

Curriculum Skills

Year 6

Science Skills Year 6

Working Scientifically	Electricity	Light
<p>Can I plan different types of scientific enquiry to answer questions? (K) Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? Can I record data and results of increasing complexity using scientific diagrams and labels etc?</p> <p>Can I report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations? (K) Can I identify scientific evidence that has been used to support or refute ideas or arguments? (K)</p>	<p>Can I explain the brightness of a lamp or volume of a buzzer and the association between the number and voltage of cells used in a circuit? Can I compare and give reasons for variations in how components function? E.g. Brightness of bulbs, loudness of buzzers and the on/off position of switches Can I use recognised symbols when representing a simple circuit as a diagram?</p>	<p>Can I recognise and explain how light appears to travel in straight lines? Can I explain the idea that objects are seen because they give out or reflect light into the eye? Can I explain how we see objects? Can I explain why shadows are different shapes?</p>
Animals: Circulation and Transportation	Living Things: Classification	Evolution and Inheritance
<p>Can I identify and name the main parts of the human circulatory system and their functions? Can I recognise and explain the impact of diet, exercise, drugs and lifestyle have on the way our bodies function? Can I describe the ways in which nutrients and water are transported with animals, including humans?</p>	<p>Can I describe how living things are classified into broad groups? Can I give reasons for classifying plants and animals that are based on specific characteristics?</p>	<p>Can I recognise that living things have changed over time? Can I explain how fossils give us information about living things from long ago? Can I recognise that off spring of the same kind are not identical to their parents? Can I explain how plants and animals adapt to their environment? Can I explain that adaption can lead to evolution?</p>

Computing Skills Year 6

Online and Networking

Can I responsibly create content, and communicate via the internet?
Can I use technology safely, respectfully and responsibly?
Can I create a new Blog post, save it as a draft and publish it?
Can I embed photos, hyperlinks into posts?
Can I like/follow other blogs and build up my blog content over the year?
Can I collaborate and take part in paired blogging with another school?
Can I explain how files may be saved off their device in 'clouds' (servers - e.g. Dropbox or Google Docs / showbie)?
Can I demonstrate how to upload/download a file to/from the cloud using a program (GoogleDoc, Dropbox, Showbie)?
Can I suggest a time when we can work collaboratively on a document using a suitable program (i.e. GoogleDocs, Class Blog, Padlet)?
Can I explain and understand about syncing files using cloud computing folders and the advantages/problems?

E-Safety

In all work:
Can I report concerns and inappropriate behaviour in a range of ways?
Can I identify dangerous situations and behaviours online?
Can I identify and explain the use of *report* and *flag* buttons in commonly used sites and name sources of help (Childline, Cybermentors, etc)?
Can I find and identify 'click-CEOP' button and explain to parents what it is for?
Can I discuss scenarios involving online risk?
Can I state the source of information found on the internet?
Can I act as a role model for younger pupils, including promoting *Top Tips for Internet Safety*?
Can I identify which privacy settings are relevant to reducing different risks?
Can I explain how privacy settings work and why they are there to protect us? (K)

Basic Skills

In all work:
Can I save and retrieve a document?
Can I navigate through File Explorer to find a file?
Can I search for a document and open?
Can I improve my typing speed using both hands?
Find characters on the keyboard
Practise typing when creating text

Multimedia

Using a range of programs:
Can I use and combine a variety of software on a range of digital devices to present information effectively?
Can I storyboard and capture videos for a purpose? (K)
Can I plan for the use of special effects/transitions to enhance a video?
Can I transfer footage to laptops for more advanced editing?
Can I trim, arrange and edit audio levels of video to improve the quality of the outcome?
Can I export their video in different formats for different purposes?
Can I produce a diagram to show the links between pages?

Digital Creativity

Using different technologies:
Can I present information creatively?
Can I create a purposeful multimedia presentation using a suitable program (Prezi, PowerPoint, etc)?
Can I use music software to compose a suitable piece of music?
Can I embed music in to another program to create a suitable atmosphere?
Can I alter images in a variety of ways?
Can I explore 3D imagery?

Programming

Using logo and/or scratch programs:
Can I evaluate analytically to solve problems?
Can I design my own game including sprites, backgrounds, scoring and/or timers?
Can I use conditional statements, loops, variables and broadcast messages in my game?
Can I add detail to make my game more interesting (e.g. the game finishes if the player wins or loses and the player knows if they have won or lost)?
Can I evaluate the effectiveness of my game and debug if required? (K)
Can I use loops and conditions to refine my algorithms?
Can I use variables to configure external outputs within Scratch?
Can I use 'Sensing' and 'Operators' to add detail to my program?
Can I use external inputs to control external outputs?
Can I combine procedures?
Programming – using inputs, outputs and variables and operators.

Data

Can I collect, analyse, evaluate, and present data?

Can I apply information technology analytically to solve problems?

Can I create data collection forms and enter data from these accurately?

Can I check for and spot inaccurate data?

Can I make suitable graphs from the calculations on my spreadsheet?

Can I explain why changing the numerical data effects a calculation and show this?

Art Skills Year 6

Artists & Movements

Drawing

Painting

Can I research artists/architects/designers/craftspeople?

Can I study examples of artists work?

Can I experiment with approaches used by other artists? (K)

Can I work with an artist?

Note: A range of artists should be studied including female artists, artists from other cultures, artists working today and historical artists.

Due care and attention should be paid to the content of images and artwork, and the manifestos of artists to assess whether they are suitable for use in the classroom.

Suggested methods for researching the work of artists/designers/craftspeople are:

- Gallery visits
- Museum visits
- Location visits
- Library research
- Internet research

Studies of artists work:

Roy Lichtenstein

Andy Warhol

Collage artists: Eduardo Paolozzi, Peter Blake

Picasso

Art of Mesopotamia

Key Skills:

Can I select different materials to match the intentions of my drawing? *For example fine liner pen for graphical sketch or a pencil for quick observational drawings.*

Developing ideas (sketchbooks):

Can I record my observations?

Can I review my observations?

Can I revisit my ideas?

Printing

Use paint or ink to :

Can I make images through relief printing using card?

Sculpture/Modelling

Collage focus:

Can I use collage techniques to represent things seen, remembered or imagined? (K)

Can I use collage to express a mood or feeling?

Can I represent textured stimuli through collage?

Can I embellish a collage? For example using techniques such as drawing, painting, printing, sewing etc.

Mixed media sculpture:

Achieved through art to date.

Design & Technology Skills Year 6

Technical Knowledge		Cooking & Nutrition	
<p>Can I explain how the working characteristics of materials affect the way they are used?</p> <p>Can I combine and mix materials to create more useful properties?</p> <p>Can I join materials using both permanent and temporary fastenings?</p> <p>Can I use joins that are flexible to allow for dismantling or folding?</p> <p>Can I combine materials to add strength or visual appeal?</p> <p>Can I use mechanisms to make things move in different ways, including ICT control programs?</p> <p>Can I explore mechanical movement using hydraulics and pneumatics?</p>		<p>Can I explain that food is grown, reared or caught in the UK, Europe and the wider world?</p> <p>Can I describe how seasons affect what food is available?</p> <p>Can I describe how food is processed into ingredients that can be eaten or used in cooking?</p> <p>Can I prepare and cook predominately savoury dishes safely and hygienically?</p> <p>Can I use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking?</p> <p>Can I explain that a healthy diet is made up from a variety and balance of different foods?</p> <p>Can I adapt my recipe to change appearance, taste, texture and aroma?</p>	
Design		Make	
<p>Can I develop my own design criteria after carrying out appropriate research?</p> <p>Can I generate ideas after thinking about who will use them and what they will be used for?</p> <p>Can I develop a design that is innovative, functional, appealing and fit for purpose?</p> <p>Can I develop and explain ideas clearly with design objectives?</p> <p>Can I plan the making process, suggesting a sequence of actions, or alternatives if needed?</p> <p>Can I communicate my design ideas in a variety of ways (discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces, computer aided design)?</p>		<p>Can I select the tools, techniques and materials needed to make my product?</p> <p>Can I measure, mark out and cut materials accurately to the nearest mm?</p> <p>Can I use scoring and folding to shape materials accurately with a focus on precision?</p> <p>Can I join materials effectively?</p> <p>Can I suggest alternative ways of making a product if the first attempt fails?</p> <p>Can I use finishing techniques to strengthen and improve the appearance of my product?</p> <p>Can I select and use a wide range of materials and components according to their functional properties and aesthetic qualities?</p>	
		Evaluate	
		<p>Can I investigate and evaluate a range of existing products, thinking about my own design criteria?</p> <p>Can I reflect on my work in relation to the intended users?</p> <p>Can I identify improvements needed?</p> <p>Can I carry out appropriate tests on my product?</p> <p>Can I recognise that the quality of a product depends on how something is made and if it meets its intended use?</p> <p>Can I understand how key events and individuals in design and technology have helped shape the world?</p>	

Geographical Skills Year 6

Human & Physical Geography

Can I explain how land is used within settlements and why?
Can I identify settlement patterns?
Can I understand and note how locations have changed over time in reference to land use patterns?
Can I link change to development and progression?
Can I understand how and why countries trade?
Can I track distribution pathways between countries?
Can I develop an awareness of fair trade and explain its impact within a society?
Can I explain how a world interconnects but is also interdependent?

Location & Place

Can I locate cities and countries within North America and Europe?
Can I locate and name surrounding oceans and seas of North America?
Can I locate the main human and physical features within North America?
Can I locate environmental regions within North America?
Can I locate 2/3 regions within North America on a digit map, globe and atlas?
Can I describe the main human and physical characteristics of regions within North America?
Can I compare and contrast regions using human and physical geographical knowledge?
Can I identify the position and significance of Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and Arctic and Antarctic Circle?
Can I identify and describe the Greenwich Meridian and time zones?
Can I compare the differences and similarities between physical and human geography of a region in North America and the UK? - climate and landscapes - Rocky Mountains and Snowdonia

Can I learn to recognise how places fit within a wider geographical context and are interdependent? (Global Dimensions)

Geographical Skills & Fieldwork

Can I use graphs to record, measure and observe the local area? (in reference to physical and human features)
Can I draw clear conclusions about areas studied using statistics?
Can I use indexes and keys accurately to locate necessary information?
Can I measure non straight distances using a scale bar?
Can I draw to scale with increasing accuracy and complexity?
Can I use field work to observe, measure and record human and physical features in a local area? - using methods including sketch maps, plans and graphs - Gloucester Docks
Can I record results in a range of ways?
Can I analyse and give views on the effectiveness of different geographical representations of a location? (such as aerial images compared with maps and topographical maps - as well as London's tube map)
Can I competently use 4 and 6 figure grid references?
Can I competently use the 8 points of a compass?

Historical Skills Year 6

Historical Enquiry

Can I look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? (K)

Can I suggest omissions and the means of finding out?

Can I bring knowledge gathered from several sources together in a fluent account?

Chronological Understanding

Can I place current studies of a time line in relation to other studies?

Can I use relevant terms and period labels?

Can I make comparisons between different times in the past?

Can I place features of historical events and people from past societies and periods in a chronological framework?

Can I summarise the main events from a specific period in history, explaining the order in which key events happened?

Knowledge and Interpretation

Can I recognise and describe differences and similarities/changes and continuity between different periods in history?

Can I find out key dates, important historical people and events of the time studied?

Can I link sources and work out how conclusions were arrived at?

Can I consider ways of checking the accuracy of interpretations – fact or fiction and opinion?

Can I understand that different evidence will lead to different conclusions?

Can I recognise primary and secondary resources?

British History

Post 1066 study – World War – including a local study

A significant turning point – could be the battle of Britain, etc.

Can I describe a key event from Britain's past using a range of evidence from different sources?

Can I summarise how Britain has had a major influence on world history?

Can I identify and explain my understanding of propaganda?

Can learning about past conflicts help me develop an insight into topical situations? (Global Dimensions)

World History

Ancient Greece - a study of Greek life, achievements and their influence on the western world. Could include art, literature and architecture.

Music Skills Year 6

Games	Singing	Improvisation
<p>(K) Can I build on their progress from keeping a steady beat to clapping a rhythm, improvising a rhythm and then using pitch then improvising using the voice? - as learning progresses less games are played</p>	<p>(K) Can I take turns in leading a group singing? Can I understand importance of warming up our voices, good posture and projecting our voices? Can I understand melody and words and their importance? Can I sing in an ensemble with the aim of producing a round sound with clear diction, control of pitch and musical understanding of how to parts fit together?</p>	<p>Can I improvise and perform in solo and ensemble contexts? Can I confidently perform own rhythms and melodies using their voice or an instrument?</p>
Playing Instruments	Composition	Perform
<p>Can I play easy and medium parts, as appropriate, with and without reading notation? (i.e. also by ear) Can I continue to treat instruments with respect and understand and use correct techniques to play them?</p>	<p>(K) Can I create tunes and melodies within musical structures with growing understanding, notating using graphic or formal musical notation? Can I record composition in appropriate ways?</p>	<p>Can I improvise as part of a performance as a solo or part of a small group? Can I appreciate that performance can influence how music presented? Can I perform with control and accuracy?</p>
Listening & Appraising		
<p>(K) Can I continue to develop an understanding of the history and context of music? Can I find the pulse, internalise the pulse and understand that every piece of music has a different pulse and that it is the heartbeat of the piece? Can I appropriately discuss other aspects of music and build on the depth of their meaning as progress through key stages? Can I understand how pulse, rhythm and pitch work together? Can I understand how other dimensions of music are sprinkled through songs and pieces of music? Can I use correct musical language to discuss with growing confidence feelings and emotions likes and dislikes? <i>Can I learn about the music of a range of cultures and traditions? (Global Dimensions)</i></p>		

Religious Education Skills Year 6

Unit 1 U2.2 Creation and science: conflicting or complementary Unit 2 U2.11 Why do some people believe in God and some people not (C,NR) Unit 3 U2.7 Why do Hindus want to be good? Unit 4 U2.5 What do Christians believe Jesus did to 'save' people? Unit 5 U2.6 For Christians, what kind of king is Jesus? Unit 6 U2.12 How does faith help people when life gets hard?

Making sense of beliefs

U2.2 Creation

Can I identify what type of text some Christians say Genesis 1 is, and its purpose?
Can I take account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations?

U2.11 Why believe in God

Can I define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs?

Can I identify and explain what religious and non-religious people believe about God, saying where they get their ideas from?

Can Give examples of reasons why people do or do not believe in God?

U2.7 Hindus

Can I identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately?

Can I give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.?

U2.5 Salvation

Can I outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it?

Can I explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms?

Can I suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts?

U2.6 Kingdom of God

Can I explain connections between biblical texts and the concept of the kingdom of God? Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations?

U2.12 Life gets hard

Can I describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life?

Can I identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences?

Understanding the impact

U2.2 Creation

Can I make clear connections between Genesis 1 and Christian belief about God as Creator?

Can I show understanding of why many Christians find science and faith go together?

U2.11 Why believe in God

Can I make clear connections between what people believe about God and the impact of this belief on how they live?

Can I give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)?

U2.7 Hindus

Can I make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live?

Can I connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.?

Can I give evidence and examples to show how Hindus put their beliefs into practice in different ways?

U2.5 Salvation

Can I make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper?

Making connections

U2.2 Creation

Can I identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses?

Can I weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views?

U2.11 Why believe in God

Can I reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging?

Can I consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not?

Can I make connections between belief and behaviour in their own lives, in the light of their learning?

U2.7 Hindus

Can I make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus?

Can I reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view?

U2.5 Salvation

Can I weigh up the value and impact of ideas of sacrifice in their own lives and the world

Can I show how Christians put their beliefs into practice in different ways?

U2.6 Kingdom of God

Can I make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice?

Can I show how Christians put their beliefs into practice in different ways?

U2.12 Life gets hard

Can I make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)?

Can I give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives?

today?

Can I articulate their own responses to the idea of sacrifice, recognising different points of view?

U2.6 Kingdom of God

Can I relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today?

Can I articulate their own responses to the idea of the importance of love and service in the world today?

U2.12 Life gets hard

Can I interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these?

Can I offer a reasoned response to the unit question, with evidence and example, expressing insights of their own?

Personal, Social, Health and Citizenship Education Year 6

Core Values

Developing risk management
 Understanding personal change and responsibility
 Understanding the dynamics of healthy relationships
 Living in the Wider World
 Citizenship & British Values

Health & Wellbeing

Can I identify ways to relax before going to sleep?
Can I understand how both male and female bodies change through puberty and reproduction?(K)

Relationships

Can I identify ways to make the transition into year 7 a smooth one?
Can I identify ways to deal with friendship issues?(K)
 Can I identify ways to deal with friendship issues?

Living in the Wider World

Can I identify appropriate relationships I have online?(K)
 Can I make a decision about whether the media always presents events factually?
 Can I identify the difference between profit and loss?
 Can I avoid getting into debt?
 Can I debate important topical issues?
 Can I put my own viewpoint across?

Modern Foreign Languages (French) Year 6

Daily Routines

Can I talk about the different times of the day?
 Can I say what I do at these different times of the day?
 Can I ask what someone did yesterday?
 Can I ask about what someone will be doing at the weekend?
 Can I plan my day and discuss it in French?
 Can I learn how my day may vary from that of someone from a French speaking country?

Hobbies and Sport

Can I learn about common hobbies and sports?
 Can I say what my favourite hobby is?
 Can I say why I like that hobby?
 Can I learn about a famous French speaking person and their fame – e.g. Roger Federer is a French Canadian who plays tennis.

Around Town

Can I identify different shops in French?
 Can I explore items that these shops might sell? E.g. Boutique – clothing, Bakery – bread, Greengrocer – fruit and veg.
 Can I ask how much an item would cost?
 Can I converse in French in order to purchase that item?

Intercultural Understanding

Can I learn about different currency used in French speaking countries?
 Can I identify Euros and their value compared to GBP?
 Can I compare attitudes towards aspects of daily life?
 Can I recognise and understand some of the differences between people?
 Can I present information about an aspect of culture?

Reading & Writing

Can I read and understand the main points in a short written text? (K)
 Can I read a variety of genres in French and have a basic understanding of their meaning?
 Can I match sounds to sentences and paragraphs?
Can I write sentences on a range of topics I have learnt using a model? (K)

Speaking & Listening

Can I follow and understand the main points in a song, story or passage being read to me?
 Can I perform a song, poem, short text or presentation to an audience?
 Can I follow and understand more complex phrases and sentences?
Can I speak confidently in French and sustain a conversation on a topic of my choice? (K)