

Year 6 - Being an Artist

I can explain why I have used different tools to create art

I can explain why I have chosen specific techniques to create my art

I can explain the style of my work and how it has been influenced by a famous artist

I can over print to create different patterns

I can use feedback to make amendments and improvement to my art

I can use a range of e-resources to create art

Year 6 - Computing - Algorithms and Programming

I can design a solution by breaking a problem up

I recognise that different solutions can exist for the same problem

I can use logical reasoning to detect errors in algorithms

I can use selection in programs

I can work with variables

I can explain how an algorithm works

I can explore ?what if? questions by planning different scenarios for controlled devices

Year 6 - Computing - Digital Literacy

I can discuss the risks of online use of technology

I can identify how to minimise risks

Year 6 Computing - Information Technology

I can select, use and combine software on a range of digital devices

I can use a range of technology for a specific project

Year 6 - Design Technology - Being a Designer

I can use market research to inform my plans and ideas

I can follow and refine my plans

I can justify my plans in a convincing way

I can show that I consider culture and society in my plans and designs

I show that I can test and evaluate my products

I can explain how products should be stored and give reasons

I can work within a budget

I can evaluate my product against clear criteria

Year 6 Geography - Being a geographer

I can use Ordnance Survey symbols and 6 figure grid references

I can answer questions by using a map

I can use maps, 'Aerial photographs, plans and e-resources to describe what a locality might be like

I can describe how some places are similar and dissimilar in relation to their human and physical features

I can name the largest desert in the world and locate desert regions in an atlas

I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles

I can explain how time zones work and calculate time differences around the world

Year 6 History - Being an Historian

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

I can summarise the main events from a period of history, explaining the order of events and what happened

I can summarise how Britain has had a major influence on the world

I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently

I can identify and explain differences, similarities and changes between different periods of history

I can identify and explain propaganda

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

I can describe the features of historical events and way of life from periods I have studied; presenting to an audience

I can spot old and new things in a picture

Year 6 - Music - Being a Musician

I can sing in harmony confidently and accurately

I can perform parts from memory

I can take the lead in a performance

I can use a variety of different musical devices in my composition (including melody, rhythms and chords)

I can evaluate how the venue, occasion and purpose affects the way a piece of music is created

I can analyse features within different pieces of music

I can compare and contrast the impact that different composers from different times have had on people of that time

Year 6 - Science - Life and Living Processes, Biology

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

Give reasons for classifying plants and animals based on specific characteristics.

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Describe the ways in which nutrients and water are transported within animals, including humans.

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Year 6 Science - Materials - Chemistry

None

Year 6 Science - Physical Processes - Physics

Recognise that light appears to travel in straight lines

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

Use recognised symbols when representing a simple circuit in a diagram.

Year 6 Science - Working Scientifically

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Use test results to make predictions to set up further comparative and fair tests

Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Identify scientific evidence that has been used to support or refute ideas or arguments.

Year 6 Science - Exceeding statements

Use information from different sources to answer a question and plan a scientific enquiry

Make a prediction which links with other scientific knowledge

Plan in advance which equipment they will need and use it well

Link their conclusions to other scientific knowledge

Explain how some living things adapt to survive in extreme conditions

Analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet

Begin to understand what is meant by DNA

Readily group animals into reptiles, fish, amphibians, birds and mammals

Make a diagram of the human body and explain how different parts work and depend on one another

Compare the organ systems of humans to other animals

Use the ray model to explain the size of shadows

Explain the danger of short circuits and what a fuse is