

Curriculum Subject Skills – Year 6

For PE, PSHE, ICT and DT skills are based on Year group (PE is across Year 5 and 6). The main topic drivers, Science, History and Geography, are level based. At year 6 children will be working at Level 3, 4 and 5. See Year 4 grid for children working below on level 2. Level 1 will be on Year 2 grid. Art and Music are based on skills that need to be taught across the Key Stage. See topic web for areas linked to topics.

<u>PE</u>	<u>PSHE</u>	<u>ICT</u>
<p><u>Games</u> Play and make up small sided and modified competitive net, striking/fielding and invasion games. Use skills and tactics and apply basic principles for attacking and defending and know difference between them. Work with others to organise and keep the game going. Choose, combine and perform skills fluently and effectively in invasion games. Choose strategies for attack and defence and use them with consistency. Understand the need to prepare for exercise. Recognise and describe the better points of an individuals or teams performance. Play shots on both sides of the body or head and use during game situation. In football dribble a ball with accuracy, confidence and control. Learn how to perform a stop turn and drag back. Demonstrate accurate passing and receiving skills in football. Learn how to shoot at a goal with confidence and good technique. Learn the rules of footwork in netball and use in games. Know how to mark an opponent in netball. Direct ball well towards opponent or target. Show good backswing, follow through and feet positioning. Hit ball with purpose varying the speed, direction and height. Spot the spaces in their opponents court and direct the ball to them. Know what they are successful at and what they need to practise more. Hold different types of bat (rounders, cricket, tennis) and strike ball effectively. Bowl underarm and overarm for cricket. For tennis, direct the ball into spaces in their opponents court. Get into good position to receive ball in tennis, and know why it is important. Hit ball over net, and maintain a rally with their partner. Bat, bowl and field with accuracy. Bowl accurately towards a target. Field with increasing speed and accuracy, choosing where to stand and returning the ball quickly to help their team fielding. Bat effectively in a game of rounders, directing the ball away</p>	<p><u>Developing confidence and responsibility and making the most of their abilities</u> Continue to reflect and evaluate their own experiences and set personal goals. Take action based on responsible choices. Recognise as they approach puberty, how peoples emotions change. Develop strategies to deal with feelings in a positive way. Continue to develop the skills they need to make their contribution in the future. Identify needs of the wider community and develop their roles and responsibilities as members. Look after their money and realise that future wants and needs may be met through saving. Develop strategies for solving problems without adult intervention. Debate school or class issues (class forum). <u>Preparing to play an active role as citizens</u> Adapt different roles and responsibilities during discussions about wider issues. Realise the consequences of aggressive and anti social behaviour. Understand what democracy is, and about the basic institutions that support it locally and nationally. Recognise the role of voluntary community and pressure groups. Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK. Understand that everyone has a responsibility for global issues. Discuss and debate global issues. Plan and deliver an argument about a global issue. Talk, write and explain their views on issues that effect the global environment. Have responsibility for organising an activity that has a positive effect on environmental or global issues. <u>Developing a healthy, safer lifestyle.</u> Use basic techniques to resist peer pressure to behave in an unacceptable or risky way. Follow simple safe routines to reduce the spread of bacteria and viruses that affect health. Recognise the different risks in different situations. Judge what kind of physical contact is acceptable or unacceptable. <u>Developing good relationships and respecting the differences between people.</u> Continue to interact with a wider range of adults.</p>	<p><u>Communicating information – text and multimedia</u> Design multimedia pages and plan and create links, Create buttons to link pages, create links to resources outside the presentation Know what software is appropriate for different activities Be able to search for images, sounds using the file type, Recognize different file types and which are appropriate to use for different purposes, for example, to reduce the size of a file, Combine a series of sounds using more than one soundtrack and within a single sound track, editing to make it fit for purpose Type confidently using all fingers <u>Communication information – images</u> Explore and create alternative solutions Know the difference between a paint package and object – based package Be able to group and ungroup objects, layer, <u>Control Technology</u> Be able to use a switch or other input device in a sequence of instructions Be able to use a sensor to control a device in a sequence of instructions Use a sensing device or switch to trigger a procedure Control a motor to go forwards and backwards, control the speed of a motor Write a program that calls up a sub-routine Create or use ready made models which have programmable outputs and learn how to build in variables with inputs Monitor if a single input is On or OFF and turn an output on or off in response to the change in state Control more than one output in response to changes in more than one input <u>Handling Information</u> Be able to interpret data presented using a wide variety of graphs and charts Present data using a variety of graphs and identify which are the most effective for different purposes Know how to use graphs to identify where data may be inaccurate,</p>

Curriculum Subject Skills – Year 6

For PE, PSHE, ICT and DT skills are based on Year group (PE is across Year 5 and 6). The main topic drivers, Science, History and Geography, are level based. At year 6 children will be working at Level 3, 4 and 5. See Year 4 grid for children working below on level 2. Level 1 will be on Year 2 grid. Art and Music are based on skills that need to be taught across the Key Stage. See topic web for areas linked to topics.

<p>from the fielders, and gauge when to run to help their team when batting. Throw overarm for a good distance. Direct the ball away from fielders. Make up their own warm up and explain how it is organised.</p> <p>Athletics Show some control when using a range of basic running, jumping and throwing actions. Accelerate from a variety of static positions. Demonstrate quick reactions and rapid acceleration. Sustain jogging and running at a consistent pace for a few minutes. Sprint over and between obstacles using consistent stride lengths. State a lead leg preference when hurdling. Pass a relay baton at speed using a push pass. Hop for distance. Jump for distance from one foot to 2 feet. Perform a range of jumps showing contrasting techniques and sometimes using a short run up. Throw with accuracy and power into a target area. Work in cooperative groups to use different techniques, speed and effort to meet challenges. Relate different athletic activities to changes in heart rate, breathing and temperature. Identify and describe different aspects of athletic styles and use to improve their own performance. Know that some athletic activities can improve strength, power or stamina.</p> <p>Gymnastics Create and perform fluent sequences on the floor and using apparatus. Include variations in levels speed and direction Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas. Develop gymnastic sequences by understanding, choosing and applying a range of compositional principles. Understand why exercised is good for health, fitness and well-being and how to become healthy themselves. Suggest ways of improving their own and others performances. Perform difficult combinations. Devise a sequence of symmetrical and asymmetrical</p>	<p>Continue to develop relationships through work and play. Consider social and moral dilemmas they come across in life. Identify how to find information and advice through helplines.</p> <p style="text-align: center;">Geography.</p> <p>Level 3 Skills – Children show their skills in studies at a local scale. Use sources of evidence to respond to a range of geographical questions. Carry out simple questionnaires and use simple equipment to measure and record eg. weather instruments. Continue to develop geographical vocabulary – clouds, rainfall, human and physical environment. Map of route to school including key and scale. Draw annotated sketches. Use more complex letter and number co-ordinates. Use aerial photos and satellite images.</p> <p>Enquiry – Ask and respond to geographical questions eg what is this landscape like? What do I think about it? Begin to use appropriate vocabulary to communicate their findings. Communicate in different ways eg news report or email.</p> <p>Places – Show knowledge and understanding in studies at a local scale (local and contrasting UK location) – know the location of places and environments they study. Aware that different places have both similar and different characteristics. To identify and describe what places are like eg weather jobs (human) and where they are eg region/county, near hills (physical)</p> <p>Patterns and Processes – Recognise, compare and describe patterns made by physical and human environmental features eg frost forming in playground, distribution of hotels along a seafront. Begin to offer explanations for locations of some of those features.</p> <p>Environmental change and sustainable development Recognise how people can improve, damage or sustain the environment eg reclaiming derelict land or polluting a river.</p> <p>Level 4 Skills – show their skills in studies of a range of places and environments at more than one scale and in different parts of the world. Drawing on knowledge and understanding, suggest suitable questions. Make decisions bases on facts and knowledge and understanding. Carry out field work survey and draw graphs. Introduce precise geographical words – erosion, disposition, urban, rural. Describe processes eg. making features causes by erosion.</p>	<p>Collect data to investigate a given topic and be able to give reasons for their data collection strategies Record data in a systematic way</p> <p>Modelling and Simulations Be able to use formulae in a spreadsheet to solve problems (as a group), for example, identifying maximum and minimum values in weather data Identify and change variables in a spreadsheet they have created Format cells on the basis of their alphanumeric character Be able to sort data in a spreadsheet Know about absolute cell references Use the basic graphing functions of a spreadsheet</p> <p>Research Check accuracy of information using different sources Be able to describe the advantages of using different search tools Know some strategies to check for accuracy of information Identify the impact of using inaccurate information Know that some sites may be more prone to inaccuracies than others, for example, wikis may not checked for accuracy Appraise an online text deciding on its value, quality or usefulness Identify how online information is presented to sway the reader</p> <p>Acceptable Use Keeping Safe Know the school acceptable use policy & SMART rules and act accordingly. Know about the privacy features of social software and know to permit access only to people they know in the real world Know how to keep their identity private and that of others. Be able to identify the advantages and dangers of communicating online (e-mail, chat rooms, etc) and how to stay safe Know the advantages and potential risks of mobile phone use including camera phones and what to do to minimise them, know that a mobile phone can act as an emergency location finder for emergency services Be able to identify the advantages and dangers of accessing</p>
---	---	---

Curriculum Subject Skills – Year 6

For PE, PSHE, ICT and DT skills are based on Year group (PE is across Year 5 and 6). The main topic drivers, Science, History and Geography, are level based. At year 6 children will be working at Level 3, 4 and 5. See Year 4 grid for children working below on level 2. Level 1 will be on Year 2 grid. Art and Music are based on skills that need to be taught across the Key Stage. See topic web for areas linked to topics.

<p>movements across apparatus. Devise a sequence with a partner using partners weight as a counter balance. Make up longer sequences varying direction and pathways. Watch performance and use criteria to make judgements.</p> <p>Dance Create and perform dances using a range of movement patterns including those from different times, places and cultures. Respond to a range of stimuli and accompaniment. Explore, improvise and combine movement ideas fluently and effectively. Create structure motifs, phrases, sections and whole dances. Begin to use basic compositional principles when creating their dances. Perform with clarity and sensitivity to an accompaniment communicating a dance on their own with a partner or in a group. Identify what types of exercise they need to do to help their dancing. Use appropriate language and terminology to describe, interpret and evaluate their own and others work. Recognise how costume, music and set can help to improve a dance performance.</p> <p>Outdoor and Adventurous Activities Use maps and diagrams to orientate themselves and to travel around a simple course. Plan responses to physical challenges and problems as a group. Prepare physically for activities and keeping safe. Evaluate the challenge and identify different approaches that could have been used.</p> <p style="text-align: center;">History</p> <p>Level 3 Know past can be divided into different periods of time. Can use dates and terms of chronology (BC/AD, century) Can recognise similarities and differences between time periods. Show knowledge and understanding of some main events, people and changes studied. Start to give reasons for and results of main events and changes studied.</p>	<p>Use atlases to find places using the index draw own detailed sketch maps. Use 4 figure grid references. Use of OS maps at different scales. Use a variety of secondary resources to support the work – from internet and books.</p> <p>Enquiry – Suggest suitable geographical questions. Use primary and secondary sources of to analyse evidence and draw conclusions. Identify and explain different views that they and other people have on geographical issues. Eg. plans to build a hotel. Communicate findings using appropriate vocabulary and in ways appropriate to audience.</p> <p>Places – Show knowledge and understanding of a range of places and environments at more than one scale and in different parts of the world. To describe and explain how and why places are similar and different from other places in the same country and elsewhere in the world. To identify how and why places change eg. closure of shops and how they may change in the future. To explain why places are like they are using their understanding of wider geographical location.</p> <p>Patterns and Processes – Begin to recognise some human and physical processes eg river erosion, factory closure and how they can change the features of places. Explain how these changes can affect the lives and activities of people living there.</p> <p>Environmental change and sustainable development – Understand how people can both improve and damage the environment and recognise how and why people seek sustain the environment. Explain their own views and those of other people about an environmental change and to identify opportunities for their own involvement.</p> <p>Level 5 Skills – Children show their skills in studies of a range of places and environments at more than one scale and in different parts of the world. Begin to suggest relevant geographical questions and issues. Be able to complete a small field work project with detailed method and analysis of results. Be able to describe and start to explain geographical processes using the correct terminology. Select appropriate maps resources to find and show detailed information. Use 6 figure grids references and interpret OS maps. Use of ICT to enhance learning and presenting own findings.</p> <p>Enquiry – Explain own views and begin to suggests relevant geographical</p>	<p>content online (including legal and financial ones) and know how to minimize the risks. Compare the safety information on two web sites discussing the terms and conditions and the possible implications</p> <p>Content and Navigation Know the different ways to access web sites and know how to use advanced features of search engines and know the ways that different search engines operate. Compare the results of using different search engines for the same search and identify the advantages and risks of these. Know how a web address is constructed and how this can help you find information through using a partial address or to validate its source through recognising key extensions such as .gov.org. Know how web sites are organised to attract a specific audience and the consequences of this for web design Be able to critically evaluate web content, validate information using other sources and know that information can be used to promote different viewpoints. Think about the purposes and characteristics of information and be able to describe the possible impact of published work on an audience, for example, discuss why advertising appears on web pages, identify advertising and discuss how sites might be designed to persuade and influence through bias. Know about the issues linked to copyright and plagiarism of materials including the possible moral, legal and financial consequences</p> <p style="text-align: center;">Science.</p> <p>Level 3 SC1 – Recognise why it is important to collect data to answer questions. Respond to suggestions and put forward their own ideas about how to answer to a question. Use simple texts to find information. Give reasons to support ideas when asked to do so. Begin to carry out a fair test, recognising and explaining why it is fair. Raise questions. Make predictions with a reason based on personal experience.</p>
---	---	--

Curriculum Subject Skills – Year 6

For PE, PSHE, ICT and DT skills are based on Year group (PE is across Year 5 and 6). The main topic drivers, Science, History and Geography, are level based. At year 6 children will be working at Level 3, 4 and 5. See Year 4 grid for children working below on level 2. Level 1 will be on Year 2 grid. Art and Music are based on skills that need to be taught across the Key Stage. See topic web for areas linked to topics.

<p>Can use sources of information and artefacts in ways that go beyond simple observations in order to answer questions about the past.</p> <p>Level 4</p> <p>Shows understanding that aspects of past have been represented and interpreted in different ways. Begin to select and combine info from different sources. Begin to produce structured work. Can describe some of the main events, people and changes and ascribe to correct periods of time. Make appropriate use of dates and terms Shows factual knowledge of topic being studied (Britain and the wider world) Can describe characteristic features of past societies and periods Can identify change within a period and across different periods Can give some reasons for and results of, the main events and changes.</p> <p>Level 5</p> <p>Can describe main events, people and changes and place them in correct time period. Makes appropriate use of dates and terms. Shows increasing depth of factual knowledge and understanding of aspects of history of Britain and wider world. Can describe features of past societies and periods and begin to make links between them. Can describe and make links between events and changes and give reasons for, and results of, these events and changes. Know that some events, people and changes can be interpreted in different ways and suggest reasons for this. Begin to evaluate sources and identify those that are most useful. Use these to organise work.</p> <p style="text-align: center;">Art</p> <p>Exploring and Developing Ideas</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observation about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>questions and issues. Suggest plausible conclusions to investigations and present findings both graphically and in writing. Select and use appropriate ways of presenting information.</p> <p>Places – Show knowledge and understanding of a wide range of places and at a range of scales in UK, Europe and the wider world. Recognise how places fit within a wider geographical context eg as part of a bigger region/county. Recognise some of the relationships that make places dependent on each other.</p> <p>Patterns and Processes – Describe and begin to explain geographical patterns human and physical processes. Describe how these processes can lead to similarities and differences in the environment of different places and in the lives of people who live there.</p> <p>Environmental change and sustainable development – Suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them Recognise how people try to manage environments sustainably.</p> <p style="text-align: center;">Music</p> <p>Singing and Performing</p> <p>Sings and performs by ear and from simple notation. Maintains own part with awareness of others and overall effect, including singing in parts, rounds and harmonies. Create songs with an understanding of the relationship between melody and lyrics. Composes and performs music for different occasions.</p> <p>Pitch</p> <p>Improvises and composes melodic phrases as part of a group, using voice or tuned percussion. Uses notation to compose and play melodic phrases.</p> <p>Duration</p> <p>Improvises and performs rhythmic phrases as part of a group, by ear and using notation or symbols. Can maintain a simple rhythmic part using voice or instruments, alongside contrasting parts. Can vary and maintain rhythms to fit style eg blues, waltz, African etc.</p> <p>Dynamics</p> <p>Can select and vary dynamics with increasing control and purpose. Understands relationships between dynamics and layers of sound.</p>	<p>Use a range of simple equipment. Begin to decide upon an appropriate approach. Make relevant observations Measure quantities such as length or mass. Record observations in a variety of ways. Communicate and record in a scientific way what they have found out. Reject an unsuitable result. Identify simple causes and effect and patterns in recorded measurements. Provide explanations for observations. Suggest improvements in their work.</p> <p>SC2 – Life Processes and Living Things</p> <p>Use knowledge and understanding of basic life processes when describing differences between living and non-living things. Provide simple explanations for changes in living things eg diet, lack of water or light. Identify ways in which an animals is suited to its environment eg fish have fins to help them swim.</p> <p>SC3 – Materials and their Properties</p> <p>Use knowledge and understanding of materials when sorting into groups according to properties. Explain simply why some materials are particularly suitable for specific purposes eg. glass in windows. Recognise that some changes can be reversed and some cannot, and classify changes in this way.</p> <p>SC4 – Physical Properties</p> <p>Link cause and effect in simple explanations eg bulb not lighting due to break in circuit, direction/speed of movement of an objects because of a push or pull. Begin to make simple generalisations about physical phenomena eg explaining that sounds get fainter if further away from source.</p> <p>Level 4</p> <p>SC1 – Recognise that it is important to test ideas using evidence from observation and measurement. Begin to recognise that people may form opinions without considering evidence. Recognise that scientific ideas are based on evidence. Frame ideas that can be investigated scientifically and decide how to find answers.</p>
--	--	---

Curriculum Subject Skills – Year 6

For PE, PSHE, ICT and DT skills are based on Year group (PE is across Year 5 and 6). The main topic drivers, Science, History and Geography, are level based. At year 6 children will be working at Level 3, 4 and 5. See Year 4 grid for children working below on level 2. Level 1 will be on Year 2 grid. Art and Music are based on skills that need to be taught across the Key Stage. See topic web for areas linked to topics.

<p><u>Evaluating and Developing Work</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketch book.</p> <p><u>Drawing</u> Work from a variety of sources including observation, photographs and digital images. Work is sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketch book to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <u>Lines, Marks, Tone, Form and Texture</u> – Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures, and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes ie. Shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. <u>Perspective and Composition</u> - Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings eg foreground, middle ground and background. Show awareness of how paintings are created eg composition.</p> <p><u>Digital Media</u> Record, collect and store visual information using digital cameras and video cameras. Present recorded visual images using software eg Photostory, Powerpoint. Use a graphic package to create and manipulate new images. Be able to import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas</p> <p><u>Painting</u></p>	<p><u>Tempo</u> Can maintain appropriate tempo and pulse when performing Shows awareness of tempo and pulse in movement, dance.</p> <p><u>Timbre</u> Can use appropriate musical vocabulary in discussion, improvisation, composition etc. Explores a range of sound materials with increasing awareness of properties and effect. Effectively uses different ways to play instruments to vary texture, dynamics etc. Recreates sounds from the environment using voice instruments, notation and ICT.</p> <p><u>Texture</u> Can evaluate music, recognising a build up of layers of sound to enhance performance. Can suggest ways to increase or decrease layers of sound to enhance performance.</p> <p><u>Structure</u> Explores composition through repeating patterns with two or three sections. Uses ICT to select, edit, copy, organise, re-organise, record and import sound, notes and phrases.</p> <p><u>Response</u> Listens to and evaluates a wide range of live and recorded music, including d and from different times and cultures. Uses dance, movement, narrative, and drama to explore music expressively. Evaluates how music is affected by venue, occasion, purpose and performer. Can evaluate their own and others work suggesting and making improvements.</p> <p style="text-align: center;"><u>DT</u></p> <p>Join and cut paper, card and wood in different ways. Use different finishing techniques to produce a final piece. Measure, mark out, cut and assemble a product. Identify a purpose for a product. Evaluate and improve their designs. Use equipment safely with an awareness of food hygiene.</p>	<p>Plan a fair test and explain why it is fair. With help raise questions containing scientific knowledge and understanding. Where appropriate, they make predictions based upon personal knowledge and understanding. Decide on an appropriate approach. Select suitable equipment and information from sources provided. Describe or show in the way they perform their task, how to vary one factor while keeping others the same. Use ICT to make some measurements. With help include repeat readings. Make as series of observations and measurements adequate for the task. Record observations, comparisons and measurements using tables and bar charts. Choose a method to suit the results eg. a two column table. Begin to plot points to form simple graphs. Communicate conclusions and patterns with appropriate scientific language. Reorder results to show a pattern. Reject a result based on a reason. Begin to relate their conclusions to patterns and to scientific knowledge and understanding. Use graphs to point out and interpret patterns in their data. With help extract data from simple line graphs. Suggests improvements to their work giving reasons.</p> <p><u>SC2 – Life Processes and Living Things</u> Demonstrate knowledge and understanding of life processes and living things drawn from KS2 PoS. Use scientific names for major organs of body system and identify position of these organs in the human body. Identify organs of plants eg. stamen. Use keys based on external features to identify and group living things systematically. Recognise feeding relationships exist between plants and animals in a habitat and describe relationships sing food chains and terms. eg predator and prey.</p> <p><u>SC3 – Materials and their Properties</u> Demonstrate knowledge and understanding of materials and their properties drawn from KS2 PoS. Use properties of materials to classify them as solids,</p>
--	---	--

Curriculum Subject Skills – Year 6

For PE, PSHE, ICT and DT skills are based on Year group (PE is across Year 5 and 6). The main topic drivers, Science, History and Geography, are level based. At year 6 children will be working at Level 3, 4 and 5. See Year 4 grid for children working below on level 2. Level 1 will be on Year 2 grid. Art and Music are based on skills that need to be taught across the Key Stage. See topic web for areas linked to topics.

<p>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources eg observational drawing, themes, poetry, music. <u>Colour</u> – Mix and match colours to create atmosphere and light effects. Be able to identify primary, secondary, complementary and contrasting colours. Work with complementary colours.</p> <p>Printing Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media eg. pens, colour pens and paints.</p> <p>Textiles Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> <p>3D Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Produce intricate patterns and textures in a malleable media.</p> <p>Collage Add collage to painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial clues.</p> <p style="text-align: center;">MFL</p> <p>Speaking Say/repeat a few words and short simple phrases. Answer simple questions and give basic information. Ask and answer simple questions and talk about my interests.</p> <p>Listening</p>	<p>Weight and measure accurately. Experience a range of food ingredients and cooking methods. Generate ideas. Make a working cam for movement. Join wood to wood using glue and strengthening techniques. Use a saw and hand drill Evaluate a project for success.</p> <p style="text-align: center;">MFL</p> <p>Speaking Say/repeat a few words and short simple phrases. Answer simple questions and give basic information. Ask and answer simple questions and talk about my interests.</p> <p>Listening Understand a few familiar spoken words and phrases. Understand a range of familiar spoken phrases. Understand the main points from a short spoken passage.</p> <p>Reading Can recognise and read out a few familiar words and phrases. Understand familiar written phrases. Understand the main points from a short written text in clear printed text.</p> <p>Writing Can write or copy simple words or symbols. Can write one or two simple sentences and fill in the words on a simple form. Can write a few short sentences with support using expressions which I have already learnt.</p>	<p>liquids or gas. Describe some methods used to separate simple mixtures. Use scientific terms eg condensation and evaporation to describe changes. Use knowledge about some reversible and irreversible changes to make simple predictions about whether other changes are reversible or not.</p> <p>SC4 – Physical Properties Demonstrate knowledge and understanding of physical properties drawn from KS2 PoS. Describe and explain physical phenomena eg how to connect a device into a circuit, change in apparent position of sun in day. Make generalisations about physical phenomena eg gravitational and magnetic attraction, friction. Use physical ideas to explain simple phenomena eg formation of shadows, sounds being heard through a variety of materials.</p> <p>Level 5 SC1 – Recognise that different people may interpret evidence in different ways. Describe how experimental evidence and creative thinking have been combined to provide a scientific explanation. Select from a range of sources of information when trying to answer a scientific question. Identify key factors to be considered. Raise questions containing scientific knowledge and understanding. Where appropriate make predictions based on scientific knowledge and understanding. Select apparatus for a range of tasks and plan to use equipment effectively. Identify an appropriate approach. Make a series of observations, comparisons or measurements with precisions appropriate to the task. Record observations and measurements systematically. Where appropriate present data as line graphs. Use appropriate scientific language and conventions to communicate quantitative and qualitative data. Begin to repeat observations and measurements. Draw conclusions that are consistent with the evidence and begin to relate these to scientific knowledge and</p>
---	---	---

Curriculum Subject Skills – Year 6

For PE, PSHE, ICT and DT skills are based on Year group (PE is across Year 5 and 6). The main topic drivers, Science, History and Geography, are level based. At year 6 children will be working at Level 3, 4 and 5. See Year 4 grid for children working below on level 2. Level 1 will be on Year 2 grid. Art and Music are based on skills that need to be taught across the Key Stage. See topic web for areas linked to topics.

<p>Understand a few familiar spoken words and phrases. Understand a range of familiar spoken phrases. Understand the main points from a short spoken passage.</p> <p>Reading Can recognise and read out a few familiar words and phrases. Understand familiar written phrases. Understand the main points from a short written text in clear printed text.</p> <p>Writing Can write or copy simple words or symbols. Can write one or two simple sentences and fill in the words on a simple form. Can write a few short sentences with support using expressions which I have already learnt.</p>		<p>understanding. Offer simple explanations for difference in results. Make practical suggestions about how their working methods could be improved.</p> <p>SC2 – Life Processes and Living Things Demonstrate increasing knowledge and understanding of life processes and living things drawn from KS2 PoS. Describe function of organs of human body and of plants and explain how these functions are essential to the organism. Describe main stages of life cycle of humans and flowering plants and point out similarities. Recognise great variety of living things and understand importance of classification. Explain different organisms are found in different habitats because of differences in environmental factors.</p> <p>SC3 – Materials and their Properties Demonstrate increasing knowledge and understanding of materials and their properties drawn from KS2 PoS. Describe some metallic properties eg. good electrical conductor, and use them to distinguish metals from other solids. Identify range of contexts in which changes eg evaporation and condensation, take place. Use knowledge about how specific mixture eg salt and water/sand and water, can be separated to suggest ways in which other similar mixtures might be separated.</p> <p>SC4 – Physical Properties Demonstrate increasing knowledge and understanding of physical properties drawn from KS2 PoS. Use ideas to explain how to make range of changes, eg altering current in circuit, altering pitch or loudness of a sound. Use some abstract ideas to describe familiar phenomena eg. how we see. Use simple models to explain effects that are caused by movement of the Earth eg length of the day.</p>
--	--	---