

Key End Points - for end of year

Year 6



Ready to Progress Criteria...

The Humanities

| Humanities | Knowledge | Skills |
|------------------|--|---|
| History | <ul style="list-style-type: none"> I develop a secure knowledge of the events and periods of time I have studied throughout school. I examine and compare different beliefs, behaviours and characteristics of people, recognising that not everyone shares the same opinion. | <ul style="list-style-type: none"> I can use a range of sources to find out about an aspect of time past. I can bring knowledge gathered from several sources together in a fluent account. |
| RE | <ul style="list-style-type: none"> I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can make links between different Christian beliefs and their views on whether anything is ever eternal. | <ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can give my opinion as to whether Christianity is a strong religion now and say why I think this. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. |
| Geography | <ul style="list-style-type: none"> I can describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. I can describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water. | <ul style="list-style-type: none"> I can use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world. I can use digital technologies to present the human and physical features in the local area. |

The Sciences

| | | |
|----------------|---|---|
| Sciences | | |
| Maths | <p>Number and Place Value</p> <ul style="list-style-type: none"> Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. <p>Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. Solve problems involving ratio relationships. Solve problems with 2 unknowns. <p>Fractions, Decimals and Percentages</p> <ul style="list-style-type: none"> Recognise when fractions can be simplified, and use common factors to simplify fractions. Express fractions in a common denomination and use this to compare fractions that are similar in value. Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy. <p>Geometry</p> <ul style="list-style-type: none"> Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems. | |
| Sciences | Knowledge | Skills |
| Science | <ul style="list-style-type: none"> Animals, including Humans: I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Electricity: I can 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. Evolution and Inheritance: I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Light: I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Living things and their habitats: I can give reasons for classifying plants and animals based on specific characteristics. | <ul style="list-style-type: none"> Experiments: I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Conclusions: I can 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. I can identify scientific evidence that has been used to support or refute ideas or arguments. |

| Sciences | Knowledge | Skills |
|------------------|---|---|
| Computing | <p><u>Computer Systems & Networks</u></p> <ul style="list-style-type: none"> I can identify the benefits and negatives of digital communication. <p><u>Programming</u></p> <ul style="list-style-type: none"> I can analyse and debug complex algorithms. | <p><u>Computer Systems & Networks</u></p> <ul style="list-style-type: none"> I am discerning in evaluating digital content. <p><u>Programming</u></p> <ul style="list-style-type: none"> I can use complex algorithms to write programs which can be transferred to physical outputs (Crumbles). <p><u>Multimedia</u></p> <ul style="list-style-type: none"> I can create a web page including inserting hyperlinks. I can use technology to insert and manipulate shapes to design a 3D model. <p><u>Handling Data</u></p> <ul style="list-style-type: none"> I can use formula to complete calculations to answer questions on the data entered. |

| Sciences | Knowledge | Skills |
|-----------|--|--|
| DT | <ul style="list-style-type: none"> Design: I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Technical Knowledge: I can understand how key events and individuals in design and technology have helped shape the world. Cooking and Nutrition: I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | <ul style="list-style-type: none"> I can apply my understanding of computing to program, monitor and control my products. I can use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. |

The Arts

| Arts | Knowledge | Skills |
|------------|--|---|
| Art | <ul style="list-style-type: none"> They are able to name a variety of artists and different art movements and can comment on its influence and impact on history and culture. | <ul style="list-style-type: none"> They purposely control the types of marks made and experiment with different effects, textures, line, tone and pattern to create a piece in a chosen style. They confidently improve their mastery of art and design techniques, including printmaking, painting and sculpture, batik and mixed media with a range of materials (for example, pencil, charcoal, paint, clay). They adapt their work according to their views and describe how they might develop it further, annotating their work. |

| Arts | Knowledge | Skills |
|--------------|--|---|
| Music | <p>Appraising</p> <ul style="list-style-type: none"> To identify the groups of instruments that can be heard in a piece of music. <p>Singing and Playing</p> <ul style="list-style-type: none"> To use a staff and notation to record a composition. To play an instrumental part of a piece with fluency, confidence and expression. | <p>Appraising</p> <ul style="list-style-type: none"> To talk about how the music makes you feel, using musical language to describe the music. <p>Improvisation and Composing</p> <ul style="list-style-type: none"> To listen to and reflect upon a developing composition and make musical decisions about how the melody connects with the song. To compose by developing ideas within a range of given musical structures. |

Communication and Language

| Communication and Language | | |
|----------------------------|---|--|
| Writing | <p>Handwriting</p> <ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed, choosing whether or not to join specific letters. <p>Spelling</p> <ul style="list-style-type: none"> Spell correctly the majority of the words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. <p>Composition</p> <ul style="list-style-type: none"> Write effectively for a wide range of purposes and audiences, selecting language that shows good awareness of the reader. Use the most effective range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. <p>Grammar</p> <ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). <p>Punctuation</p> <ul style="list-style-type: none"> Use mostly correctly: inverted commas, commas for clarity and punctuation for parenthesis. | |
| Communication and Language | | |
| Reading | <p>Word Reading</p> <ul style="list-style-type: none"> I can read age-appropriate books with confidence and fluency (including whole novels). I can work out the meaning of words from the context. <p>Comprehension</p> <ul style="list-style-type: none"> I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence. I can summarise main ideas, identifying key details and using quotations for illustration. I can evaluate how authors use language, including figurative language, considering the impact on the reader. I can make comparisons within and across books. | |

| Communication and Language | Knowledge | Skills |
|----------------------------|---|---|
| MFL | <p>Year beginning 2023-2024:</p> <ul style="list-style-type: none"> Learn how to conjugate and use the 2nd person singular (you) with basic present tense verbs and apply this by adapting questions to suit an informal conversation with a friend. Understand how to build the immediate future tense in first, second and third person, applying knowledge of verb infinitives and conjugation of the present tense. | <ul style="list-style-type: none"> Identify and understand the main points of short, spoken passages. Use the structure of familiar French sentences to model and compose new ones, sharing these both in speech and writing. |

Mental Wealth and Physical Health

| Mental Wealth and Physical Health | Knowledge | Skills |
|-----------------------------------|---|--|
| Online Safety | <ul style="list-style-type: none"> Self - image and Identity: I can explain why I should keep asking until I get the help I need. Online Relationships: I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). Health, Wellbeing and lifestyle: I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I can explain the importance of self-regulating my use of technology. Privacy and security: I can describe simple ways to increase privacy on apps and services that provide privacy settings. | <ul style="list-style-type: none"> Online Relationships: I can demonstrate ways of reporting problems online for both myself and my friends. |
| Mental Wealth and Physical Health | Knowledge | Skills |
| PE | <ul style="list-style-type: none"> I can understand and explain the rules in Sports. I know how different activities promote stamina, power, control and wellbeing. | <ul style="list-style-type: none"> I can demonstrate stamina. I can play to agreed rules and demonstrate sportsmanship. I can link together actions so that they flow- in running, jumping, throwing and gymnastics activities. |