

Y e a r 6 R e a d i n g	Word	Understand & Retrieve	Interpret	Organisation & Structure	Language	Viewpoint
	I can read aloud with intonation that shows understanding	I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context	I can work out the meaning of words from the context	I can recognise how language, structure and presentation contribute to meaning.	I can prepare poems and plays to read aloud and perform using intonation, tone and volume so that the meaning is clear to an audience.	I can make comparisons within and across books.
	I can read age appropriate books, including whole novels, that are structured in different ways and read for a range of purposes.	I can identify and discuss themes and conventions in and across a wide range of writing	I can predict what might happen from details stated and implied.	I can recognise simple recurring literary language in stories and poetry.	I can recite a wide range of poetry by heart	I can provide reasoned justifications for my views.
	I can read a wide range of age appropriate books, including whole novels, of different genre with fluency and confidence	I can summarise the main ideas drawn from more than one paragraph, identifying key details and using quotations for illustration	I can explain and discuss my understanding of what I have read, drawing on inferences such as characters' feelings, thoughts and motives from their actions and justify my inferences with evidence	I can discuss the sequence of events in books and how information is related	I can evaluate how authors use language, including figurative language, considering the impact on the reader.	I can explain and discuss my understanding of what I have read, including through presentations and debates.
	I can apply my knowledge of prefixes and suffixes to read aloud and understand new words.	I can ask questions to improve my understanding of a text.	I can distinguish between statements of fact and opinion			I can challenge the views of others courteously.
	I can apply my knowledge of root words to read aloud and understand new words.	I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions				I can take turns during discussions building on my own and others ideas.
		I can retrieve and record information from non-fiction texts.				I can recommend books I have read to my peers and give reasons for my choices.
		I can read and discuss a wide range of fiction, non-fiction, poetry, plays, reference books and textbooks.				

Y e a r 6 W r i t i n g	Spelling	Punctuation & Grammar	Terminology	Writing for a Purpose	Planning, Drafting & Editing	Handwriting, Organisation & Presentation
	I can use a dictionary and a thesaurus efficiently	I can use inverted commas, commas for clarity mostly correctly making some use of semi colons, dashes, colons and hyphens	I can explain the difference between cohesion and ambiguity	I can select the vocabulary and grammatical structures that reflect the level of formality required mostly accurately	I can write longer passages	I can present my own compositions using appropriate intonation
	I can spell most words with silent letters	I can use devices to build cohesion, including adverbials of time, place and number within and across sentences and paragraphs	I can identify and use parenthesis	I am able to dictate and understand dictation, writing with accuracy and joined handwriting	I can review my writing; identify strengths and areas for development for future writing	I can structure and organise my writing in a wide variety of ways
	I can use word endings correctly	I can tell the difference between vocabulary typical of informal speech and vocabulary for formal speech and writing including subjunctive forms	I can identify and use a relative clause	I can demonstrate my writers' voice and characterisation through my work	I can make changes in vocabulary, grammar and punctuation that need to be made to enhance my writing	I can develop my writing as a whole and can refer endings back to beginnings effectively
	I can use my spellings in all areas of my writing	I can use expanded noun phrases accurately	I can identify and use Semi colon	I can use adverbs, prepositional phrases and expanded noun phrases effectively to add detail qualification and precision	I can use dialogue fluently and appropriately in my writing	I can make links between paragraphs which are maintained throughout the whole text
	I can spell most words from the NC Y5/6 list	I can understand how words are related by meanings as synonyms and antonyms	I can identify and use Colon	I can demonstrate clear relationships between ideas within my writing	I can adapt my planning and writing, drawing on knowledge and ideas from a range of sources	I can choose the writing implement which is best suited to the task

Y e a r 6 W r i t i n g	Spelling	Punctuation & Grammar	Terminology	Writing for a Purpose	Planning, Drafting & Editing	Handwriting, Organisation & Presentation
		I can use an extensive range of taught punctuation accurately and for effect	I can identify and use a wide range of clause structures, sometimes varying their position within the sentence	I can establish and maintain my viewpoint	I can assess the effectiveness of my writing against the context and purpose	I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters
		I can use commas to clarify meaning or to avoid ambiguity	I can identify and use active and passive modal verbs in my sentences	I can write with imagination and creativity, in an established style	I can use what I have read, seen and listened to when considering what to write	I take pride in my work
		I can use commas accurately to indicate parenthesis	I can identify what a subject/object is	I can develop my ideas and material naturally as my writing progresses	I can identify my audience and purpose of my writing	
		I can apply bullet points to lists and include hyphens to avoid ambiguity	I can identify and use a modal verb	I can select, use and sustain advanced features of different types of writing		
		I can use a dash accurately to mark independent clauses		I can create an atmosphere and integrate dialogue to convey character and advance the action		
		I can use a colon accurately				
		I can use a semi colon accurately				

Year 6 Maths	Number & Place Value & Algebra	Addition & Subtraction, Multiplication & Division	Ratio & Proportion	Fractions, Decimals & Percentage	Measurement	Geometry	Statistics
	I can find pairs of numbers that satisfy an equation with 2 unknowns.	I can use estimation to check answers to calculations and determine an appropriate degree of accuracy.	I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	I can calculate, estimate and compare volume of cubes and cuboids using standard units including cm^3 and m^3 , extending to $\text{mm}^3 / \text{km}^3$.	I can reflect simple shapes in the axes on a full coordinate plane.	I can calculate and interpret the mean as an average.
	I can express missing number problems algebraically.	I can solve problems involving addition, subtraction, multiplication and division in contexts, deciding which operations and methods to use and why	I can solve problems involving similar shapes where the scale factor is known or can be found.	I can use written division methods in cases where the answer has up to 2 decimal places.	I can calculate the area of parallelograms and triangles.	I can draw and translate simple shapes on the coordinate plane	I can construct line graphs.
	I can generate and describe linear number sequences.	I can multiply 1 digit numbers with up to 2 decimal places by whole numbers	I can solve problems involving the calculation of percentages and the use of percentages for comparison.	I can associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, $3/8$).	I can recognise when it is possible to use formulae for area and volume	I can describe positions on the full coordinate grid	I can interpret line graphs.
	I can use simple formulae.	I can solve problems involving addition, subtraction, multiplication and division.	I can solve problems involving the relative size of 2 quantities where missing values can be found by using integer multiplication and division facts.	I can divide proper fractions by whole numbers (for example, $1/3 \div 2 = 1/6$).	I can recognise that shapes with the same area can have different perimeters and vice versa.	I can find missing angles	I can construct pie charts.
	I can identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.	I can identify common factors, common multiples and prime numbers.		I can multiply simple pairs of proper fractions by whole numbers writing the answer in its simplest form (for example $1/4 \times 1/2 = 1/8$).	I can convert between miles and km.	I can recognise angles where they meet at a point, on a straight line or are vertically opposite.	I can interpret pie charts.

Y e a r 6 M a t h s	Number & Place Value & Algebra	Addition & Subtraction, Multiplication & Division	Ratio & Proportion	Fractions, Decimals & Percentage	Measurement	Geometry	Statistics
	I can solve number and practical problems using my understanding of place value and algebra.	I can perform mental calculations, including with mixed operations and large numbers.		I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.	I can use, read, write and convert between standard units.	I can illustrate and name parts of circles including the radius, diameter and circumference.	
	I can use negative numbers in context, and calculate intervals across zero.	I can divide numbers up to 4 digits by a 2 digit number using the formal method of short division where appropriate, interpreting remainders according to the context.		I can compare and order fractions including fractions > 1 .	I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.	I can find unknown angles in any triangles, quadrilaterals and regular polygons.	
	I can round whole numbers to a required degree of accuracy.	I can interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.		I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.		I can compare and classify geometric shapes based on their properties and sizes.	
	I can read, write, order and compare numbers up to 10000000 and determine the value of each digit.	I can divide numbers up to 4 digits by a 2 digit number whole number using the formal written method of long division.				I can recognise, describe and build simple 3D shapes, including making nets.	
	I can multiply numbers up to 4 digits by a 2 digit whole number, using the formal written method of long multiplication.				I can draw 2D shapes using given dimensions and angles.		

Y e a r 6 S c i e n c e	Biology			Physics		Working Scientifically				
	Living things can be classified according to observable features	The human body has a number of systems, each with its own function	Living things exhibit variation and adaptation and these may lead to evolution	Light & sound can be reflected & absorbed and enable us to see & hear	Electricity can make circuits work and can be controlled to perform useful functions	Planning investigations	Conducting experiments	Recording evidence	Reporting findings	Conclusions and predictions
	Describe how living things are classified into groups according to characteristics and based on similarities and differences, including micro-organisms, plants and animals.	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	Recognise that light appears to travel in straight lines.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.	Pupils can ask questions.	Pupils can use equipment to take measurements.	Pupils record work with diagrams and label them.	Pupils process findings to develop conclusions and identify causal relationships	Pupils can analyse data.
	Give reasons for classifying plants and animals based on specific characteristics.	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	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.	Compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and switches.	Pupils can plan an enquiry.	Pupils explore how to improve the quality of data.	Pupils can display data using labelled diagrams, keys, tables and bar charts.	Pupils use displays and presentations to report on findings	Pupils can draw conclusions.
		Describe the ways in which nutrients and water are transported within animals, including humans.	Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.	Explain that we see things because light travels from light sources to our eyes or from light sources to objects and to our eyes.	Use recognised symbols when representing a simple circuit in a diagram.	Pupils can identify and manage variables.	Pupils understand the role of repeat readings.	Pupils can display data using line graphs.	Pupils explain confidence in findings	Pupils can develop investigation further.
			Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.							

Y e a r 6 A r t & D e s i g n	Generating Ideas	Making	Evaluating	Knowledge
	<i>Skills of Designing & Developing Ideas</i>	<i>Skills of Making Art, Craft and Design</i>	<i>Skills of Judgement and Evaluation</i>	<i>Knowledge about art processes and context</i>
	I can freely create imaginative responses and representations of the real world I can stay flexible to adapt and change artistic elements to express a specific meaning or idea.	I can independently select, pencils, brushes, fine or broad media and tools to effectively control a range of materials and techniques when creating my work.	I can describe the different characteristics of art and design and evaluate my qualities.	I know how to recognise and name different art forms including types of painting, craft, sculpture, design and architecture, photography and digital media;
	I can carefully use a basic range of fine and broad drawing materials and techniques to record with some accuracy of line, shape, tone, colour, scale and proportion from observation and imagination.	I can work spontaneously with drawing, painting and modelling materials experimenting with line, shape, tone, colour, texture, form and space.	I can use my previous experience and judgement to identify strengths in the work evaluated and those aspects where things can be improved.	I know that particular kinds of marks can be made with different materials or controlled using suitable tools.
	I can gather and assemble suitable information and visual resources to inform my designing for a purpose.	I can work responsibly with an awareness of personal safety and thoughtful respect when using materials, tools and equipment and moving around the art room.	I can select, read about and respond to suitable art works on the web, in books and other sources. I can make a personal explanation in spoken and written forms.	I know how to research the work of artists, craftspeople and designers, selecting important visual and text based information to help me in my own creative work.
I can work purposefully in response to a visual or tactile stimulus incorporating ideas from my study of artists, designers and the products of other cultures.	I can respond directly and instinctively to artists and designers studied, enthusiastically and creatively exploring materials, processes and techniques.			

Y e a r 6 C o m p u t i n g</br></br>	Computer Science			Information Technology			Digital Literacy		
	Problem Solving	Programming	Logical Thinking	Communicator	Creating Content	Searching	E-Safety		
	The child can design, write and debug a program using a second programming language.	The child can use sequence, selection, repetition and variables in programs.	The child can give clear and precise logical explanations of a number of algorithm	The child can understand how mobile phone or other networks operate.	The child can select, use and combine a range of programs on multiple devices.	The child can make use of a range of search engines appropriate to finding information that is required.	The child can identify some principles underpinning acceptable behaviour when using technologies in a range of contexts.	The child can discuss likely and potential consequences of their actions when using digital technology in a range of contexts.	The child to identify secure sites by looking for their privacy policies and privacy seals of approval.
	The child can design, write and debug their own computer control application.	The child can write a program that accepts inputs other than keyboard and mouse and produces outputs other than screen or speakers.	The child can use logical reasoning to detect and correct errors in algorithms (and programs).	The child can understand how domain names are converted into IP addresses on the internet.		The child can appreciate that search engines rank pages based on the number and quality of in-bound links.	The child knows a range of ways to report concerns and inappropriate behaviour in a variety of contexts.	The child can form an opinion about the effectiveness of digital content.	The child is aware of cyberbullying , how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying should it arise.
	The child can solve problems using decomposition , tackling each part separately							The child learns how the media can play a powerful role in shaping our ideas about girls and boys and gender roles.	

Y e a r 6 D e s i g n T e c h n o l o g y	Designing		Making		Evaluating		Technical Knowledge
	Understanding contexts, users and purposes	Generating, developing, modelling and communicating ideas	Planning	Practical skills and techniques	Own ideas and products	Existing products	Making products work
	I collect and use sources of information.	I generate innovative ideas using information I have collected	I take users' views into account and produce step-by-step plans	I select and work with a range of tools and equipment.	I reflect on my designs as I develop, whilst thinking about the way the product will be used.	I investigate how much it costs to make products.	I know how to reinforce and strengthen a 3D framework
	I carry out research, using surveys, interviews, questionnaires and web-based resources.	I share alternative ideas using words, labelled sketches and models, showing that I am aware of limits.	I produce appropriate lists of tools, equipment and materials that I need.	I accurately measure, mark out, cut and shape materials and components	I evaluate my ideas and products against my original design specification.	I analyse how innovative products are and how sustainable their materials are.	I know how mechanical systems such as cams or pulleys or gears create movement.
	I identify the needs, wants, preferences and values of particular individuals and groups.	I make design decisions, taking account of constraints such as time, resources and cost.	I explain my choice of materials according to functional and aesthetic qualities.	I accurately assemble, join and combine materials and components.	I critically evaluate the quality of the design, manufacture and fitness for purpose of my products as I design and make.	I investigate what impact products have beyond their intended purpose.	I know how more complex electrical circuits and components can be used to create functional products
I develop a simple design specification to guide my thinking.			I work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function.		I know about inventors, designers, engineers and manufacturers who have developed ground-breaking products.	I know how to program a computer to monitor changes in the environment and control a product.	

Y e a r 6 F o o d S t u d i e s	Develop a range of cooking skills	Principles of nutrition and health	Source, seasonality and function of a range of ingredients
	I can name the parts of the cooker and explain how to use safely.	I can name the nutrients and explain why we need each one.	I can understand how a variety of ingredients are produced.
	I can prepare and cook ingredients safely and hygienically. E.g. handling pastry, rolling out, adding liquid, shaping, the creaming method.	I can explain why a healthy diet includes fibre and water.	I can identify a wide range of ingredients and state where they come from and how they can be used.
	I can follow a simple recipe.	I know that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief.	
	I can describe my product using key vocabulary.	I am aware of the importance of being physically active for health and wellbeing.	

Y e a r 6 F r e n c h	Listening	Speaking	Reading	Writing
	Can understand the main points and some detail from a short spoken passage	Can ask and answer simple questions using short sentences	Can recognise the 1st,2nd , 3rd person singular of some common verbs in the present tense	Can use knowledge of French phonics to help spell familiar words
	Can understand simple questions and respond to them	Can use familiar words and sentence structures to construct new sentences	Can follow and understand a familiar written text, reading and listening at the same time	Can write a few simple sentences from memory to describe a place, person or thing
	Can recognise who is being talked about in a sentence from the pronoun (1st, 2nd, 3rd person singular)	Can say sentences from memory so that others can understand	Can understand the main points and some detail from a short written text.	Can use familiar words and sentence structures to write new sentences
	Can recognise familiar words and phrases in a spoken story or poem which contains some unfamiliar language	Can prepare a short talk or role play on a familiar subject ie. weather forecast	Can use a bilingual dictionary with guidance	Can use the correct article to match the gender of the noun
	Can recognise some basic adjectives	Can use the 1st,2nd, 3rd person of common verbs in the present tense	Can recognise whether nouns are singular or plural including some irregular plurals	Can write the correct forms of some simple adjectives with a noun

Y e a r 6 G e o g r a p h y	Geographical Knowledge	Geographical Understanding			Geographical Skills And Enquiry	
	The world and continents	Physical themes	Human themes	Understanding places and connections	Map and atlas work	Fieldwork and investigation
	I can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.	I understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.	I can explain how the types of industry in the area have changed over time.	I describe how a region has changed and how it is different from another region of the UK.	I can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.	I can present information gathered in fieldwork using a range of graphs.
		I understand how food production is influenced by climate.	I understand where our energy and natural resources come from.	I can describe hazards from physical environments and their management, such as avalanches in mountain regions.	I can use four- and find six-figure grid references.	I can plan and carry out a fieldwork investigation using appropriate techniques.
		I understand how a mountain region was formed.		I begin to explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.		
	I can describe a range of key physical processes and the resulting landscape features (earthquake & volcano).		I begin to explain several threats to wildlife/habitats.			

Y e a r 6 H i s t o r y	Chronological Awareness	Historical Knowledge and Understanding	Interpretations of History	Historical Enquiry	Organisation and Communication
	I can sequence with independence the key events covered using dates, period labels and terms.	I can describe events, people and changes.	I can explain why aspects of a historical event or society were of particular significance.	I can comment with confidence on the value of a range of different types of sources for enquiries.	I am beginning to select and organise information to produce structured work.
	I can describe some similarities and differences between periods studied.	I can describe and make links between the relevant causes and consequences of events and changes.	I can explain how and why it is possible to have different interpretations of the same event.	I use knowledge and understanding to begin to evaluate historical sources.	I am beginning to make appropriate use of dates and terms.
	I can explain the role and significance of different causes and effects of a range of events.				

Y e a r 6 M u s i c	Performing	Composing	Listening and Appraising
	Perform in a group keeping my own part going.	Explore a group of sounds and compose a melody from them.	Listen to music and answer questions about it.
	To work out simple tunes by ear.	To compose using specific musical structures.	To describe, compare and evaluate music using the correct vocabulary.
	To perform with a sense of accuracy using musical elements.	To compose and confidently explain the process used as well as links to musical elements.	To confidently talk about music from a range of contexts using the musical elements accurately.
	To perform from simple notation.	To improvise simple ostinato patterns and play whilst others play their own.	To suggest improvements to my own and other peoples' work.
	To improvise rhythms and melodies as part of a group.	To compose using musical elements to add variety to work.	To describe how different effects in music are achieved.
	To perform confidently and accurately in a range of situations with greater awareness of musical elements.		

Y e a r 6 P E	Swimming	Gymnastics	Table Tennis	Football	Hockey	Rugby	Volleyball
	You can swim competently, confidently and proficiently over a distance of at least 25 metres	You can produce a group sequence and demonstrate that you can cooperate with others.	You can hit the ball with both the forehand and the backhand.	You can make accurate short passes and some accurate longer passes. When receiving the ball from long distances you are sometimes able to control the ball.	You can dribble a ball with control.	You show that you can pass the ball from the hip/pocket to a teammate behind you.	You can perform a set to a partner.
	You can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	You can perform basic vaults.	You can demonstrate a basic serve.	You can dribble effectively with control.	You can demonstrate a legal tackle in a game.	You can line up as an attacker and as a defender.	You can hit the ball over the net from 1m away.
	You can perform safe self-rescue in different water-based situations.	You can perform mirroring and counter balances.	You demonstrate some control in your shots.	You can dribble and pass with your stronger foot with increased confidence and effectiveness in practice and game situations.	You can demonstrate a push and a hit with control.	You can dodge a defender.	You can serve the ball to a partner for them to catch it.
		You can explain what tension and extension is and try to apply these to your practice.	You can explain the basic rules of table tennis.	You can shoot with greater power and control.	You can beat an opponent with the ball.	You can explain what 'to support a teammate' means.	You can explain the basic rules of volleyball.

Y e a r 6 P E	Rounders	Athletics	Cricket	OAA	Dance	Fitness
	You can explain basic tactics of the game.	You can demonstrate a scissors high jump technique.	You can successful throw, and catch a ball that is not straight to you over 8m.	You can plan and complete a way of getting around a course.	You show control in musicality.	You can demonstrate a consistent pace for 2 minutes.
	You can bowl with a stepping action, with few no balls.	You can throw a howler 10m.	You can demonstrate an overarm bowl sometimes with a straight arm.	You can explain some symbols on a map.	You can contribute ideas to your group and work cooperatively with others.	You can explain what a station is.
	You can throw underarm and over arm at different speeds and I am successful while attempting to catch the ball from a sympathetic fielder.	You can demonstrate basic sprinting technique.	You can hit a ball that is bowled to you.	You can plan a course with a little help.	You can develop your own dance based on what you have learnt in lessons.	You can suggest ideas for stations of a circuit.
	You can hit the ball most of the time against a sympathetic bowler	You can pass and receive a relay baton with accuracy.	You can demonstrate batting, bowling, throwing and catching with control.	You can correct mistakes with help.	You can identify what you like about another performance and comment on why.	You can demonstrate that I am physically active and can explain why this benefits me.

Y e a r 6 R e l i g i o u s E d u c a t i o n					
	I can describe the impact of beliefs and practices on individuals, groups and communities	I am able to ask relevant questions and comment on issues raised in response to learning.	I can gather, select and organise information using a range of sources.	I can make links between different religious practices, focussing on festivals.	I can respond to issues raised and relate some of them to aspects of my own life.
	I can describe how people can inspire and make a positive difference to the lives of others	I can use key religious vocabulary to describe features of religions	I can express my opinion and contribute to class discussion responding or adding to the views of others.	I can explain reasons why people are religious and why we learn about different faiths and cultures.	I can organise and present my work using a range of different styles.
	I can describe in detail how people celebrate different religious practices.	I can confidently describe similarities and differences within and between religions and beliefs			
	I can explain the symbolic meaning of different artefacts in religious practices.				