



# Year 6 English

## Spoken Language

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| <ul style="list-style-type: none"><li>• I can sequence and communicate ideas in an organised and logical way, always using complete sentences.</li><li>• I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</li><li>• I take a full part in paired and group discussions.</li><li>• I show that I know when Standard English is required and use it (beginning).</li></ul> | <ul style="list-style-type: none"><li>• I engage listeners through choosing appropriate vocabulary and register that is matched to the context.</li><li>• I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.</li><li>• I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</li></ul> |
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## Reading

### Word Reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning

### Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, volume and action

## Writing: Spellings

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.



## Year 6 English

### Writing: Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

### Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

### Grammar and Punctuation

#### Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

#### Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

#### Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.



# Year 6 Maths

## Number, place value, approximation and estimation/rounding

- I can read, write, order and compare numbers up to 10,000,000.
- I can determine the value of each digit in numbers up to 10,000,000.
- I can round any whole number to a required degree of accuracy.
- I can use negative numbers in context, and calculate intervals across zero.
- I can solve number problems and practical problems with the above.

## Fractions, Decimals and Percentages

- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
- I can compare and order fractions, including fractions  $>1$ .
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in the simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.
- I can identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.
- I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.
- I can use written division methods in cases where the answer has up to 2 decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different context.

## Calculations

- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify common factors, common multiples and prime numbers.
- I can perform mental calculations, including with mixed operations and large numbers.
- I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.
- I can divide numbers up to 4 digits by a 2 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.
- I can divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.
- I can solve problems involving addition, subtraction, multiplication and division.
- I can use my knowledge of the order of operations to carry out calculations involving the four operations.

## Year 6 Maths

### Geometry: Properties of shapes

- I can compare and classify geometric shapes based on the properties and sizes.
- I can describe simple 3D shapes.
- I can draw 2D shapes given dimensions and angles.
- I recognise and build simple 3D shapes, including making nets.
- I can find unknown angles in any triangles, quadrilaterals and regular polygons.
- I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- I can illustrate and name parts of circles, including radius, diameter and circumference.
- I know the diameter is twice the radius.

#### Geometry – position and direction

- I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.
- I can describe positions on the full co-ordinate grid (all four quadrants).

### Measurement

- 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 of up to 3 decimal places.
- I can convert between miles and kilometres.
- I recognise that shapes with the same areas can have different perimeters and vice versa.
- I can calculate the area of parallelograms and triangles.
- I recognise when it is possible to use the formulae for the area of shapes.
- I can calculate, estimate and compare volume of cubes and cuboids, using standard units.
- I recognise when it is possible to use the formulae for the volume of shapes.
- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.

### Ratio and Proportion

- I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.
- I can solve problems involving the calculation of percentages and the use of percentage comparisons.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

### Algebra

- I can express missing number problems algebraically.
- I can use a simple formulae.
- I can generate and describe linear number sequences.
- I can find pairs of numbers that satisfy an equation with two unknowns.
- I can enumerate possibilities of combinations of two variables.

### Statistics

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



# Year 6 Religious Education

## Learning about religion:

- Can use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them.
- Can explain why the impact of religions and beliefs on individuals, communities and societies varies.
- Can interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.
- Can interpret the significance of different forms of religious, spiritual and moral expression.

## Learning from religion:

- Can use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues.
- Can express insights into their own and others' views on questions of identity and belonging, meaning purpose and truth.
- Can consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

### Islam

#### **What do you understand by the word respect?**

- Important influences on my life
- Respect for special things even when they have little monetary value – look at the pillar Zakat
- Arabic writing
- To reinforce understanding of Shahadah as a statement of faith in one God
- **Does everyone respect things in the same way**

### How do Christians prepare for Christmas?

#### **To delve deeper into the themes of the season of Advent and to introduce pupils to the Christian belief that Jesus will return (the second coming).**

- What and when is Advent?
- Why is Advent a time of preparation?
- What is being prepared for during Advent?
- What has this unit taught you about what it means to be a Christian and Christian beliefs?
- Have you learnt anything about yourself from this unit?

### Hinduism

#### **Why do you think people pray to symbols or icons?**

- Look at the religious responsibilities of Hindus and their lifestyles
- What is a Namakaran?
- What is the sacred thread ceremony? (Upanayana)
- Look at and discuss Hindu weddings
- discuss Hindus beliefs about death and funeral customs
- **What symbols or icons influence your life?**

### Easter: Who was Jesus? Who is Jesus?

**To allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today.**

- Who was Jesus?
- Who is Jesus?
- Who did Jesus say he was?  
Was Jesus the Messiah?

### Judaism

#### **What makes a good leader?**

- Who is Moses?
- Recap the Ten Commandments.
- How can they be upheld?
- The persecution of the Jews during WWII
- Who was Anne Frank?
- What can we do to make sure all children are treated equally?
- What is the World Jewish Relief Organisation and what do they do?
- What skills could you develop to become a good leader?

### Life as a Journey and Pilgrimage

**To think about the idea that that life is a journey and what it means to make that journey as a Christian.**

#### **To understand religious pilgrimage.**

- Life is a journey. Do you agree? Why?
- In what ways does having faith give meaning and purpose to the journey of life?
- Is choosing to journey through life as a Christian an easy option? Why? Why not?
- Is every person's journey the same? Why not?
- Why do people go on a pilgrimage?
- Does a pilgrimage have to be to a place of worship?



# Year 6 Science

## Working scientifically

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurately and precisely using a range of equipment.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I can use the outcome of test results to make predictions and set up a further comparative fair test.

- I can report findings from enquiries in a range of ways.
- I can explain a conclusion from an enquiry.
- I can explain causal relationships in an enquiry.
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- Read, spell and pronounce scientific vocabulary accurately.

### Biology: Living things and their habitats

- I can classify living things into broad groups according to observable characteristics and based on similarities & differences.
- I can describe how living things have been classified.
- I can give reasons for classifying plants and animals in a specific way.

### Biology: Animals and other humans

- I can identify and name the main parts of the human circulatory system.
- I can describe the function of the heart, blood vessels and blood.
- I can discuss the impact of diet, exercise, drugs and life style on health.
- I can describe the ways in which nutrients and water are transported in animals, including humans.

### Biology: Evolution and Inheritance

- I can describe how the earth and living things have changed over time.
- I can explain how fossils can be used to find out about the past.
- I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).
- I can explain how animals and plants are adapted to suit their environment.
- I can link adaptation over time to evolution.
- I can explain evolution

### Physics: Light

- I can explain how light travels.
- I can explain and demonstrate how we see objects.
- I can explain why shadows have the same shape as the object that casts them.
- I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

### Physics: Electricity

- I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
- I can compare and give reasons for why components work and do not work in a circuit.
- I can draw circuit diagrams using correct symbols.

### No Chemistry??



## Year 6 Computing

<b>Algorithms and Programs</b>	<b>Data retrieving and organising</b>	<b>Communicating</b>
<ul style="list-style-type: none"><li>• Explain how an algorithm works</li><li>• Detect errors in a program and correct them</li><li>• Use an ICT program to control a number of events for an external device</li><li>• Use ICT to measure sound, light or temperature using sensors and interpret the data</li><li>• Explore 'what if' questions by planning different scenarios for controlled devices</li><li>• Use input from sensors to trigger events</li><li>• Check and refine a series of instructions</li></ul>	<ul style="list-style-type: none"><li>• Explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc)</li><li>• Add special effects to alter the appearance of a graphic</li><li>• 'Save as' gif or jpeg wherever possible to make the file size smaller (for emailing or downloading)</li><li>• Make an information poster using graphics skills to good effect</li></ul>	<ul style="list-style-type: none"><li>• Use instant messaging to communicate with class members</li><li>• Conduct a video chat with someone elsewhere in the school or in another school</li></ul>
<b>Using the Internet</b>	<b>Databases</b>	<b>Presentation</b>
<ul style="list-style-type: none"><li>• Contribute to discussion online</li><li>• Use a search engine using keyword searches</li><li>• Use complex searches using 'such as', '+', 'OR' "Find the phrase in inverted commas"</li></ul>	<ul style="list-style-type: none"><li>• Collect live data using data logging equipment</li><li>• Identify data error, patterns and sequences</li><li>• Use the formulae bar to explore mathematical scenarios</li><li>• Create own database and present information from it</li></ul>	<ul style="list-style-type: none"><li>• Create a presentation that moves from slide to slide and is aimed at a specific audience</li><li>• Combine text, images and sounds and show awareness of audience</li><li>• Know how to manipulate text, underline text, centre text, change font and size and save text to a folder</li></ul>



## Year 6 E-Safety

### Knowledge and Understanding

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- I understand the potential risk of providing personal information online.
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- I understand that some material on the internet is copyrighted and may not be copied or downloaded.
- I understand that some messages may be malicious and know how to deal with this.
- I understand that online environments have security settings, which can be altered, to protect the user.
- I understand the benefits of developing a 'nickname' for online use.
- I understand that some malicious adults may use various techniques to make contact and elicit personal information.
- I know that it is unsafe to arrange to meet unknown people online.
- I know how to report any suspicions.
- I understand I should not publish other people's pictures or tag them on the internet without permission.
- I know that content put online is extremely difficult to remove.
- I know what to do if I discover something malicious or inappropriate.

### Skills

- I follow the school's safer internet rules.
- I can make safe choices about the use of technology.
- • I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- I can create strong passwords and manage them so that they remain strong.
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- I can competently use the internet as a search tool.
- I can reference information sources.
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.



## Year 6 Music

### Performing

- Sing a harmony part confidently and accurately
- Perform parts from memory
- Perform using notations
- Take the lead in a performance
- Take on a solo part
- Provide rhythmic support

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### Composing

- Use a variety of different musical devices in their composition (including melody, rhythms and chords)
- Recognise that different forms of notation serve different purposes
- Use different forms of notation
- Combine groups of beats

### Appraising

- Refine and improve own work
- Evaluate how the venue, occasion and purpose affects the way a piece of music is created
- Analyse features within different pieces of music
- Compare and contrast the impact that different composers from different times will have had on the people of the time



# Year 6 History

## World War 1 & 2 and The Mayans

### Chronological Understanding

- Say where a period of history fits on a timeline
- Place a specific event on a timeline by decade
- Place features of historical events and people from past societies and periods in a chronological framework

### Knowledge and Interpretation

- Summarise the main events from a specific period in history, explaining the order in which key events happened
- Summarise how Britain has had a major influence on world history
- Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently
- Describe features of historical events and people from past societies and periods they have studied
- Recognise and describe differences and similarities/ changes and continuity between different periods of history

### Historical enquiry

- Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint
- Identify and explain an understanding of propaganda
- Describe a key event from Britain's past using a range of evidence from different sources



## Year 6 Geography

<b>Geographical Enquiry</b>	<b>Physical Geography</b>	<b>Human Geography</b>	<b>Geographical Knowledge</b>
<ul style="list-style-type: none"><li>• Confidently explain scale and use maps with a range of scales</li><li>• Choose the best way to collect information needed and decide the most appropriate units of measure</li><li>• Make careful measurements and use the data</li><li>• Use OS maps to answer questions</li><li>• Use maps, aerial photos, plans and web resources to describe what a locality might be like</li></ul>	<ul style="list-style-type: none"><li>• Give extended descriptions of the physical features of different places around the world</li><li>• Describe how some places are similar and others are different in relation to their human features</li><li>• Accurately use a 4 figure grid reference</li><li>• Create sketch maps when carrying out a field study</li></ul>	<ul style="list-style-type: none"><li>• Give an extended description of the human features of different places around the world</li><li>• Map land use with their own criteria</li><li>• Describe how some places are similar and others are different in relation to their physical features</li></ul>	<ul style="list-style-type: none"><li>• Recognise key symbols used on ordnance survey maps</li><li>• Name the largest desert in the world</li><li>• Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles</li><li>• Explain how the time zones work</li></ul>



## Year 6 Art

Drawing	Painting	Printing	Sketch Books
<ul style="list-style-type: none"><li>• Create sketches that communicate emotions and a sense of self with accuracy and imagination</li><li>• Explain why have combined different tools to create drawings</li><li>• Explain why have chosen specific drawing techniques</li></ul>	<ul style="list-style-type: none"><li>• Explain what their own style is</li><li>• Use a wide range of techniques in their work</li><li>• Explain why they have chosen specific painting techniques</li></ul>	<ul style="list-style-type: none"><li>• Overprint using different colours</li><li>• Look very carefully at methods used and make decisions about the effectiveness of their printing methods</li></ul> <p><b><u>ABORIGINAL ART</u></b></p>	<ul style="list-style-type: none"><li>• Sketch books contain detailed notes and quotes explaining about items</li><li>• Compare their methods to those of others and keep notes in their sketch books</li><li>• Combine graphics and text based research of commercial design for example magazines etc to influence the layout of their sketch books</li></ul>
3D Textiles	Collage	Use of ICT	Knowledge
<ul style="list-style-type: none"><li>• Create models on a range of scales</li><li>• Create work which is open to interpretation by the audience</li><li>• Include both visual and tactile elements in their work</li></ul>	<ul style="list-style-type: none"><li>• Justify the materials chosen</li><li>• Combine pattern, tone and shape</li></ul>	<ul style="list-style-type: none"><li>• Use software packages to create pieces of digital art to design</li><li>• Create a piece of art which can be used as part of a wider presentation</li></ul>	<ul style="list-style-type: none"><li>• Make a record about the styles and qualities in their work</li><li>• Say what their work is influenced by</li><li>• Include technical aspects in their work eg architectural design</li></ul>



# Year 6 Design and Technology

Developing, planning and communicating ideas	Working with tools, equipment, materials	Evaluating processes and product		
<ul style="list-style-type: none"> <li>• Use a range of information to inform design</li> <li>• Use market research to inform plans</li> <li>• Work within constraints</li> <li>• Follow and refine the plan if necessary</li> <li>• Justify their plan to someone else</li> <li>• Consider culture and society in designs</li> </ul>	<ul style="list-style-type: none"> <li>• Use tools and materials precisely</li> <li>• Change the way they are working if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Test and evaluate own final product</li> <li>• Check if product is fit for purpose</li> <li>• Identify what could have been done to improve product</li> <li>• Consider whether different resource would have improved the product</li> <li>• Consider whether need more or different information to make the product even better</li> <li>• Check if the product meets all design criteria</li> <li>• Consider the use of the product when selecting materials</li> </ul>		
Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
<ul style="list-style-type: none"> <li>• Explain how the product could be stored with reasons</li> <li>• Set out to grow own products with a view to making a salad, taking account of time required to grow different foods</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how the product could be sold</li> <li>• Give consideration to what would improve their product even more</li> </ul>	<ul style="list-style-type: none"> <li>• Use different kinds of circuits in a product</li> <li>• Think of ways in which adding a circuit would improve the product</li> </ul>	<ul style="list-style-type: none"> <li>• Justify why they selected specific materials</li> <li>• Ensure that their work is precise and accurate</li> <li>• Hide joints so as to improve the look of their product</li> </ul>	<ul style="list-style-type: none"> <li>• Justify why the chosen material was the best for the task</li> <li>• Justify design in relation to the audience</li> </ul>



## Year 6 P.E

<b>Acquiring and developing skills</b>	<b>Evaluating and improving</b>	<b>Health and fitness</b>	<b>Dance</b>
<ul style="list-style-type: none"><li>• Apply their skills, techniques and ideas consistently</li><li>• Show precision, control and fluency</li></ul>	<ul style="list-style-type: none"><li>• Analyse and explain why they have used specific skills or techniques</li><li>• Modify use of skills or techniques to improve their work</li><li>• Create their own success</li></ul>	<ul style="list-style-type: none"><li>• Explain how the body reacts to different kinds of exercise</li><li>• Choose appropriate warm ups and cool downs</li><li>• Explain why we need regular and safe exercise</li></ul>	<ul style="list-style-type: none"><li>• Work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances</li><li>• Perform to an accompaniment expressively and sensitively</li><li>• Perform dances fluently and with control</li><li>• Warm up and cool down independently</li><li>• Understand how dance helps to keep healthy</li><li>• Use appropriate criteria to evaluate and refine their own work and others' work</li><li>• Talk about dance with understanding, using appropriate language and terminology</li></ul>
<b>Games</b>	<b>Outdoor/Adventurous</b>	<b>Athletics</b>	<b>Gymnastics</b>
<ul style="list-style-type: none"><li>• Explain complicated rules</li><li>• Make a team plan and communicate it to others</li><li>• Lead others in a game situation</li></ul> <p><b><u>NETBALL</u></b> <b><u>TAG RUGBY</u></b></p>	<ul style="list-style-type: none"><li>• Plan a route and series of clues for someone else</li><li>• Plan with others taking account of safety and danger</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate stamina</li><li>• Use skills in different situations</li></ul>	<ul style="list-style-type: none"><li>• Combine their own work with that of others</li><li>• Link their sequences to specific timings</li></ul>



## Year 6 French

Listening and Responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"><li>• Understand longer passages made up of familiar language in simple sentences</li><li>• Identify the main points and some detail</li></ul>	<ul style="list-style-type: none"><li>• Hold a simple conversation with at least 3-4 exchanges</li><li>• Use knowledge of grammar to adapt and substitute single words and phrases</li></ul>	<ul style="list-style-type: none"><li>• Understand a short story or factual text and note some of the main points</li><li>• Use context to work out unfamiliar words</li></ul>	<ul style="list-style-type: none"><li>• Write a paragraph of about 3-4 sentences</li><li>• Adapt and substitute individual words and set phrases</li><li>• Use a dictionary or glossary to check words that have learnt</li></ul>