



Year 6	Autumn Term: Britain at War
Subject	Key end points in learning
English- Reading	<p>I can consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>I can confidently perform a poem using a wide range of devices to engage the audience and for effect.</p> <p>I can recognise more complex themes in what they read (such as loss or heroism).</p> <p>I can use non-fiction materials for purposeful information retrieval</p>
English - Writing	<p>I can write a diary entry based upon my knowledge of Britain at War (Fiction)</p> <p>I can write a poem based upon being an evacuee (Fiction)</p> <p>I can write a mystery narrative based upon knowledge of Britain at War (Fiction)</p> <p>I can write a non-chronological report based upon Britain at War (Non- Fiction)</p>
Maths	<p>Unit 1: Place Value within 10,000,000</p> <p>I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>I can round any whole number to a required degree of accuracy</p> <p>I can use negative numbers in context, and calculate intervals across zero</p> <p>I can solve number and practical problems that involve all of the above.</p> <p>Four Operations</p> <p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>I can recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</p> <p>I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>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</p> <p>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</p> <p>I can identify common factors, common multiples and prime numbers</p> <p>I can use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>I can perform mental calculations, including with mixed operations and large numbers</p> <p>Unit 2: Four operations</p> <p>I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>I can compare and order fractions, including fractions > 1</p> <p>I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>I can use my knowledge of the order of operations to carry out calculations involving the four operations</p>



	<p>I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]</p> <p>I can divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$].</p> <p>I can use written division methods in cases where the answer has up to two decimal places</p> <p>Unit 6: Measure - Imperial and metric measures</p> <p>I can solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate</p> <p>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</p> <p>I can convert between miles and kilometres</p> <p>I can describe positions on the full coordinate grid (all four quadrants)</p> <p>I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p>
Science	<p>Circulation</p> <p>I understand that the heart, blood and blood vessels make up the circulatory system.</p> <p>I understand that circulatory system moves blood around the body.</p> <p>I understand that the heart is a muscular organ that pumps blood around the body through the blood vessels.</p> <p>I understand that blood is a substance that carries oxygen, other nutrients and hormones around the body. It also carries carbon dioxide and other waste products so they can be excreted.</p> <p>I understand that blood is made up of plasma, platelets, red blood cells and white blood cells.</p> <p>I understand that plasma is a yellowish liquid, mainly water. It carries red blood cells, white blood cells and platelets around the body.</p> <p>Evolution and Inheritance</p> <p>I can give reasons for why living things produce offspring of the same kind</p> <p>I can give reasons for why offspring are not identical with each other or with my parents</p> <p>I can explain the process of evolution and describe the evidence for this</p> <p>I can explain that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>I can begin to appreciate that variation in offspring over time can make animals more or less able to survive in particular environments</p> <p>I can talk about the life of Charles Darwin</p>
Computing	<p>Coding</p> <p>I can turn a complex programming task into an algorithm.</p> <p>I can identify the important aspects of a programming task (abstraction).</p> <p>I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work.</p> <p>I can test and debug my program as I work on it and use logical methods to identify a cause of a bug.</p> <p>I can identify a specific line of code that is causing a problem in my program and attempt a fix.</p> <p>I can translate algorithms that include sequence, selection and repetition into code and nest these structures within each other.</p>



	<p>I can interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole.</p> <p>Online Safety</p> <p>I can demonstrate safe and respectful use of a range of different technologies and online services.</p> <p>I can identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else.</p> <p>I can use critical thinking to help me stay safe online.</p> <p>I know the value of protecting my privacy and others online.</p> <p>Networks</p> <p>I can explain the difference between the internet and the World Wide Web.</p> <p>I can explain what a WAN and LAN is and describe the process of how access to the internet in school is possible.</p> <p>I can use filters when searching for digital content.</p> <p>I can explain in detail how accurate and reliable a webpage and its content is.</p>
Geography	<p>Britain at War – World War 1 and World War 2 (mapping skills)</p> <p>I can name and locate European capital cities and countries</p> <p>I can identify and locate continents and oceans</p>
History	<p>Britain at War – World War 1 and World War 2</p> <p>I can order and summarise key events during this historical period using timelines</p> <p>I can explain the cause of World War 2 from the ending of WW1</p> <p>I can identify and discuss the countries and key individuals involved</p> <p>I can describe how Britain had a major influence on the world during World War 2</p> <p>Key events: Dunkirk, Battle of Britain, The Blitz, Holocaust, D-Day landings, VE Day,</p> <p>I can use a range of evidence from different sources to research and describe key events (as above)</p> <p>I can use dates when describing key events (above)</p> <p>I can recall key facts about evacuation and rationing</p> <p>I can discuss the Holocaust and the impact it had on people and has today</p> <p>I can identify and explain the positive and negative use of propaganda</p> <p>I can discuss changes that happened in women’s employment</p> <p>I can explain how parliament affects decision making in Britain, how these effected key moments in the war</p> <p>I can identify the impact of the war on my local area during and after the war</p> <p>I can describe how World War 2 has shaped our lives today</p>
Art	<p>Bees, Beetles and Butterflies</p> <p>I can use a sketch book to record my observations and use them to review and revisit ideas</p> <p>I can use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques)</p> <p>I can use pen and ink to add line, tone and perspective using a tonal ink wash</p> <p>Distortion and Abstraction</p> <p>I can use a sketch book to record my observations and use them to review and revisit ideas</p> <p>I can use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques)</p>



	<p>I can use pen and ink to add line, tone and perspective using a tonal ink wash</p> <p>I can use a variety of media (charcoal and pen) to represent light, shade, form, pattern and texture in a range of drawing work (Henry Moore)</p>
DT	<p>Make, Do and Mend (Textiles)</p> <p>I can investigate and analyse a variety of fabrics.</p> <p>I can select the materials by how useful and attractive they are.</p> <p>I can select tools to cut, shape, join and finish my product.</p> <p>I can evaluate my product and explain ways I can improve the design.</p>
Music	<p>Classroom Jazz – Happy</p> <p>I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.</p> <p>I can talk about my musical and cultural identity.</p> <p>I have written a piece of music with my friends about this.</p> <p>Classroom Jazz 1 – I have played these melodies by ear and improvised.</p> <p>I can play the glockenspiel along to all the songs we sang this year.</p> <p>I can improvise with the songs we sang this year.</p> <p>I composed a simple melody with some of the songs we sang this year.</p> <p>I performed these songs.</p>
R.E	<p>Creation and science, conflicting or complimentary?</p> <p>I will find out about the importance of creation within the ‘Big Story’ of the Bible.</p> <p>I will study Genesis 1 and find out about how different Christians may interpret this text in different ways.</p> <p>I will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says.</p> <p>I will also encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible.</p> <p>I will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers.</p> <p>I can understand that whilst some people see science and religion as opposites, others do not.</p> <p>How can following God bring freedom and justice?</p> <p>(Why do some people believe in God and some people not?)</p> <p>I will find out about the story of the Exodus, sequencing key events and considering different interpretations.</p> <p>I will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave.</p> <p>I will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>I will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.</p>
P.E	<p>Real PE- Social</p> <p>Maintaining balance on a line</p> <p>I can lunge walk backwards along a line.</p> <p>I can lunge walk backwards with opposite elbow at 90°.</p> <p>I can lunge walk along a curved pathway, forwards then backwards, with opposite elbow at 90°.</p> <p>With a partner, maintaining balance throughout</p>



	<p>I can stand on a line facing my partner, hold with both hands then lean back and then swap places whilst maintaining the counter balance position.</p> <p>I can stand on a low beam facing my partner, hold with both hands then swap places whilst maintaining the counter balance position.</p> <p>Real PE - Creative</p> <p>In a seated position without hands or feet touching the floor</p> <p>I can reach and pick up cones on the floor whilst on a bench and without losing balance.</p> <p>I can turn 360° in either direction, first on the floor then on a bench.</p> <p>I can balance on an uneven surface, e.g. wobble cushion, for 10 seconds.</p> <p>I can reach and pick up cones on the floor whilst on an uneven surface, e.g. wobble cushion, and without losing balance.</p> <p>Maintaining balance throughout:</p> <p>I can hold a front support position with only 1 foot in contact with the floor and transfer a tennis ball on and off my back.</p> <p>I can hold a front support position with only 1 foot in contact with the floor and transfer a tennis ball on and off my back with eyes closed</p> <p>Real Gym</p> <p>I can consolidate and perform sequences using partner balances, incorporating a variety of transitions, jumps and rotations.</p> <p>I can consolidate and perform sequences on large apparatus and link together to create a whole class performance.</p>
MFL	<p>Listening</p> <p>I can listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Speaking</p> <p>I can communicate on a wider range of topic and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Reading</p> <p>I can understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p> <p>Writing</p> <p>I can write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>
PSHE	<p>What choices can you make to lead a healthy Lifestyle?</p> <p>I can make decisions about a healthy lifestyle and understand elements of a healthy, balanced lifestyle</p> <p>I can explain what good physical health means and how to recognise early signs of physical illness</p> <p>I can what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>



I can explain how regular (daily/weekly) exercise benefits mental and physical health

I can understand how sleep contributes to a healthy lifestyle

I can explain how to maintain good oral hygiene (including correct brushing and flossing)

I know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

What is mental health?

I can explain how mental health, just like physical health, is part of daily life and the importance of taking care of mental health and about strategies and behaviours that support mental health

I can recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

Keeping Safe

I can explain about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

I know about the risks and effects of legal drugs common to everyday life

I know about the importance of friendships and strategies for building positive friendships and how positive friendships support wellbeing