

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

- Independently turn on, sign in, access programs and saved documents on the computer.
- I can create algorithms with multiple steps including motion, looks, sounds, events, controls etc.
- I can use logical reasoning to detect errors in algorithms and 'debug' effectively.
- I can articulate how an algorithm works.
- I can explore 'what if' questions when creating algorithms.
- I can use a range of software on a range of digital devices.
- I can use a range of technology for specific projects.
- I can discuss the risks of online use of technology.
- I can identify how to minimise risks.

## GEOGRAPHERS in Year 6 should be able to:

- Describe and compare the human and physical features of places accurately using geography words.
- 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.
- Compare people's opinions of places and communicate findings.
- Accurately draw detailed maps using 6 figure grid references, scale and symbols.
- Describe the position of places in the world using Equator, Northern and Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic circles, Prime/Greenwich Meridian and time zones (including day and night)
- 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

## 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.
- Use software/hardware to create pieces of artwork, including videos
- 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 inspired by other cultures and history
- Print onto an increasing range of materials, using a range of methods inspired by a designer
- Create visual and tactile collages inspired by designers/history using a variety of media and methods for a given purpose
- Explore modern tapestries, artefacts and hangings
- Create textile works, with visual and tactile elements, using an increasing range of techniques
- Create 3D pieces of art at a range of scales using a variety of materials based on observations from real or natural world

# Sandy Lane Primary School Year 6 Key Skills

## MUSICIANS in Year 6 should be able to:

- Explain how lyrics reflect cultural context and have social meaning and use this to enhance own compositions.
- Use drones, melodic ostinato and cyclic patterns.
- Sing as part of a group and solo, use harmony and expression for an intended purpose.
- Play a range of instruments, percussion and tuned.
- Compose, record and perform music using standard notation on range of instruments, tuned and percussion.
- Explain meanings and purposes behind music including contemporary and cultural.
- Compose and record own music/songs for performances to convey an idea using a variety of methods (including ICT).

## 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.

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

- Analyse and comment on skills and techniques and how they are applied in my own and others' work and use to refine and improve my own performance.
- Select, combine and apply skills, techniques and ideas appropriately and consistency.
- Explain how different parts of my 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 my 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.

## 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.
- Evaluate their work and suggest ways to improve their work giving reasons