 Year 6 Curriculum concepts and milestones

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|  | Autumn | Spring | Summer |
| Concepts and Milestones to cover in Science | Biology – To understand plants I can relate knowledge of plants to studies of all living thingsAll experiments should also include working scientifically:To work scientifically I can plan enquiries including variablesI can use appropriate techniques and apparatusI can take accurate measurementsI can record data using scientific diagrams and labels, classification keys, graphs and modelsI can report findings as well as explanations of resultsI can present findings in written form, displays and other presentationsI can use test results to make predictions and set up further fair tests | Biology – To understand plants I can relate knowledge of plants to studies of evolution and inheritanceTo understand evolution and inheritance I can recognise that living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years agoI can recognise that living things produce offspring of the same kind, but normally offspring varyI can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | Physics – To understand light and seeing I can understand that light travels in straight linesI can explain that objects are seen because they give out or reflect light in to the eyesI can explain how shadows have the same shape as the objects that cast them and predict the size of shadows when the position of a light source changesTo investigate sound and hearing I can find patterns between the pitch of a sound and features of the object that produced itI can find patterns between the volume of a sound and the strength of the vibrations that produced itI can recognise that sounds get fainter as the distance from the source increasesTo understand electrical circuits I can associate the brightness of the lamp or volume of a buzzer with the number and voltage of cellsI can compare and give reasons for variations in how components functionI can use recognised symbols when representing a simple circuit in a diagram |
| Concepts and milestones to cover in Geography | To investigate places I can use different types of fieldwork to observe and measure the local areaI can name and locate some of the countries and cities of the world and their identifying human and physical characteristicsTo investigate patterns I can identify and describe the geographical significance of latitude, longitude, equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and time zonesI can understand some of the reasons for geographical similarities and differences between countriesI can describe how locations around the world are changing and explain some of the reasons for changeI can describe geographical diversity across the world and discuss how some regions are interconnected or interdependentTo communicate geographically I can describe key aspects of physical geographyClimate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycleI can describe key aspects of human geographySettlements, land use, economic activity, distribution of natural resourcesI can use the eight points of a compass, four figure grid references, symbols and a key to communicate knowledge about the UK and the worldI can create maps of locations | To investigate places I can use different types of fieldwork to observe and measure the local areaI can name and locate some of the countries and cities of the world and their identifying human and physical characteristicsTo investigate patterns I can identify and describe the geographical significance of latitude, longitude, equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and time zonesI can understand some of the reasons for geographical similarities and differences between countriesI can describe how locations around the world are changing and explain some of the reasons for changeI can describe geographical diversity across the world and discuss how some regions are interconnected or interdependentTo communicate geographically I can describe key aspects of physical geographyClimate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycleI can describe key aspects of human geographySettlements, land use, economic activity, distribution of natural resourcesI can use the eight points of a compass, four figure grid references, symbols and a key to communicate knowledge about the UK and the worldI can create maps of locations | To investigate places I can name and locate some of the countries and cities of the world including North and South America and their identifying human and physical characteristicsTo investigate patterns I can describe geographical diversity across the world and discuss how some regions are interconnected or interdependentTo communicate geographically I can describe key aspects of physical geographyClimate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycleI can describe key aspects of human geographySettlements, land use, economic activity, distribution of natural resourcesI can use the eight points of a compass, four figure grid references, symbols and a key to communicate knowledge about the UK and the worldI can create maps of locations |
| Concepts and milestones to cover in HistoryAlways cover communicate historically i.e. using English/ICT/Maths to communicate | To investigate and interpret the past I can use evidence to deduce information about the pastI can suggest suitable sources of evidence for historical enquiries and use a wide range of evidence to ensure it isn’t biasedI can understand propaganda and how we must always look at the social context of the evidence we are looking atI understand no single source of evidence will give the full answer to questions about the pastTo build an overview of world history I can compare the times I am studying to those I studied in previous yearsI can describe the social, ethnic, cultural or religious diversity of past societyI can describe the characteristic features of the past - Ideas, beliefs, attitudes and experiences of men, women and childrenTo understand chronologyI can describe the main changes in a period of historyI can identify periods of rapid change in historyTo communicate historically I can use appropriate historical vocabulary | To investigate and interpret the past I can use evidence to deduce information about the pastI can suggest suitable sources of evidence for historical enquiries and use a wide range of evidence to ensure it isn’t biasedI can understand propaganda and how we must always look at the social context of the evidence we are looking atI understand no single source of evidence will give the full answer to questions about the pastTo build an overview of world history I can compare the times I am studying to those I studied in previous yearsI can describe the social, ethnic, cultural or religious diversity of past societyI can describe the characteristic features of the past - Ideas, beliefs, attitudes and experiences of men, women and childrenTo understand chronologyI can describe the main changes in a period of historyI can identify periods of rapid change in historyTo communicate historically I can use appropriate historical vocabulary | To investigate and interpret the past I can use evidence to deduce information about the pastI can suggest suitable sources of evidence for historical enquiries and use a wide range of evidence to ensure it isn’t biasedI can understand propaganda and how we must always look at the social context of the evidence we are looking atI understand no single source of evidence will give the full answer to questions about the pastTo build an overview of world history I can compare the times I am studying to those I studied in previous yearsI can describe the social, ethnic, cultural or religious diversity of past societyI can describe the characteristic features of the past - Ideas, beliefs, attitudes and experiences of men, women and childrenTo understand chronologyI can describe the main changes in a period of historyI can identify periods of rapid change in historyTo communicate historically I can use appropriate historical vocabulary |
| Concepts and milestones to cover in Computing | To code I can use if, conditions for movements. Specify types of rotation in degreesTo connect I can collaborate with others online on sites approved and moderated by teachersTo collect I can devise and construct databases and present in an effective manner | To code I can upload sounds from a file and edit them adding effectsTo connect I can collaborate with others online on sites approved and moderated by teachersTo collect I can devise and construct databases and present in an effective manner | To code I change the position of objects between screen layers and combine the use of pens with movementTo connect I can collaborate with others online on sites approved and moderated by teachersTo collect I can devise and construct databases and present in an effective manner(Please note that there is a separate e- safety curriculum to be followed) |
| Concepts and milestones to cover in Art(developing ideas by responding to ideas and exploring and collecting visual information as well as commenting on art works should happen at all times) | To print I can build up layers of coloursI can create an accurate pattern showing fine detailI can use a range of visual elements to reflect the purpose of the workTo collage I can mix texturesI can combine visual and tactile qualitiesI can use ceramic mosaic materials and techniquesTo take inspiration from the greats I can give details about the style of some notable artistsI can show how the work of my artist was influential to othersI can create an original piece that shows a range of influences and styles | To draw I can use a variety of techniques to add interesting effectsI can use a choice of techniques to depict movement, perspective, shadows and reflectionI can choose a style of drawing suitable for the workTo sculpt I can show lifelike qualities and real life proportions or abstract interpretationsI can use tools to carve and add shapes, texture and patternI can combine visual and tactile qualitiesI can use frameworks to provide stability and formTo use digital media I can enhance digital media by editing | To paint I can sketch before paintingI can create a colour paletteI can use watercolours and acrylicsI can combine colours, tones and tints to enhance the moodI can use brush techniques to create textureI can develop a personal style of painting, drawing upon ideas from other artistsTo take inspiration from the greats I can give details about the style of some notable artistsI can show how the work of my artist was influential to othersI can create an original piece that shows a range of influences and styles |
| Concepts and milestones to cover in Design (design, make, evaluate and improve must be followed through each piece of design work) | To master practical skills with materials I can cut materials with precision and refine the finish with appropriate toolsI can show an understanding of the qualities of materials to choose appropriate tools to cut and shapeTo master practical skills with construction I can develop a range of practical skills to create productsTo take inspiration from design throughout history I can combine elements of design from a range of inspirational designersI can create innovative designs that improve upon existing products | To master practical skills with textiles I can create objects that employ a seam allowanceI can join textiles with a combination of stitching techniquesI can use the qualities of materials to create suitable visual and tactile effects | To master practical skills with food I can understand the importance of the correct storage and handling of ingredientsI can measure accurately and calculate ratios of ingredients to scale up or down in a recipeI can demonstrate a range of baking and cooking techniquesI can create and refine recipesTo take inspiration from design throughout history I can combine elements of design from a range of inspirational designersI can create innovative designs that improve upon existing products |
| Concepts and milestones to cover in RE | To explore how being a Christian affects how you live your lifeI can discuss how the bible teaches Christians to treat othersI can discuss how beliefs impact on actions and behaviours including examples of contemporary individuals | To explore how being a Muslim affects how you live your lifeI can discuss how the Qur’an teaches Muslims to treat othersI can discuss how beliefs impact on actions and behaviours including examples of contemporary individualsTo explore how being a Hindu affects how you live your lifeI can discuss how Hindu’s are taught to treat othersI can discuss how beliefs impact on actions and behaviours including examples of contemporary individuals | To compare and understand religionsI can discuss Buddhist beliefsI can discuss Humanist beliefsI can discuss atheist beliefsI can explore what it means to live a good life |
| Concepts and milestones to cover in PE | To swimI can swim unaided over 100 metresI can use breast stroke, front crawl and back stroke ensuring that breathing is correct so as not to interrupt the pattern of swimmingI can swim fluently with controlled strokesI can turn efficiently at the end of a lengthTo play gamesI can choose and combine techniques in game situationsI can work alone, or with team mates in order to gain points or possessionI can strike a bowled or volleyed ball with accuracyI can use forehand and backhand when playing racket gamesI can field, defend and attack tactically by anticipating the direction of playI can choose the most appropriate tactics for a gameI can uphold the spirit of fair play and respect in all competitive situationsI can lead others when called upon and act as a good role model within a teamTo perform gymnasticscan create complex and well executed sequences that include a full range of movements (including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures and linking skills)I can hold shapes that are strong, fluent and expressiveI can include in a sequence set pieces, choosing the most appropriate linking elementsI can vary speed, direction, level and body rotation during floor performancesI can practice and refine the gymnastic techniques used in performancesI can demonstrate good kinaesthetic awarenessI can use equipment to vault and swing | To play gamesI can choose and combine techniques in game situationsI can work alone, or with team mates in order to gain points or possessionI can strike a bowled or volleyed ball with accuracyI can use forehand and backhand when playing racket gamesI can field, defend and attack tactically by anticipating the direction of playI can choose the most appropriate tactics for a gameI can uphold the spirit of fair play and respect in all competitive situationsI can lead others when called upon and act as a good role model within a teamTo danceI can compose, creative and imaginative dance sequencesI can perform expressively and hold a precise and strong body postureI can perform and create complex sequencesI can express an idea in original and imaginative waysI can plan to perform with high energy, slow grace of other themes and maintain this throughout a pieceI can perform complex moves that combine strength and stamina gained through gymnastics activitiesTo pursue outdoor adventuresI can select appropriate equipment for outdoor and adventurous activityI can identify possible risks and ways to manage them, asking for and listening carefully to expert adviceI can embrace both leadership and team roles and gain the commitment and respect of a teamI can empathise with others and offer support without being askedI can remain positive even in the most challenging circumstances, rallying others if need beI can use a range of devices in order to orient myselfI can adapt plans to suit changing conditions ensuring safety comes first | To swimI can swim unaided over 100 metresI can use breast stroke, front crawl and back stroke ensuring that breathing is correct so as not to interrupt the pattern of swimmingI can swim fluently with controlled strokesI can turn efficiently at the end of a lengthTo play gamesI can choose and combine techniques in game situationsI can work alone, or with team mates in order to gain points or possessionI can strike a bowled or volleyed ball with accuracyI can use forehand and backhand when playing racket gamesI can field, defend and attack tactically by anticipating the direction of playI can choose the most appropriate tactics for a gameI can uphold the spirit of fair play and respect in all competitive situationsI can lead others when called upon and act as a good role model within a teamTo danceI can compose, creative and imaginative dance sequencesI can perform expressively and hold a precise and strong body postureI can perform and create complex sequencesI can express an idea in original and imaginative waysI can plan to perform with high energy, slow grace of other themes and maintain this throughout a pieceI can perform complex moves that combine strength and stamina gained through gymnastics activitiesTo practice athleticsI can combine sprinting with low hurdles over 60 metresI can choose the best pace for running over a variety of distancesI can throw accurately and refine performance by analysing technique and body shapeI can show control in take off and landings when jumpingI can compete with others and keep track of personal best performances, setting targets for improvement |
| Concepts and Milestones covered in PSHE | Being me in my worldI can identify my goals for this year, understand my fears and worries about the future and know how to express themI know that there are universal rights for all children but for many children these rights are not metI understand that my actions affect other people locally and globallyI can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilitiesI understand how an individual’s behaviour can impact on a groupI understand how democracy and having a voice benefits the school communityCelebrating differenceI understand there are difference perceptions about what normal meansI understand how having a disability could affect someone’s lifeI can explain some of the ways in which one person or a group can have power over anotherI know some of the reasons why people use bullying behavioursI can give examples of people with disabilities who lead amazing livesI can explain ways in which difference can be a source of conflict and a cause for celebration | Dreams and goalsI know my learning strengths and can set challenging but realistic goals for myself I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on theseI can identify problems in the world that concern me and talk about themI can work with others to help make the world a better placeI can describe some ways in which I can work with others to make the world a better placeI know what some people in my class like or admire about me and can accept their praiseHealthy meI know the impact of food on the bodyI know about different types of drugs and their usesI can evaluate when alcohol is being used responsiblyI know and can put in to practice basic emergency aid procedures and know how to get help in emergency situationsI understand what it means to be emotionally well and can explore people’s attitudes towards mental health issuesI can recognise when I feel stressed and the triggers that cause this and I understand how this can cause alcohol misuse | RelationshipsI can identify the most significant people to be in my life so farI know some of the feelings we can have when someone dies or leaves I understand that there are different stages of grief and that there are different types of loss that cause people to grieveI can recognise when people are trying to gain power or controlI understand how technology can be used to try to gain power or controlI can use technology positively and safely to communicateChanging meI am aware of my own self-image and how my body image fits in to thatI can explain how we change during puberty and understand the importance of looking after yourselfI can ask the questions I need answered about changes during pubertyI can describe how a baby develops from conception I understand how being physically attracted to someone changes the nature of the relationshipI can identify what I am looking forward to and what worries me about my transition to secondary school |

Concepts and milestones covered by relevant schemes of work spread appropriately throughout the year:

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| Music |
| Listen and Appraise* I know 5 songs from memory, who sang/wrote them, when they were written and why?
* I know the style of 5 songs and I can name songs with similar styles
* I can choose 2-3 songs and am able to talk about: some of the indicators of the style, Lyrics and what the song is about; the musical dimensions and where they are used- texture, dynamics, tempo, rhythm, timbre and pitch; identify the main sections of the song and name some of the instruments used.
* I can discuss the historical context of the songs and can discuss what else was going on at the time.
* I can discuss the fact that we each have a musical identity
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| Games* I can explain how pulse, dynamics, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.
* I can create musical ideas for the class/group to copy or respond to
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| Singing* I know and can confidently sing five songs and their parts from memory
* I understand the style of songs so you can represent the feeling and context to the audience
* I can choose a song and can discuss its main features
* I can sing in unison, the solo, lead vocal, backing vocals or Rap.
* I can explain what songs are about and the meaning of the lyrics
* I can explain the importance of warming up your voice.
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| Playing * I can discuss different ways of writing music down for example: staff notation and symbols.
* I can demonstrate the notes C,D,E,F,G,A,B and C of the treble stave
* I can discuss and identify instruments played in a band or orchestra
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| Improvisation* I can make up my own tunes on the spot;
* I can create tunes that have never been heard before;
* I understand that using one or two notes confidently is better than using five
* I understand that if I improvise using the notes I am given, I cannot make a mistake.
* I can name three well known improvising musicians
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| Composition* I know that a composition is music that is created by me and kept in some way.
* I know that a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
* I can recognise the difference between sound and symbol notation
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| Performance* I understand that performing is sharing music with other people- an audience
* I understand a performance doesn’t have to be a drama. It can be to one person or to each other.
* I can sing and rap words clearly and play with confidence.
* I know that a performance involves communicating feelings, thoughts and ideas about the song/music.
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| MFL (French) |
| To Listen attentively to spoken language and show understanding by joining in and responding * I can listen and show understanding of simple sentences containing familiar words through physical response
* I can listen and understand the main points and some detail from short, spoken material in the target language

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words* I can listen and identify rhyming words and specific sounds in songs and rhymes
* I can follow the text of familiar songs and rhymes, identifying the meaning of words
* I can read the text of familiar songs and identify patterns of language and link the sound to spelling

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* I can engage in a short conversation using a range of simple, familiar questions
* I can ask and answer more complex questions with a scaffold of responses
* I can express a wider range of opinions and begin to provide simple justifications
* I can converse briefly without prompts

Speak in sentences using familiar vocabulary, phrases and basic language structures* I can say a longer sentence using familiar language
* I can use familiar vocabulary to say several longer sentences using a language scaffold
* I can refer to everyday activities and interests, recent experiences and future plans
* I can vary language and produce extended responses

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* I can pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules
* I can appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words
* I can start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules
* I can adapt intonation

Present ideas and information orally to a range of audiences* I can manipulate familiar language to present ideas and information in simple sentences
* I can present a range of ideas and information, using prompts, to a partner or a small group of people
* I can present a range of ideas and information, without prompts, to a partner or a group of people

Appreciate stories, songs, poems and rhymes in the language* I can follow the text of a familiar song or story
* I can follow the text of a familiar song or story and sing or read aloud
* I can understand the gist of an unfamiliar story or song using familiar language

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* I can use a range of strategies to determine the meaning of new words
* I can use a bilingual dictionary to identify the word class
* I can use a bilingual dictionary or online tool to find the meaning of unfamiliar words and phrases

Write phrases from memory and adapt these to create new sentences to express ideas clearly* I can write a simple sentence from memory using familiar language
* I can write several sentences from memory with familiar language with understandable accuracy
* I can replace vocabulary in sentences written from memory to create new sentences with understandable accuracy

Read carefully and show understanding of words, phrases and simple writing* I can read and show understanding of simple sentences containing familiar and some unfamiliar language
* I can read and understand the main points from short, written material
* I can read and understand the main points and some detail from short, written material

Describe people, places, things and actions orally and in writing* I can say or write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold
* I can manipulate familiar language to describe people, places, things and actions using a dictionary
* I can use a wider range of descriptive language in my descriptions

Understand basic grammar appropriate to the language being studied including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instances, to build sentences; and how these differ from or are similar to English. |