understanding by joining in and responding.
- I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- I can engage in conversations, ask and answer questions, expression opinion and respond to others.
- I can speak in sentences using familiar vocabulary.

Computing
Computer Networks
- I can use a range of sequence, selection and repletion commands combined with variables as required to implement my design
- I can create procedures to hide complexity in programs
- I can identify and write generic code for use across multiple projects
- I can critically evaluate my work and suggest improvements

Music
- I can describe the style indicators of a song
- I can describe the structure of a song
- I can talk about the voices and instruments within a song
- I can play instrumental parts accurately and in time as part of a performance
- I can contribute to the performance of a song by singing or playing my instrumental part by improvising or by performing my composition.

PE
Cricket
- Consolidate batting/ fielding/bowling skills.
- Create, understand and apply attacking/defensive tactics in game