

## English

- Use reading strategies to understand a complex text and the character's perspective.
- Consider audience and purpose for their writing.
- Draw inferences based on a character's thoughts, feelings and motives.
- Reflect on the author's grammar and vocabulary choices and use these in their own writing.
- Write a narrative based on a story they have read, implementing the author's writing techniques.
- Integrate dialogue in a narrative to advance the action.
- Write formally using Standard English.

## Mathematics

- Use knowledge of linear sequences to find the nth term.
- Understand how letters are used in algebraic equations.
- Find equivalent fractions.
- Simplify, compare and order fractions.
- Find fractions of amounts.
- Identify equivalent fractions, decimals and percentages.

## Year 6 Autumn 2

## Physical Education

- Know the positions and roles of each team member for netball.
- Understanding when and where to pass when playing a netball game.
- Know how to safely jump on, off and over apparatus.
- Develop and improve a range of leaps and jumps.

## RE

- Use specialist terms to explain how Sikhs express their beliefs.
- Understand the origins and role of the Guru Granth Sahib
- Make thoughtful connections between the Sikh story of Diwali and other values.
- Recognise the significance and symbolism of the Five Ks.

## PSHE

- Understand there are different perceptions about what 'normal' means.
- Understand that everyone has a right to be who they are.
- Explain ways in which difference can be a source of conflict and a cause for celebration.

## Art

- Explore images of war by famous artists.
- Evaluate their own and others work.
- Use a range of media create their own image of war using artists as a stimulus.

## History

- Make confident use of a variety of sources of evidence about our area.
- Describe a local history study about World War 2 and how it impacted our local area.
- Address and devise historically valid questions about change, cause and significance.
- Discuss the reliability of primary and secondary sources.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Plan and present a self-directed project about the period studied.
- Evaluate different interpretations e.g. that different evidence will lead to different conclusions e.g. letters from an evacuee will differ to that of a soldier.
- Use a range of historical terms precisely.

## Science

- Recognise that light appears to travel in straight lines.
- Know that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.