

# My Learning Journey



**Name:**

**Year: 6**

# A Year 6 Mathematician

## **Place value**

1. I can read, write, order and compare numbers up to 10,000,000.
2. I can use negative numbers and calculate across zero.
3. I can round whole numbers and solve problems that involve rounded answers.

## **Addition, subtraction, multiplication and division**

4. I can solve problems using all four operations, recording the answer to fit the context.
5. I can use estimation to check answers to calculations.
6. I can multiply 1 digit numbers with up to 2dp by whole numbers.
7. I can perform mental calculations, including mixed operations with mixed numbers.
8. I can multiply numbers up to 4 digits by a 2 digit whole number using long multiplication.
9. I can divide numbers up to 4 digits by a 2 digit number using short division and record the remainder.
10. I can divide numbers up to 4 digits by a 2 digit number using long division and record the remainder.
11. I can use my knowledge of order of operations to carry out calculations involving all four operations.
12. I can identify common factors, common multiples and prime numbers.

## **Fractions, ratio and proportion**

13. I can use common factors to simplify fractions.
14. I can use common multiples to express fractions in the same denomination.
15. I can compare and order fractions.
16. I can solve problems using calculations of percentages and the use of percentages for comparison.
17. I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
18. I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
19. I can divide proper fractions by whole numbers.
20. I can associate a fraction with division and calculate decimal fraction equivalents.
21. I can multiply decimal numbers with up to 3 decimal places by 10, 100 and 1000.
22. I can recall and use equivalences between simple fractions, decimals and percentages.
23. I can solve problems involving the relative sizes of two quantities.

Autumn

Spring

Summer

# A Year 6 Mathematician cont.

## **Algebra**

- 24. I can express missing number problems algebraically.
- 25. I can find pairs of numbers that satisfy number sentences involving two unknowns.
- 26. I can use simple formulae.
- 27. I can generate and describe linear number sequences.
- 28. I can use strategies to solve number puzzles.

## **Measurement**

- 29. I can read write and convert between standard units of length, mass, volume and time, using decimal notation up to 3 DP.
- 30. I can calculate the area of a parallelogram and triangles.
- 31. I can calculate, estimate and compare volume of cubes and cuboids using standard units.
- 32. I can convert between miles and kilometres.

## **Geometry**

- 33. I can draw 2-D shapes using given dimensions and angles.
- 34. I can recognise, describe and build simple 3D shapes, including making nets.
- 35. I can compare and classify geometric shapes based on their properties and sizes.
- 36. I can find unknown angles in any triangle, quadrilateral, regular polygon or on a straight line.
- 37. I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
- 38. I can describe positions on a full coordinate grid.
- 39. I can draw and translate simple shapes on the coordinate plane and reflect them in the axes.

## **Statistics**

- 40. I can interpret and construct pie charts and line graphs and use these to solve problems.
- 41. I can calculate and interpret the mean as an average.

Autumn

Spring

Summer

# Exceeding Year 6 Maths

1. I can compare, order and convert between fractions, decimals and percentages in solving problems in topic units.
2. I can go beyond squared and cubed numbers to calculate problems such as  $X \times 10^n$  where  $n$  is positive.
3. I can use  $=, \geq, \leq, \neq, <, >$ .
4. I can multiply all integers, (using efficient written methods) including mixed numbers and negative numbers.
5. I can recognise an arithmetic progression and find the  $n$ th term.
6. I can use formula for measuring area of shape, such as cuboid and triangle to work out area of irregular shape in the school environment.
7. I can use 4 operations with mass, length, time and money and other measures, including with decimal quantities.
8. I can create a scaled model with acceptable degree of accuracy using known measurements.
9. I can calculate costs and time involved in a visit or journey to another part of the world.
10. I can collect my own data on a personal project and present information in formats of my choosing, e.g. charts, graphs, tables etc. and answer specific questions about my research.

Autumn

Spring

Summer

# A Year 6 Reader

## **Word Reading**

1. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
2. I use my combined knowledge of phonemes and word derivations to pronounce words correctly.
3. I attempt the pronunciation of unfamiliar words drawing in my prior knowledge of similar looking words.
4. I can read fluently, using punctuation to inform meaning.

## **Comprehension**

5. I am familiar with and can talk about a wide range of books and text types, including myths, legends, traditional stories and stories from other cultures.
6. I can read books that are structured in different ways.
7. I can evaluate how effectively texts are structured and presented.
8. I can read non-fiction texts to help with my learning.
9. I can read accurately and check that I understand.
10. I can recommend books to others and give reasons for my recommendation.
11. I can identify themes in texts.
12. I can identify and discuss the conventions in different text types.
13. I can identify the key points in a text.
14. I can recite a range of poems by heart, e.g. narrative verse and sonnet.
15. I can prepare poems and plays to read aloud and perform with expression.

Autumn

Spring

Summer

# Exceeding Year 6 Reading

1. I can give a personal response to a range of literature, justifying my personal preferences.
2. I can explain my opinions with evidence from the text- (Point, Evidence, Explanation- PEE) .
3. I can present the counter argument in response to others points of view using reference to the text and evidence (PEE).
4. I can comment on and explain the structural devices used to organise a text.
5. I can read several texts on the same topic to find and compare information.
6. I can use a combination of skimming, scanning and text marking to find and collate information.
7. I can re-present information I have collated from different sources.
8. I can explain the main purpose of a text and summarise it well.
9. I can draw inferences from subtle clues across the text.
10. I can comment on the development of themes and characters in longer texts.
11. I can identify how character change across a text.
12. I can recognise the impact of the social, historical and cultural themes in a text.
13. I can identify the grammatical features and techniques used to create mood and atmosphere and key messages.
14. I can compare and contrast the language used in two different texts.
15. I can explain the authors viewpoint in a text and present an alternative point of view.
16. I can compare and contrast characters, themes and structure in texts by the same author.
17. I can compare and contrast the style of different writers with evidence and explanation .
18. I can prepare poems and plays to read aloud and perform engagingly .

# Speaking and Listening Descriptors

- 1.I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear
- 2.I engage listeners through choosing appropriate vocabulary and register that is matched to the content
- 3.I listen to and consider the opinions of others in discussions
- 4.I explain ideas and opinions giving reasons and evidence
- 5.I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary
- 6.I ask questions to develop ideas and take account of others' views
- 7.I can perform poems and plays from memory making deliberate choices about how to convey ideas about characters, contexts and atmosphere
- 8.I can express possibilities using hypothetical and speculative language
- 9.I take an active part in discussions and can take on different roles.
- 10.I can sustain and argue a point of view in a debate using the formal language of persuasion
11. make contribute to discussions, evaluating others' ideas and respond to them

# A Year 6 Writer

Full stops/Capital letters	?, ! , ( )	Spell common words correctly.
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## Spelling and Handwriting

1. My handwriting is fluent, efficient and legible.
2. I can convert verbs into nouns by adding a suffix.
3. I can distinguish between homophones and other words which are often confused.
4. I can spell the commonly mis-spelt words from the Y5/6 word list.
5. I can use any dictionary or thesaurus to improve my spelling and vocabulary (Evidence in writing)

## Composition

6. I can choose the appropriate form and register for the audience and purpose of the writing.
7. I can vary sentence structure, text features and make appropriate vocabulary choices for the audience, purpose and degree of formality.
8. I can use a range of sentence starters to create specific effects.
9. I can use developed noun phrases to add detail to sentences.
10. I can summarise a text, conveying key information in writing
11. I can sustain and develop ideas logically in narrative and non-narrative writing.
12. I can use character, dialogue and action to advance events in narrative writing

## Vocabulary, Grammar and Punctuation

13. I can use the passive voice for emphasis
14. I can use a variety of organisational and presentational devices correct to the text type
15. I can write in paragraphs which can clearly signal a change in subject, time, place or event
16. I can use commas to mark phrases or clauses
17. I can use semi colons, colons and dashes
18. I can use the colon to introduce a list and a semi-colon within lists
19. I can use a hyphen to avoid ambiguity

Autumn

Spring

Summer

# Exceeding Year 6 Writing

1. I can choose the appropriate style and form for the purpose and audience of the writing.
2. I can use techniques to engage the reader, e.g. asides, opening hooks and flashbacks.
3. I write paragraphs with a clear focus.
4. I can write paragraphs of different structures and lengths.
5. I can link ideas within and between paragraphs with a range of cohesive devices, e.g. adverbs, adverbials, pronouns.
6. I can use different sentence structures and length to suit the purpose and audience of the writing.
7. I can use a range of sentence types for impact and effect.
8. I can control complex sentences, manipulating the clauses for effect
9. I can use punctuation to convey and clarify meaning, including the : and ;.
10. I can make precise and specific word choices according to text type and audience.
11. I can summarise longer texts precisely, identifying key information.
12. I can use the passive voice confidently, in a range of text types.
13. I can use the subjunctive in the most formal writing to express a wish or suggestion for the future.

Autumn

Spring

Summer

# Science skills

## **Skill 1: Questioning**

1. I can select and plan the most appropriate type of enquiry to answer specific scientific questions.

## **Skill 2: Planning an enquiry**

2. I can set up a fair test and explain which variables need to be controlled and why.

3. I can carry out preliminary research and investigations, to refine predictions.

4. I can decide which measurements to use, measure with increased precision and begin to use decimal places.

## **Skill 3: Recording information**

5. I can make close observations using a range of equipment and record my observations in a variety of ways.

6. I can record and present data, using diagrams, classification keys, scatter graphs, bar and line graphs. I can use ICT to support this.

## **Skill 4: Interpreting information**

6. I can describe how my conclusions are consistent with the evidence and data.

7. I can decide whether the measurements were sufficient and accurate, and identify unexpected results.

8. I can look for different patterns in my data and identify evidence that supports my ideas.

9. I can begin to suggest how accuracy can be improved, and what further investigations could be carried out, to strengthen results.

10. I can recognise which secondary sources eg books and video clips, will be most useful to research my ideas and help to separate opinion from fact.

11. I can use relevant scientific language and vocabulary to discuss and communicate my scientific ideas and understanding.

# Science Knowledge

## Autumn 1—Living things and habitats.

- 1) I can describe how living things are classified into broad groups according to common observational changes.
- 2) I can give reasons for classifying plants based on specific characteristics.
- 3) I can give reasons for classifying animals based on specific characteristics.

## Autumn 2—Light

- 1) I can recognise that light appears to travel in straight lines.
- 2) 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.
- 3) 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
- 4) 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.

## Spring 1—Electricity

- 1) I can recognise that the brightness of a lamp or the volume of a buzzer is affected by the number and voltage of cells used in the circuit.
- 2) I can compare and give reasons for the variations in how components function, including the brightness of the bulbs, the loudness of buzzers and on/off positions of switches
- 3) I can use recognised symbols when representing a simple circuit in a diagram.

## Spring 2—Animals including humans

- 1) I can identify and name the main parts of the circulatory system, and can describe the functions of the heart, blood vessels and blood in simple terms.
- 2) I recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.
- 3) I can describe the ways in which nutrients and water are transported within animals, including humans.

## Summer 1 and 2 — Evolution

- 1) 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.
- 2) I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to his parents.
- 3) I can identify how animals and plants are adapted to suit their environment in different ways

# City of Discovery

## Big Questions

What is the importance of stories?

How are stories told?

Where does light come from?

What were the great discoveries of the time?

How have they shaped the world we live in? What was the influence on society from early Islamic practice?

Who were the great influencers of the time?

## English Outcome

Fact sheet on the civilisation, performed speeches, a balanced argument, script writing and feeling poems; creating imagery and atmosphere

## STEM Outcomes

Classify living things, design own classification system, light experiment, concept cartoons, an understanding of food hygiene and programmable puppets

## Arts Outcomes

Islamic geometric patterns and creating puppets and backdrops to retell the Arabian Nights story

## Wellbeing Outcomes

Drama; conflict and resolution, gain strategies for resolving conflict and keeping calm and to confidently share opinions and thoughts

## KUW Outcomes

Fact file of important information and key dates, comparison of beliefs and attitudes and a presentation on the Early Islamic Civilisation.

# Enrichment



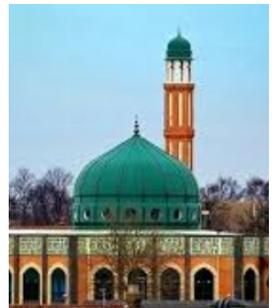
**Trips:** We have an exciting visitor coming to school linked to drama. The Chol theatre group will be taking up residency at HPS to deliver drama workshops based around imaginary worlds.



**Message from Chol Theatre:** Imaginary Communities is our flagship drama education programme. It is all about creating imagined worlds, characters and narratives through engaging children (and teachers) as 'equal playmakers' in the process. This will be linked directly to the curriculum and assessment related outcomes and also sits alongside the curriculum as an enriching drama experience.



**We will also be visiting a local Mosque to celebrate our topic on City of Discovery.**



# I'll meet you on Route 66

## Big Questions

Why do people go on journeys?

Why are the geographical sites on Route 66 protected?

How has Jazz influenced musicians today?

How does the landscape change along Route 66?

### English Outcome:

Travel brochure to Route 66, journey through Route 66 stories , write an appreciation of Ansel Adams and a biography of Louis Armstrong

### STEM Outcomes:

Circuit with design element, test and design BBQ sauce, fruit Workshops and landscape photography

### Arts Outcomes:

Perform a Jazz piece of music and song writing for blues music

### Wellbeing Outcomes:

PSHE discussions, debates, team building, drama conventions, Point of View decision making on using money effectively

### KUW Outcomes:

Children can locate key American states and physical characteristics, comparison texts of changes in geographical features and a secure understanding of the area studied

# Enrichment



**Visitors: Parents are invited to join us to learn about our discoveries across North and South America.**

- Journey with us as we travel across the historic Route 66 that connects the East and West coasts of North America.
- Discover the impacts of the arts, including Ansel Adams and Louis Armstrong.
- Be amazed by the landscapes that have shaped human settlements, such as the Hoover Dam and the Grand Canyon.



**We will also be going on a local landscape visit to Portholme linked to our art and IT learning.**



# Coming Home

## Big Questions

How has Huntingdon changed over time?

How has the ever growing population changed Huntingdon?

What makes a home?

What is the meaning of life?

How should we live?

How are humanists and Muslims similar/different?

## English Outcome

Diary writing, letter of complaint about prospective building work, narrative writing and a persuasion pitch of a new town to the council

## STEM Outcomes

Comparing different species of an animal, nature documentary presentation and a log book of anatomical diagrams of animals (Darwin style)

## Arts Outcomes

Read and perform from sheet music and a town planning design project

## Wellbeing Outcomes

Children understand religious differences and freedom.

## KUW Outcomes

Comparing beliefs, a town survey with local business owners and an understanding of Huntingdon over time

# Enrichment



**We will be making local visits to the town centre and other areas of Huntingdon to speak to local business owners and to find out how Huntingdon has changed over time.**

**We will also be finding out what it is like to live and work in Huntingdon and complete some field work linked to our geography units.**

**We will then have a visit from the town mayor to discuss the changes in Huntingdon throughout time.**



**And of course, we will be going on the Year 6 residential!**

# Computing and e-safety

## e-Safety

I protect my password and other personal information.

I can explain the consequences of sharing too much about myself online.

I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.

I can explain the consequences of spending too much time online or on a game.

I can explain the consequences to myself and others of not communicating kindly and respectfully.

I protect my computer or device from harm on the Internet.

## Programming

I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.

I can explain and program each of the steps in my algorithm.

I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.

I can recognise when I need to use a variable to achieve a required output

I can use a variable and operators to stop a program.

I can use different inputs (including sensors) to control a device or on-screen action and predict what will happen

I can use logical reasoning to detect and correct errors in a algorithms and programs.

## Handling Data

I can plan the process needed to investigate the world around me.

I can select the most effective tool to collect data for my investigation.

I can check the data I collect for accuracy and plausibility

I can interpret the data I collect.

I can present the data I collect in an appropriate way.

I use the skills I have developed to interrogate a database

## Cont.

### Multimedia

I can talk about audience, atmosphere and structure when planning a particular outcome.

I can confidently identify the potential of unfamiliar technology to increase my creativity.

I can combine a range of media, recognising the contribution of each to achieve a particular outcome

I can tell you why I select a particular online tool for a specific purpose.

I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.

### Technology in our Lives

I can tell you the Internet services I need to use for different purposes.

I can describe how information is transported on the Internet.

I can select an appropriate tool to communicate and collaborate online

I can talk about the way search results are selected and ranked.

I can check the reliability of a website.

I can tell you about copyright and acknowledge the sources of information that I find online.

# Music

1. I can sing or play expressively and from memory.
2. I can improvise and compose music for a range of purposes including the inter-related dimensions of music.
3. I can combine a variety of musical devices including melody, rhythm and chords.
4. I can use the standard musical notation of staff, crochet, minim and semibreve to indicate how many beats to play.
5. I can read and create notes on a musical stave.
6. I understand the use of the # and *b* symbols.
7. I can describe and appraise music using a range of vocabulary.
8. I can describe how lyrics often reflect the cultural context of music and have social meaning.

# PE

1. I can warm up and cool down in a way that suits the activity.
2. I can choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking).
3. I can modify and refine my skills and techniques to improve my performance.
4. I can uphold the spirit of fair play and respect in all competitive situations.
5. I can lead others and act as a good role model within a team.
6. I can field, defend and attack tactically by anticipating the direction of play.
7. I can compose and perform creative dance sequences.
8. I can create complex and well executed sequences that include a range of movements.
9. I can demonstrate stamina in athletics .
10. I can stay safe around water.

# Art and DT

1. I can use a variety of techniques to add interesting effects and depict movement, perspective, shadows and reflection.
2. I can choose a style of drawing suitable for the work.
3. I can use lines to represent movement.
4. I can create original pieces that show a range of influences and styles.
5. I can design, make and evaluate a product including mechanical and electrical components .

# MFL — French

1. I can read and understand the main points and some of the detail in short written texts.
2. I can write short texts on familiar topics.
3. I can use knowledge of grammar to enhance or change the meaning of phrases.
4. I can understand the main points and opinions in spoken passages.
5. I can give a short prepared talk that includes opinions.
6. I can refer to recent experiences or future plans, everyday activities and interests.
7. I can describe some similarities and differences between countries and communities where the language is spoken and this country.

# ASSERTIVE MENTORING



## How well are you doing?

<b>Being Ready (to learn)</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Self-assessment			
Teacher assessment			
<b>Uniform</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Self-assessment			
Teacher assessment			
<b>Behaviour</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Self-assessment			
Teacher assessment			
<b>Effort</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Self-assessment			
Teacher assessment			
<b>Attendance</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Self-assessment			
Teacher assessment			

	Target	Assessment			Signature	
Autumn						
Spring						
Summer						