

SCIENTISTS in Year 6 should be able to:

- Plan enquiries, including recognising and controlling variables where necessary.
- Decide appropriate techniques, apparatus, and materials during investigations and enquiries.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision deciding the best way to record them.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations along with the use of ICT (videos, data charts)
- Use test results to make predictions to set up further comparative and fair tests to check for anomalies.
- Use key scientific vocabulary such as; opinion/fact, variables, independent variable, dependent variable, controlled variable, accuracy, precision, degree of trust, classification keys, causal relationships, support and refute

HISTORIANS in Year 6 should be able to:

- Summarise the main events from a specific period in history, explaining the order in which key events happened
- Summarise what Britain may have learnt from other countries and civilizations in time gone by and more recently
- Ask historical questions using a wide range of bias, primary and secondary evidence (knowing the difference) to support a historical argument/answer historical questions and make predictions.
- Analyse artefacts and explain how they have helped us, along with other information to interpret what life was like in the past.
- Infer, using evidence, considering motives for events in the past such as: war, invasions, religious views linking from their own experiences.
- Explain and justify how events have shaped the way in which we live today.

A SPORTS PERSON in Year 6 should be able to:

- Talk about how their work is similar and different from other performances.
- Talk about which skills are appropriate for each discipline.
- Talk about their health and PE and what makes up a balanced diet.
- Create a dance routine to communicate an idea and improvise with repeated sequences.
- Play as part of a team and use the equipment accurately.
- Have control over a ball when kicking and receiving , throwing and catching
- Swim over 100 metres unaided.
- Use breast stroke, front crawl and back, ensuring that breathing is correct so
- Use forehand and backhand when playing games.



Castleford Park Junior Academy

Aspire | Achieve | Enjoy

Year 6 Key Skills

MUSICIANS in Year 6 should be able to:

- Explain why they think their music is successful or unsuccessful giving clear reasons using musical vocabulary
- Sing a harmony part confidently and accurately
- Use a variety of different musical devices in their composition (incl. melody, rhythms and chords)
- Recognise that different forms of notation serve different purposes
- Evaluate how the venue, occasion and purpose affects the way a piece of music is created
- Analyse features within different pieces of music
- Compare and contrast the impact that different composers from different times will have had on the people of the time
- Recognise note formations through the use of recorders.

GEOGRAPHERS in Year 6 should be able to:

- Confidently explain the features of locations presenting them in a variety of ways.
- Choose the best way to collect information needed and decide the most appropriate units of measure when doing what?
- Create detailed sketches and plans; improving their accuracy later
- Use maps, aerial photos, plans and web resources to describe what a locality might be like considering its features.
- Give extended descriptions of the features of different places around the world with explanations as to why they are like that.
- Accurately use a 6 figure grid reference
- Describe how volcanoes and earthquakes are created
- Explain what a place might be like in the future, taking account of environmental issues and rapid change impacting on human features
- Explain how the time zones work

ARTISTS in Year 6 should be able to:

Drawing

- Introduce the concept of perspective
- Work independently and collaboratively using a variety of scales
- Independently select materials & techniques to use to create a specific outcome.
- Use a variety of media in each piece of work.

Colour-painting, pastels, ink , watercolour, printmaking

- Look at other artists' work in relation to mood, feeling, purpose, to influence own art work.
- Consider colour for purposes.
- Use colour to express moods and feelings.

Sculpture—card, clay, natural materials

- Experiment with and combine materials and processes to design and make 3D form.
- Make imaginative use of knowledge they have acquired of tools, techniques and materials in order to express own ideas and feelings.

Digital Media

- Understand that a digital image is created by layering
- Create layered imagery from original ideas.
- Use graphics package to create and manipulate new images.

Knowledge

- Can they say what their work has been influenced by?
- Can they make a record about the styles and quantities in their work?

PSHCE in Year 6 should be able to:

Health and Wellbeing

- What positively and negatively affects their physical, mental and emotional health
- To recognise that they might experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About people who are responsible for helping they stay healthy and safe and ways that they can help these people
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- About change, including loss, separation, divorce and bereavement
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe might be wrong
- How their body will and emotions may change as they approach and move through puberty
- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

Relationships

- To recognise and respond appropriately to a wider range of feelings in others
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- That their actions affect themselves and others
- To realise the nature and consequences of discrimination, teasing, bullying, and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- The concept of 'keeping a secret' and we should, or should not share it with someone else

Living in the Wider World

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

Designers in Year 6 should be able to:

Design

- Evaluate existing products for purpose and audience, focussing on the functionality & ensuring that the product is fit for purpose.
- Design and annotate sketches and prototypes to discover suitable materials and processes and explain their choices through cross-sectional and exploded diagrams.
- A sequence of the process they will perform to get to an end product and discuss the good points and drawbacks.

Make

- Appropriate equipment for a task thinking about the properties and suitability's for their products and evaluate there use.
- Within design constraints understanding meeting a criteria or client brief.
- Why they believe their product is going to be of a good quality by reflecting on their choice of materials.

Evaluate

- Appearance and function against the original criteria and suggest how they can be improved.
- Tests are carried out to assess their products.

Technical knowledge

- Use their knowledge of electrical systems, pulleys, cams and gears.
- Mark out, cut and shape materials accurately and understand how to strengthen their product in a variety of ways.
- Their understanding of computing to programme, monitor and control their products.

MFL in Year 6 should be able to:

- These passages include instructions, messages and dialogues. Pupils identify and note main points and personal responses [for example, likes, dislikes and feelings], but may need short sections to be repeated.
- Pupils take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond.
- They use short phrases to express personal responses [for example, likes, dislikes and feelings]
- Pupils show that they understand short texts and dialogues, made up of familiar language, printed in books or word-processed.
- Pupils write two or three short sentences on familiar topics, using aids [for example, textbooks, wallcharts and their own written work].
- Show that they understand longer passages, made up of familiar language in simple sentences, that are spoken at near normal speed with little interference

RE in Year 6 should be able to:

Know and Understand

- Make meaningful connections and reflect thoughtfully on different religious rituals, celebrations and ways of worship.
- Explain and interpret a range of religious teachings and moral beliefs from different communities.
- Explain and evaluate religions and world views with clarity.

Express and Communicate

- Offer insightful evaluation of the impact of diversity in communities.
- Interpret a range of ways in which commitment to a belief or identity can be expressed.
- Analyse and evaluate the notions of diversity and morality, giving coherent personal opinions.
- Form carefully considered opinions to ultimate questions about the nature of life and religion.

Apply

- Express their own ideas (including ethical questions) through presentation, debate, answer philosophical art, poetry, reasoning and music.

A COMPUTER USER in Year 6 should be able to:

(E—safety key skills)

- Review aspects of online safety and make an online safety themed game.
- Explain the safety aspects of blogging.
- Be aware of the issues surrounding cyberbullying
- Know that malicious adults use the Internet and attempt to make contact with children and know how to report abuse.