



Old Dalby C of E Primary School

End of year expectations

Year 6

<p>History</p> <ul style="list-style-type: none"> - Evaluate the reliability of a range of evidence and use this to justify opinions and answer questions about historical events - Use several sources of evidence to help form personal responses and opinions and explain why this is important - Discuss periods of rapid change in Britain and the significance of their impact on society then and now - Have a chronological understanding of key time periods in British history 	<p>Key Vocabulary</p> <p>Parliament Government Critical Conclude Chronological Contrast Diversity Impact Significance Historical Accuracy Evaluation Bias Justification</p>
<p>Geography</p> <ul style="list-style-type: none"> - Use information gathered from a range of sources to compare and contrast different locations - Compare and comment on, the advantages and disadvantages of different types of geographical evidence - Independently use vocabulary of human and physical geography - Using a map, atlas or globe, draw conclusions about climate patterns and environmental features of different countries and continents - Continue to expand personal knowledge of global human and physical geographical features - Comment on the advantages and disadvantages of human influence on the world 	<p>Key Vocabulary</p> <p>Significance Contrasting Agricultural Diversity Geographical Environmental Evaluation Justification Contrasting</p>
<p>Science</p> <ul style="list-style-type: none"> - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - Take measurements with a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Use test results to make predictions to set up further comparative and fair tests with increasing control of variables - Report and present findings from enquiries including conclusions, causal relationships and explanations of and degree of trust in results. Present this in a variety of formats. 	<p>Key Vocabulary</p> <p>Justification Factor Comparative Comparatively Contrasting Evaluation</p>



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<ul style="list-style-type: none"> - Identify scientific evidence that has been used to support or refute ideas or arguments 	
<p>Art and design</p> <ul style="list-style-type: none"> - Continue to develop a collection of observations - Express personal opinions about use of technique and colour in famous pieces of artwork and use these to inform and evaluate their own work - Make controlled and thoughtful use of a range of equipment in different media 	<p>Key Vocabulary</p> <p>Evaluation Justification Critical Significance Expression Contrasting Comparative</p>
<p>Computing</p> <ul style="list-style-type: none"> - Confidently use search technologies, understand how results are selected and ranked, and evaluate the content and reliability of sources - Use sequence, selection and repetition in programs, working with variables and various forms of input and output - Continue to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact - Select, use and combine a variety of software on a range of devices to design and create a range of programs, systems and content that accomplish given goals of collecting, analysing, evaluating and presenting information. 	<p>Key Vocabulary</p> <p>Safety Privacy Stereotype Bias Justification Evaluation Logical Repetition Sequence Combine Reliability</p>
<p>Design and technology</p> <ul style="list-style-type: none"> - Research and develop criteria for the design of innovative, functional appealing products aimed at a range of particular individuals or groups - Continue to communicate their design ideas through discussion, models, sketches and diagrams with increasing accuracy - Confidently select from an increasing range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing with a high standard of accuracy and finish - Select materials and components based on their functional characteristics and aesthetic qualities, relate decisions to research or experience - Investigate and analyse a range of existing products and make decisions about their own designs based on these - Evaluate their own products against the design criteria and suggest improvements, listen to the opinions of others and offer opinions on theirs 	<p>Key Vocabulary</p> <p>Develop Innovative Audience Prototype Justification Combine Comparative Contrasting Refine Analysis Influential Healthy Bridge method Claw method Technique Savoury</p>



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<ul style="list-style-type: none"> - Begin to identify key events in and individuals in design and technology who have shaped the world and their impact on their own lives and the world as a whole - Apply their understanding computing to program, monitor and control their products - Understand and apply the principle of a healthy varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	
<p>Music</p> <ul style="list-style-type: none"> - Continue to play a tuned musical instrument in a range of ensemble contexts, with increasing accuracy, fluency, control and expression - Sing in solo and ensemble context with demonstrating control, fluency, expression and accuracy - Confidently improvise and compose music for a range of purposes, with consideration of the inter-related dimensions of music - Listen to and communicate personal responses in response to high quality live and recorded music from a range of sources, countries, musicians and composers, using accurate vocabulary - Continue to develop understanding of staff and other musical notations - Continue to develop an understanding of the history of music and begin to comment on observations 	<p>Key Vocabulary</p> <p>Ensemble Expressive Fluency Inter-related Tone Pitch Rhythm Style Genre Diversity Reflection Evaluation Influential Contrast global</p>
<p>Religious Education</p> <ul style="list-style-type: none"> - Discuss how religious beliefs have, and continue to, shape the world we live in - Discuss different ways people “live their beliefs” within the same faith - Recognise the potential impact of different religious leaders - Ask and suggest answers their own questions to their own “big questions”, suggesting answers from different religions as well as their personal response - Understand that all faiths are equally valuable and are equal in society - Understand that having no faith is equally valuable in society - Discuss how different religious beliefs or communities may affect an individual’s views of right or wrong 	<p>Key Vocabulary</p> <p>Ethical Sacrificial Morality Virtue Diversity Inclusion Atheism</p>
<p>RSE and Values</p> <p>Open Minds</p> <ul style="list-style-type: none"> - Challenge negative stereotypes in their community (Com) 	<p>Key Vocabulary</p> <p>Stereotype Diversity Safety Privacy</p>



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<p>Courageous Spirits</p> <ul style="list-style-type: none"> - Knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse - Positive relationships also apply online - Understand the benefits of limiting time spent on line and the risks of excessive use of electronic devices - Know how to manage common difficulties encountered online - Be able to address their own areas of weakness (S) - Have the strength to resist the influence of media eg appearance and stereotypes (S) 	<p>Acceptance Society Individuality</p> <p>EYFS, Key Stage 1 vocab and:</p> <p>Optimism Inclusiveness Initiative Integrity Good humour Empathy</p> <p>Courageous advocates</p>
<p>PE</p> <p>Dance</p> <ul style="list-style-type: none"> - Exaggerate dance movements and motifs (using expression when moving) - Performs with confidence, using a range of movement patterns. - Demonstrates a strong imagination when creating own dance sequences and motifs. - Demonstrates strong movements throughout a dance sequence. - Combines flexibility, techniques and movements to create a fluent sequence. - Moves appropriately and with the required style in relation to the stimulus. - <i>e.g using various levels, ways of travelling and motifs.</i> - Beginning to show a change of pace and timing in their movements. - Is able to move to the beat accurately in dance sequences. - Improvises with confidence, still demonstrating fluency across their sequence. - Dances with fluency, linking all movements and ensuring they flow. - Demonstrates consistent precision when performing dance sequences. - Modifies parts of a sequence as a result of self and peer evaluation. - Uses more complex dance vocabulary to compare and improve work. <p>Gymnastics</p> <ul style="list-style-type: none"> - Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. - Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. - Adapts sequences to include a partner or a small group. 	<p>Key Vocabulary</p> <p>48-64 count (dance) Counter balance Planning and delivering Read a game Solutions Consistently Accurately Communicate effectively Link skills Honesty Courage Technique Unison Endurance Hammer Triple jump High jump Sprint and long distance starts Relay changeover</p>



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- Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
- Draw on what they know about strategy, tactics and composition when performing and evaluating.
- Analyse and comment on skills and techniques and how these are applied in their own and others' work.
- Uses more complex gym vocabulary to describe how to improve and refine performances.
- Develops strength, technique and flexibility throughout performances.
- To continue to follow and master keysteps 3 floor, body and vault.

Games

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together effectively.
- *e.g. dribbling, bouncing, kicking*
- Keeps possession of balls during games situations.
- Consistently uses skills with co-ordination, control and fluency.
- Takes part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Modifies competitive games.
- Compares and comments on skills to support creation of new games.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply knowledge of skills for attacking and defending.
- Uses running, jumping, throwing and catching in isolation and in combination.

Athletics

- Beginning to build a variety of running techniques and use with confidence.
- Can perform a running jump with more than one component.
- *e.g. hop skip jump (triple jump)*
- Beginning to record peers performances, and evaluate these.
- Demonstrates accuracy and confidence in throwing and catching activities.
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good control.

Outdoor Adventurous Activities

- Develops strong listening skills.



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<ul style="list-style-type: none"> - Uses and interprets simple maps. - Think activities through and problem solve using general knowledge. - Choose and apply strategies to solve problems with support. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe. <p>Swimming</p> <ul style="list-style-type: none"> - Swims competently, confidently and proficiently over a distance of at least 25 metres - Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. - Performs safe self-rescue in different water-based situations. - To further advance gifted and talented with water safety award scheme <p>Evaluation</p> <ul style="list-style-type: none"> - Watches and describes performances accurately. - Learn from others how they can improve their skills. - Comment on tactics and techniques to help improve performances. - Make suggestions on how to improve their work, commenting on similarities and differences. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> - Can describe the effect exercise has on the body - Can explain the importance of exercise and a healthy lifestyle. - Understands the need to warm up and cool down. 	
<p>Languages</p> <ul style="list-style-type: none"> - Listen attentively to simple spoken language, join in and respond - Continue to use songs and rhymes to explore the spelling, sound and meaning of words - Continue to develop in confidence to speak in sentences using familiar vocabulary, phrases and basic language structures - Continue to develop accurate pronunciation and intonation - Engage in short conversations, responding appropriately - Present ideas and information orally to a range of audiences with growing confidence - Describe people, places, things and actions orally and in writing - Develop an appreciation of short stories, songs and rhymes in the language - Continue to broaden their vocabulary and begin to develop methods to understand new words that are introduced eg through using a dictionary - Write an increasing range of phrases from memory, expressing their ideas clearly 	<p>Key Vocabulary</p> <p>Grammatical structure Intonation Pattern Masculine Feminine Neuter Converse Fluency Rhythm Expression</p>



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| <ul style="list-style-type: none">- Continue to develop an understanding of the basic grammar conventions of the language and begin to apply these | |
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