



Year 6 Standards for Writing

The pupil can write for a range of purposes and audiences (including writing a short story):

- Creating atmosphere, and integrating dialogue to convey character and advance the action
- Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
- Using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs.
- Using passive and modal verbs mostly appropriately.
- Using a wide range of clause structures, sometimes varying their position within the sentence.
- Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
- Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens.
- Spelling most words correctly* (years 5 and 6).
- Maintaining legibility, fluency.
- Identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Assess the effectiveness of their own and others' writing.



Year 6 Standards for Art

EXPLORING AND DEVELOPING IDEAS

- Work in a sustained and independent way from observation, experience and imagination.
- Work from a variety of sources, including some researched independently.

EVALUATING AND DEVELOPING WORK

- Compare and comment on ideas, methods and approaches used in their own and others' work and relate these to intention, in order to adapt and improve outcomes.
- Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities.

DRAWING

- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
 - Use different techniques for different purposes e.g. shading, hatching within their own work.
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DIGITAL MEDIA

- Record, collect and store visual information using digital cameras/iPads and import information into a graphics package.
- Create layered images from original ideas.

TEXTILES

- Use batik techniques and decorate fabrics with tie dye and stencils.
- Experiment with a range of materials to overlap and layer creating interesting colours, shape, patterns, textures and effects.

3D/ SCULPTURE

- Use language relating to sculpture and construction e.g. wire, bend, twist, curl, roll, wrap.
- Create sculpture and constructions with increasing independence.



Year 6 Standards for Computing

INFORMATION TECHNOLOGY

- Understand how search results are selected and ranked, and can be discerning in evaluating digital content.
- Design a data capture form, e.g. a questionnaire or table to collect information to answer a specific question.
- Present data to a specified audience and display findings in other software, e.g. through presentation software.
- Understand that good online research involves processing information, and interpreting it for others rather than direct copying.

DIGITAL LITERACY

- Know a range of ways to report concerns about content and contact.
- Understand that social networks or other online environments have security settings, which can be altered, to protect the user.
- Know how to report an incident of cyber bullying if and when it occurs, according to the academy's eSafety policy and procedures.

COMPUTER SCIENCE

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.
- Solve problems by decomposing them into smaller parts.
- Design and create programs using decomposition.
- Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs.
- Design, test and refine programs to control robots or floor turtles taking account of purpose and needs.



Year 6 Standards for DT

DESIGN

- Use a range of information to inform their design.
- Use market research to inform plans.
- Work within constraints and follow and refine their plan if necessary.
- Justify their plan to someone else.
- Show a consideration to culture and society in their designs.

MAKE

- Use tools and materials precisely.
- Change the way they are working if needed.

EVALUATE

- Show how they can test and evaluate their final product.
 - Evaluate their product and ensure it is fit for purpose.
 - Suggest ways to improve it.
 - Suggest what they would need to make it better (different resources, different information)
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COOKING AND NUTRITION

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a savoury dish using a range of cooking techniques.
- Understand seasonality and know how and where a variety of ingredients are grown, reared, caught and processed.
- Explain how their product should be stored - giving reasons.

TEXTILES

- Think carefully about what the user would want and why when choosing textiles.
- Produce a template.
- Select the most suitable joining techniques.
- Make suggestions about how their product could be sold.
- Make suggestions about what would improve their product even more.

CONSTRUCTION

- Consider the use of the product when selecting materials.
- Meet all design criteria.
- Make suggestions about how their product could be sold.
- Justify why they have chosen specific materials.
- Work within a budget.
- Demonstrate how their work is precise and accurate.



Year 6 Standards for Geography

MAPPING

- Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.
- Understand that purpose, scale, symbols and style are related.
- Identify, describe and interpret features on OS maps.
- Use a wider range of OS symbols including 1:50K symbols.
- Draw measured plans.

FIELDWORK

- Interpret data collected and present the information in a variety of ways including charts and graphs.

ENQUIRY AND INVESTIGATION

- Make predictions and test simple hypotheses about people and places.

COMMUNICATION

- Use more precise geographical language relating to the physical and human processes detailed in the PoS
- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news.

ICT

- Communicate geographical information electronically e.g. Multimedia software, webpage, blog, poster or app.

LOCATIONAL KNOWLEDGE

- Locate the world's countries, using maps to focus on North and South America.
- Name and locate the world's continents, listing countries and their key geographical features.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).



Year 6 Standards for History

CHRONOLOGY

- In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...).
- Analyse connections, trends and contrasts over time.

EVENTS, PEOPLE AND CHANGES

- Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.
- Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.

COMMUNICATION

- Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.

ENQUIRY, INTERPRETATION AND USING SOURCES

- Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
- Begin to recognise why some events, people and changes might be judged as more historically significant than others.



Year 6 Standards for MFL

ORACY

- Understand the main points and simple opinions in a spoken story, song or passage
- Perform to an audience
- Understand longer and more complex phrases or sentences
- Use spoken language confidently to initiate and sustain conversations and to tell stories

LITERACY

- Read and understand the main points and some detail from a short written passage
- Identify different text types and read short, authentic texts for enjoyment or information
Match sound to sentences and paragraphs
- Write sentences on a range of topics using a model

INTERCULTURAL UNDERSTANDING

- Compare attitudes towards aspects of everyday life
- Recognise and understand some of the differences between people
- Present information about an aspect of culture



Year 6 Standards for Music

PERFORMING

- Play tuned and untuned instruments taking account of duration, dynamics, tempo and timbre.
- Practise, rehearse and present performances with an awareness of the audience.
- Perform their own and others' compositions in a way which reflects their meaning and intentions.

LISTENING

- Refine and improve their work through evaluation, analysis and comparison.
- Perform parts from memory.
- Experience how pitch, duration, dynamics, tempo, timbre, texture and silence can be organised in a musical structure and used to communicate different moods and effects.
- Recognise crescendo (*gradually getting louder*) and diminuendo (*grad. getting quieter*).
Analyse and compare musical features and structures using appropriate musical vocabulary.

CREATING

- Improvise and develop rhythmic material when performing.
- Explore the use of notation and ICT to support creativity.
- Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved.



Year 6 Standards for PE

GAMES

- Able to throw and catch accurately and consistently
- Able to often strike a moving ball (cricket, tennis, rounders)
- Able to gain possession by working in a team
- Passes in different ways and utilises space
- Chooses a tactic for defending and attacking

GYMNASTICS

- Makes and performs a sequence involving different levels and directions
- Combines different balances and shapes fluently
- Able to peer and self-assess and suggest improvements

DANCE

- Able to compose dances in a creative way using music as a stimulus
- Movements show control, expression and rhythmic timing.
- Able to work in sync with a partner or small group
- Able to peer and self-assess and suggest improvements



Year 6 Standards for PSHCE

CELEBRATING DIFFERENCE

- Explain ways in which difference can be a source of conflict or a cause for celebration.
- Identify different forms of discrimination against people in societies.
- Consider the impact that discrimination has on people's lives.

DREAMS AND GOALS

- Begin to set personal goals for the future.
- Identify the skills they need to develop to make their own contribution in the working world in the future.
- Make connection between their learning, the world of work and their future economic wellbeing.

HEALTHY ME

- Identify the different kinds of risks associated with the use and misuse of a range of different substances.
- Consider the impact that misuse of substances can have on individuals, their families and friends.
- Evaluate when alcohol is being used responsibly, anti-socially or being misused.

RELATIONSHIPS

- Recognise when people are trying to gain power of control.
- Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.
- Demonstrate ways I can stand up for myself and my friends in situations where others are trying to gain power of control.

MAKING CHOICES

- Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.
- Recognise risk in different situations and make judgements about to how to respond in order to keep safe.
- Develop a positive approach towards personal safety and risk taking



Year 6 Standards for RE

LEARNING ABOUT RELIGION AND BELIEF

- Use religious vocabulary to describe and show understanding of religious traditions.
- Suggest meanings for a range of forms of religious expression (worship, clothing, symbols, pilgrimage etc.)
- Make links and describe some similarities and differences both within and between religious traditions.

LEARNING FROM RELIGION AND BELIEF

- Ask questions and suggest answers to ideas about values and commitments.
- Apply their ideas to their own and other people's lives, simply.
- Describe what inspires and influences themselves and others.



Year 6 Standards for Science

INVESTIGATION

- Select and plan the most appropriate type of scientific enquiry to answer specific questions.
- Make predictions based on scientific knowledge and understanding.
- Carry out a range of scientific investigations.

OBSERVATION

- Recognise and control variables where appropriate during investigations.
- Identify scientific evidence that has been used to support or refute ideas.

APPLICATION

- Take measurements using a range of scientific equipment with accuracy and precision.
- Decide when observations and measurements need to be checked, by repeating, to give more reliable data.
- Select information from a range of sources.
- Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT.
- Reporting findings from investigations, including written explanations of results, explanations involving causal relationships, and conclusions.
- Present reports of findings in written form, displays and presentations.
- Use test results to make predictions and set up further comparative and fair tests.