**SCIENTISTS in Year 6 should be able to:**

* Observe, describe and compare in careful detail using the correct language
* Sort and classify with precise reasons
* Make predictions based on scientific facts and ideas
* Collect evidence/information/data to test out an idea/prediction or answer a question from a wide range of sources
* Measure precisely in standard units
* Select the most suitable equipment for the task
* Plan ways to test out their own/someone else’s ideas
* Independently set up and carry out fair tests
* Decide when to repeat observations and measurements
* Choose the most appropriate way to record and present results
* Interpret and predict from bar charts and line graphs
* Explain observations/results using cause and effects and scientific facts and ideas
* Explain what the evidence shows and whether it supports any predictions
* Identify trends and patterns in data that do not fit and explain using scientific facts and ideas
* Identify scientific evidence that has been used to support or refute ideas or arguments
* Select the most appropriate way to communicate findings, evaluating the evidence as well as describing it.

**GEOGRAPHERS in Year 6 should be able to:**

* Accurately describe and compare the human and physical features of locations.
* Accurately locate places, landmarks, features on an increasingly complex set of maps and devices.
* Talk about and describe countries around the world in terms of their human and physical geography.
* Draw detailed sketch maps and plans using 4 and 6 figure grid references, symbols and keys.
* Describe areas of the world in terms of climate zones, biomes (aquatic, grasslands, deserts, tundra, forest) and vegetation belts and how they affect people and the environment.
* Present work in a range of methods including ICT.

**HISTORIANS in Year 6 should be able to:**

* Talk about the main changes in a period of history using precise historical vocabulary
* Use a timeline to talk about changes and developments in culture, technology, religion and society
* Ask historical questions and choose reliable sources of evidence to find answers. Realise that there often is not a single answer.
* Choose how to present information for an audience using a wide range of methods, making sure that they use historical vocabulary and dates
* Use a wide variety of sources to find out about the past and give clear reasons why there may be different accounts of history.
* Evaluate evidence and select the most reliable form.



**Year 6**

**KEY SKILLS**

**MUSICIANS in Year 6 should be able to:**

* Sing in unison with increasingly clear diction, pitch and phrasing
* Maintain their own part when singing and be aware of how the different parts fit together
* Compose and perform short pieces of music using instruments
* Describe, compare and evaluate different kinds of music using musical words
* Suggest improvements to their own and other’s work and talk about how it has been achieved
* Listen to and recall various simple musical patterns
* Talk about how music reflects different meanings
* Use a variety of notations to plan, refine and revise musical material
* Evaluate how venue, occasions and purpose affects the way that music is created, performed and heard

**A COMPUTER USER in Year 6 should be able to:**

* Decompose problems into smaller steps when writing code.
* Design, write and debug programs for specific goals using a range of different software/platforms.
* Use sequence, repetition, selection and variables in programs
* Design and build games and programs independently using the key skills already acquired
* Work with a range of inputs and outputs
* Use logical reasoning to explain and debug algorithms
* Use search technology effectively and safely
* Identify a range of ways to get support and report issues.
* Recognise unacceptable behaviour online
* Begin to understand how search results are ranked.
* Evaluate digital content and analyse for reliability.

**A SPORTS PERSON in Year 6 should be able to:**

* Analyse and comment on skills and techniques and how they are applied in their own and others’ work and use to refine and improve their own performance.
* Select, combine and apply skills, techniques and ideas appropriately and consistency.
* Explain how different parts of their body react during different types of exercise, which warm up/cool down is most suited to the activity.
* Explain why regular, safe exercise is good for their fitness and health.
* Link and adapt actions together into a well-timed gymnastic sequence including balance, shapes, levels and actions.
* Compose and refine dances with style and artistic intention which matches the mood of the accompanying music.
* Use tactics and follow rules, plan an approach to attacking and defending and use a range of shots, strokes and strikes to a ball.
* Use senses to assess risks and plan with others to adapt plans accordingly.
* Adapt athletic skills to different situations and follow event rules.

**ARTISTS in Year 6 should be able to:**

* Create a sketch book with ideas, research, annotations, sketches and explain how they use it to inform their work
* Analyse the ideas, methods and approaches used in their own and others’ work and evaluate it based on its intended purpose.
* Paint from observations, using colour, tints, textures, tones and shades to reflect the purpose of their work
* Draw in a variety of ways and media, including technical drawings
* Draw in their own style
* Create increasingly accurate printing blocks and prints
* Print onto an increasing range of materials, using a range of methods inspired by a designer
* Create visual and tactile collages using a variety of media and methods for a given purpose
* Create 3D pieces of art using a variety of materials

**DESIGNERS in Year 6 should be able to:**

* Explain how and use various sources of information to make detailed plans and designs for a range of purposes.
* Choose appropriate methods to communicate ideas.
* Test and evaluate products.
* Explain how different factors can affect the process .e.g. time, budget.
* Create a textile product which includes structural changes e.g. plaiting, weaving to make new products such as rope, belts, bracelets etc.
* Make a food product (1 or more portions) for an identified need (e.g. lunch time) and persuade others to take an interest in the food product.
* Talk about how micro-organisms and irreversible changes create food products.
* Create a purposeful product using stiff and flexible sheets using a budget.
* Create a purposeful product using electrical circuit, moving components and house it effectively.