Exminster Community Primary School

Year Six

Context

The most important part of any curriculum is the children and therefore we believe in a very child led curriculum. On the following pages you will find a range of skills and knowledge that we will support your children in learning but his will done in a context driven by the children.

Before the start of the new term teachers share with the children the skills and knowledge that they need to teach them and then ask them to come up with ideas about what they want to know about the different areas and the topics and themes that could be used. We call this 'Pupil Voice'.
Teachers then use these ideas to begin to plan for that term.

Planning however is not a fixed entity and if the class start to take a theme/topic in a particular direction the teachers will follow these interests.

Each term you will be provided with a curriculum letter which will outline the skills and knowledge which the children will be learning along with the theme/topic that will link much of the work together.

Mathematics

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	**EXS**	**npv**	**I can read, write, order and compare numbers up to 10 million and determine the value of each digit**
Foundational	**EXS**	**npv**	**I can add, subtract and use negative numbers in context, and calculate intervals across zero**
Foundational	**EXS**	**npv**	**I can perform mental calculations, including with mixed operations and large numbers**
Foundational	**EXS**	**npv**	**I can use my knowledge of the order of operations to carry out calculations involving the four operations**
Foundational		npv	I can follow the order of operations in calculations, and where there are brackets do these first e.g. $2 + (3 \times 4) - 9 = 5$
Foundational	**Y**	**npv**	**I can identify common factors, common multiples and prime numbers**
Foundational	**EXS**	**x/÷**	**I can multiply numbers with at least 4-digits by a 2-digit whole number using long multiplication**
Foundational	**EXS**	**x/÷**	**I can divide numbers up to 4-digits by a 2-digit whole number using long division, and interpret remainders as whole number remainders, fractions, decimals or by rounding as appropriate for the context**
Foundational		f	I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination
Foundational	**EXS**	**f**	**I can compare and order any fraction, including fractions >1**
Foundational	**EXS**	**f**	**I can recall and use equivalences between simple fractions, decimals and percentages including in different contexts**
Foundational	**EXS**	**d**	**I can multiply and divide numbers up to three decimal places by 10, 100 and 1 000 where the answers are up to three decimal places**
Foundational	**EXS**	**d**	**I can multiply 1-digit numbers with up to two decimal places by whole numbers**
Foundational		m	I can calculate the area of parallelograms and triangles
Foundational		m	I can recognise when it is necessary to use the formulae for area and volume of shapes
Foundational		pos	I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Foundational		**pos**	**I can recognise, describe and build simple 3-D shapes, including making nets**
Foundational	**EXS**	**pdm**	**I can recognise angles and find unknown angles involving angles at a point, on a straight line, in a triangle (180o), in a quadrilateral (360°) and vertically opposite angles**
Foundational		pdm	I can describe positions on the full coordinate grid (all four quadrants)
Foundational		s	I can calculate an average
Conceptual	**Y**	**npv**	**I can use estimation to check answers to calculations and determine an appropriate level of accuracy**
Conceptual	**Y**	**npv**	**I can round any number to any given degree of accuracy**
Conceptual	**Y**	**npv**	**I can solve problems which require answers to be rounded to specified degrees of accuracy**
Conceptual	**EXS**	**npv**	**I can use formal written methods to solve multistep problems, using all four operations e.g. A two litre bottle of drink is used to fill cups of 150ml, how much will be left?**
Conceptual	**Y**	**npv**	**I can solve problems that involve calculating intervals across zero**
Conceptual	**EXS**	**d**	**I can use written division methods in cases where the answer has up to 2 decimal places**
Conceptual	**EXS**	**f**	**I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions**
Conceptual		f	I can multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. ¼ x ½ = 1/8)
Conceptual		f	I can divide proper fractions by whole numbers (e.g. 1/3 ÷2 = 6)
Conceptual	**EXS**	**p**	**I can use percentages for comparison and calculate percentages of whole numbers or measures such as 15% of**

			360
Conceptual	**EXS**	**d**	**I can calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8) and explain how I've done it**
Conceptual		rp	I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Conceptual		rp	I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Conceptual	**EXS**	**rp**	**I can solve problems involving similar shapes where the scale factor is known or can be found**
Conceptual	**EXS**	**m**	**I can solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate**
Conceptual	**EXS**	**m**	**I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, including between miles and kilometres using decimal notation to three decimal places**
Conceptual		m	I can calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm3) and cubic metres (m3) and extending to other units, such as mm3 and km3
Conceptual		m	I can convert measurements of distance between miles and kilometres
Conceptual		pos	I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
Conceptual		pos	I can use mathematical reasoning to find missing angles
Conceptual	**Y**	**pdm**	**I can construct, translate and reflect simple shapes on the coordinate plane and reflect them in the axes**
Conceptual		s	I can interpret and construct pie charts and line graphs and use these to solve problems
Conceptual	**Y**	**a**	**I can generate and extend linear number sequences**
Conceptual		a	I can express missing number problems algebraically
Conceptual	**EXS**	**a**	**I can find pairs of numbers that satisfy number sentences involving two unknowns**
Conceptual	**EXS**	**a**	**I can use a simple formula to find an answer to a problem e.g. distance travelled over a time at given speeds, area of a rectangle or triangle**

Reading

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	**Y**	**c**	**I can read aloud with great expression, showing awareness of the listener and using pauses, emphases and pacing**
Foundational	**Y**	**c**	**I can read age-appropriate books with confidence and fluency (including whole novels)**
Conceptual	**Y**	**c**	**I can retrieve information from non-fiction**
Conceptual	**Y**	**c**	**I use skimming, scanning and note-taking to identify the key points in a text**
Conceptual	**Y**	**c**	**I can plan a strategy to research a topic including choosing appropriate books and other sources, search terms, and using indexes and glossaries**
Conceptual		c	I can generate questions that help me to review a text and improve my understanding
Conceptual		c	I can answer questions that require me to think beyond the text
Conceptual	**Y**	**c**	**I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence**
Conceptual	**Y**	**c**	**I can make predictions about what might happen next from the stated and implied details in a text**
Conceptual	**Y**	**c**	**I can identify parts of a text that support an idea or an opinion**
Conceptual		c	I can distinguish between fact and opinion and explain how I know
Conceptual	**Y**	**c**	**I can summarise main ideas, identifying key details and using quotations for illustration**
Conceptual	**Y**	**c**	**I can describe an author's techniques for describing characters, settings and actions and the impact they are designed to have on the reader**
Conceptual		c	I can identify language that is expressive, figurative or descriptive and creates effects in poetry and prose
Conceptual	**Y**	**c**	**I can explain the meaning of words from the context**
Conceptual	**Y**	**c**	**I can make comparisons within and across books**
Conceptual	**Y**	**c**	**I can participate in discussions about books, including comparing them, building on the ideas of others and challenging their views courteously**

Writing

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	**Y**	**h**	**I can join my writing legibly, fluently and with increasing speed**
Foundational	**Y**	**h**	**I have my own handwriting style that is mostly joined, quick to write and easy to read**
Foundational		h	I can choose the writing implement that is best suited to a task
Foundational	**Y**	**t**	**I can spell most of the words on the Y5/6 word list (see NC Guidance)**
Foundational		t	I can use a dictionary to check the spelling and meaning of words
Foundational		t	My spelling is mostly accurate, including more complex words
Foundational	**Y**	**vgp**	**I can correctly use a semi-colon or dash to separate independent clauses (e.g. It's raining; I'm fed up)**
Foundational	**Y**	**vgp**	**I can correctly use a colon to introduce a list and semi-colons within the list**
Foundational		vgp	I can use bullet points to list information
Foundational	**Y**	**vgp**	**I can correctly use hyphens to avoid ambiguity**
Foundational		vgp	I can use a thesaurus to find alternative words
Foundational	**Y**		**I can use complex sentences, relative clauses and subordinate clauses to vary my writing**
Foundational	**Y**	**vgp**	**I can use all of the key words to explain the grammar in my writing (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)**
Foundational	**Y**	**vgp**	**I can use capital letters, full stops, commas for lists, question marks, exclamation marks and apostrophes for contraction correctly.**
Foundational	**Y**	**vgp**	**I create atmosphere and use speech to develop plot and character**
Foundational	**Y**	**vgp**	**I can make the correct choice between two homophones from the Year 5/6 list in my writing**
Foundational	**Y**	**vgp**	**I use paragraphs to sequence ideas**
Foundational	**Y**	**vgp**	**I use inverted commas, parenthesis and commas for clauses accurately**
Foundational	**Y**	**vgp**	**I use dashes and hyphens mostly correctly**
Foundational	**Y**	**vgp**	**I use semi colons and colons to mark the boundary between independent clauses mostly correctly.**
Conceptual		t	I can explain and use synonyms and antonyms
Conceptual		t	I can précis longer passages of text
Conceptual		c	I can develop my initial ideas, drawing on reading and research where necessary
Conceptual		c	I can choose the appropriate style for different types of writing: instructions, arguments & letters
Conceptual	**Y**	**c**	**I can write in a formal style, using appropriate grammar and vocabulary**
	Y		**I change between levels of formality through my choices of grammar and vocabulary**
Conceptual		c	I can present points of view clearly and persuasively
Conceptual		c	I can distinguish between the language of informal speech, the language of formal speech and writing, and can use each of these appropriately
Conceptual		c	I can make my characters interesting by describing their feelings, appearance and personality
Conceptual		c	I can perform my own writing, using intonation, volume and movement to make the meaning clear
Conceptual	**Y**	**vgp**	**I can write in the passive form (e.g. The window was broken)**

Conceptual	Y	vgp	I can use modal verbs correctly
Conceptual	Y	vgp	I select different verb forms for meaning and effect
Conceptual		vgp	I can use powerful verbs effectively to add tension and to deepen readers' understanding
Conceptual	Y	vgp	I link paragraphs and sentences with adverbials of time/place/number, tense and conjunctions
Conceptual	Y	vgp	I use adverbs, prepositional phrases and expanded noun phrases to add detail

Statutory Spelling List

accommodate	interfere
amateur	mischievous
appreciate	nuisance
bruise	parliament
committee	prejudice
conscience	privilege
conscious	pronunciation
convenience	queue
disastrous	rhyme
foreign	rhythm
guarantee	secretary
hindrance	sufficient
immediate(ly)	yacht

Spoken Language

Strand	Objective
Speaking	Listen and respond appropriately to adults and their peers.
Speaking	Ask relevant questions to extend their understanding and knowledge.
Speaking	Use relevant strategies to build their vocabulary.
Speaking	Articulate and justify answers, arguments and opinions.
Speaking	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Speaking	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Speaking	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speaking	Speak audibly and fluently with an increasing command of Standard English.
Speaking	Participate in discussions, presentations, performances, role play, improvisations and debates.
Speaking	Gain, maintain and monitor the interest of the listener(s).
Speaking	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Speaking	Select and use appropriate registers for effective communication.

Science

Planning	Obtaining and Presenting Evidence	Considering Evidence and Evaluating
- Can they explore different ways to test an idea, choose the best way, and give reasons? - Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this? - Can they plan and carry out an investigation by controlling variables fairly and accurately? - Can they make a prediction with reasons? - Can they use information to help make a prediction? - Can they use test results to make further predictions and set up further comparative tests? - Can they explain, in simple terms, a scientific idea and what evidence supports it? - Can they present a report of their findings through writing, display and presentation?	- Can they explain why they have chosen specific equipment? (incl ICT based equipment) - Can they decide which units of measurement they need to use? - Can they explain why a measurement needs to be repeated? - Can they record their measurements in different ways? (incl bar charts, tables and line graphs) - Can they take measurements using a range of scientific equipment with increasing accuracy and precision?	- Can they find a pattern from their data and explain what it shows? - Can they use a graph to answer scientific questions? - Can they link what they have found out to other science? - Can they suggest how to improve their work and say why they think this? - Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? - Can they report findings from investigations through written explanations and conclusions? - Can they identify scientific evidence that has been used to support to refute ideas or arguments? - Can they 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?
Greater Depth		
- Can they choose the best way to answer a question? - Can they use information from different sources to answer a question and plan an investigation? - Can they make a prediction which links with other scientific knowledge? - Can they identify the key factors when planning a fair test? - Can they explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough?	- Can they plan in advance which equipment they will need and use it well? - Can they make precise measurements? - Can they collect information in different ways? - Can they record their measurements and observations systematically? - Can they explain qualitative and quantitative data?	- Can they draw conclusions from their work? - Can they link their conclusions to other scientific knowledge? - Can they explain how they could improve their way of working?

Evolution and Inheritance	Living Things & their habitats	Animals, including humans
• Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago? • Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? • Can they give reasons why offspring are not identical to each other or to their parents? • Can they explain the process of evolution and describe the evidence for this? • Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?	• Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals? • Can they give reasons for classifying plants and animals based on specific characteristics?	• Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? • Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? • Can they describe the ways in which nutrients and water and transported within animals, including humans?
Greater Depth		
• Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace? • Can they explain how some living things adapt to survive in extreme conditions? • Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet? • Can they begin to understand what is meant by DNA?	• Can they explain why classification is important? • Can they readily group animals into reptiles, fish, amphibians, birds and mammals? • Can they sub divide their original groupings and explain their divisions? • Can they group animals into vertebrates and invertebrates? • Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?	• Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies? • Can they compare the organ systems of humans to other animals? • Can they make a diagram of the human body and explain how different parts work and depend on one another? • Can they name the major organs in the human body? • Can they locate the major human organs? • Can they make a diagram that outlines the main parts of a body?

Electricity	Light
• Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) • Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? • Can they use recognised symbols when representing a simple circuit in a diagram?	• Can they recognise that light appears to travel in straight lines? • Can they 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? • Can they explain that we see things because light travels from light sources to our eyes or from light sources to object s and then to our eyes? • Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?
Greater Depth	
• Can they make their own traffic light system or something similar? • Can they explain the danger of short circuits? • Can they explain what a fuse is? • Can they explain how to make changes in a circuit? • Can they explain the impact of changes in a circuit? • Can they explain the effect of changing the voltage of a battery?	• Can they explain how different colours of light can be created? • Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope) • Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters

Computing

We are app planners- Planning the creation of a mobile app.	We are project managers- Developing project management skills.	We are market researchers- Researching the app market.
• Can they develop an awareness of the capabilities of smartphones and tablets? • Can they understand geolocation, including GPS? • Can they identify interesting, solvable problems? • Can they evaluate competing products? • Can they pitch a proposal for a smartphone or tablet app?	• Can they scope a project to identify different components that must be successfully combined? • Can they identify their existing talents and plan how they can develop further knowledge and skills? • Can they identify the component of tasks of a project and develop a timeline to track progress? • Can they identify the resources they'll need to accomplish a project? • Can they use web-based research skills to source tools, content and other resources?	• Can they create a set of good survey questions? • Can they analyse the data obtained from a survey? • Can they conduct an interview or focus group? • Can they analyse and interpret the information obtained from interviews or a focus group? • Can they present their research findings?
We are interface designers- Designing an interface for an app.	We are app developers- Developing a simple mobile phone app.	We are marketeers- Creating video and web copy for a mobile phone app.
• Can they work collaboratively to design the app's interface? • Can they use wireframing tools to create a design prototype of their app? • Can they develop or source the individual interface components they will use? • Can they address accessibility and inclusion issues? • Can they document their design decisions and the process they've followed?	• Have they become familiar with another programming toolkit or development platform? • Can they import existing media assets to their project? • Can they write down algorithms for their app? • Can they program. Debug and refine the code for their app? • Can they thoroughly test and evaluate their app?	• Can they consider key marketing messages, including identifying a unique selling point? • Can they develop a printed flyer or brochure incorporating text and images? • Can they further develop knowledge, skills and understanding in relation to creating a website? • Can they further develop skills relating to shooting and editing video?

PE

Gymnastics	Dance	Invasion Games
• make up longer, more complex sequences, including changes of direction, level and speed • develop their own solutions to a task by choosing and applying a range of compositional principles • combine and perform gymnastic actions, shapes and balances • show clarity, fluency, accuracy and consistency in their movements • in small groups, prepare a sequence to be performed to an audience • understand the importance of warming up and cooling down • say, in simple terms, why activity is good for their health, fitness and wellbeing • show an awareness of factors influencing the quality of a performance and suggest aspects that need improving	• work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances • perform to an accompaniment expressively and sensitively • perform dances fluently and with control • warm up and cool down independently • understand how dance helps to keep them healthy • use appropriate criteria to evaluate and refine their own and others' work • talk about dance with understanding, using appropriate language and terminology	• use different techniques for passing, controlling, dribbling and shooting the ball in games • apply basic principles of team play to keep possession of the ball • use marking, tackling and/or interception to improve their defence • play effectively as part of a team • know what position they are playing in and how to contribute when attacking and defending • plan practices and warm ups to get ready for playing safely • recognise their own and others' strengths and weaknesses in games • suggest ideas that will improve performance
Athletics	**OAA**	**Striking and Fielding**
• choose the best pace for a running event, so that they can sustain their running and improve on a personal target • show control at take-off in jumping activities • show accuracy and good technique when throwing for distance • organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities • identify good athletic performance and explain why it is good, using agreed criteria	• choose and perform skills and strategies effectively • find solutions to problems and challenges • plan, implement and refine the strategies they use • adapt the strategies as necessary • work increasingly well in a group or in a team where roles and responsibilities are understood • prepare physically and organisationally for challenges they are set, taking into account the group's safety • identify what they do well, as individuals and as a group • suggest ways to improve	• strike a bowled ball; use a range of fielding skills, eg catching, throwing, bowling, intercepting, with growing control and consistency • work collaboratively in pairs, group activities and small-sided games • use and apply the basic rules consistently and fairly • understand and implement a range of tactics in games • recognise the activities and exercises that need including in a warm up • identify their own strengths and suggest practices to help them improve

History

Topics to be covered:

- British history (beyond 1066 e.g. Change in Crime and punishment from Angelo Saxons to present day)
- Local Study – WW focus?

Chronological understanding	Knowledge and interpretation	Historical enquiry
- Can they say where a period of history fits on a timeline? - Can they place a specific event on a timeline by decade? - Can they place features of historical events and people from past societies and periods in a chronological framework?	- Can they summarise the main events from a specific period in history, explaining the order in which key events happened? - Can they summarise how Britain has had a major influence on world history? - Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? - Do they have a good understanding of how crime and punishment has changed over the years? - Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?	- Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? - Can they identify and explain their understanding of propaganda? - Can they describe a key event from Britain's past using a range of evidence from different sources?
Greater Depth		
Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?	- Can they suggest relationships between causes in history? - Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? - Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?	- Can they suggest why there may be different interpretations of events? - Can they suggest why certain events, people and changes might be seen as more significant than others? - Can they pose and answer their own historical questions?

Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
• Can they confidently explain scale and use maps with a range of scales? • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they make careful measurements and use the data? • Can they use OS maps to answer questions? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?	• Can they give extended descriptions of the physical features of different places around the world? • Can they describe how some places are similar and others are different in relation to their human features? • Can they accurately use a 4 figure grid reference? • Can they create sketch maps when carrying out a field study?	• Can they give an extended description of the human features of different places around the world? • Can they map land use with their own criteria? • Can they describe how some places are similar and others are different in relation to their physical features?	• Can they recognise key symbols used on ordnance survey maps? • Can they name the largest desert in the world? • Can they identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles? • Can they explain how the time zones work?
Greater Depth			
• Can they define geographical questions to guide their research? • Can they use a range of self-selected resources to answer questions?	• Can they plan a journey to another part of the world which takes account of time zones? • Do they understand the term sustainable development? • Can they use it in different contexts?	• Can they explain how human activity has caused an environment to change? • Can they analyse population data on two settlements and report on findings and questions raised?	• Can they name and locate the main canals that link different continents? • Can they name the main lines of latitude and meridian of longitude?

RE

What do people believe about life? Theme: Beliefs and Questions/The Journey of Life and Death
This enquiry explores ideas about the natural world and our place in it and relates them to religious and other beliefs *(a) What feelings do people experience in relation to birth, change, death and the natural world?* *(b) What answers might be given by ourselves and by religions and beliefs to questions about: · the origin and meaning of life? · our place in society and the natural world? · the existence of God? · the experience of suffering? · life after death?*
How do we make moral choices? Theme: Beliefs in Action in the World
This enquiry explores how religious and other beliefs affect approaches to moral issues *(a) What are moral questions?* *(b) What are the consequences of the moral choices we make?* *(c) What are the most important moral values and teachings?* *(d) What people and organisations help in making moral choices?* *(e) How do we decide what is right and wrong?*
Worldviews – Humanism

Art

Drawing	Painting	Printing	Textiles
• Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques?	• Can they explain what their own style is? • Can they use a wide range of techniques in their work?	• Can they overprint using different colours? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?	• Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books? • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks?
3D	**Collage**	**Use of IT**	**Knowledge**
• Can they create models on a range of scales? • Can they include both visual and tactile elements in their work?	• Can they justify the materials they have chosen? • Can they combine pattern, tone and shape?	• Do they use software packages to create pieces of digital art to design?	• Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by?

DT

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
• Can they use a range of information to inform their design? • Can they use market research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs?	• Can they use tools and materials precisely? • Do they change the way they are working if needed?	• How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better? • Does their product meet all design criteria? • Did they consider the use of the product when selecting materials?

Breath of Study		
Cooking and Nutrition	**Electrical and mechanical components**	**Mouldable materials**
• Can they explain how their product should be stored with reasons? • Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?	• Can they use different kinds of circuit in their product? • Can they think of ways in which adding a circuit would improve their product? • Can they incorporate a switch? • Can they incorporate hydraulics and pneumatics?	• Can they justify why the chosen material was the best for the task? • Can they justify design in relation to the audience? • Can they refine and further improve the product?

Music

Performing	Composing (including Notation)	Appraising
• Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support?	• Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats?	• Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time?
Greater Depth		
• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?	• Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?	• Can they appraise the introductions, interludes and endings for songs and compositions they have created?

MFL

Listening and Responding	Speaking	Reading and Responding	Writing
• Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? Spoken at near normal speed with no interference. May need some items to be repeated.	• Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? Their pronunciation is generally accurate and they show some consistency in their intonation.	• Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words?	• Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt? They will draw largely on memorised language.