



Y6 READING

Word

- I can read books that are structured in different ways and read for a range of purposes.
- I can read a wide range of books of different genre with fluency and accuracy.
- I can read unfamiliar words and can predict meaning of related words using my knowledge.
- I can use my knowledge of word history and the link between words to suggest meaning.

Language & Viewpoint

- I can comment on and compare the language choices the author has used over a range of texts.
- I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices.
- I can recite a wide range of poetry by heart.
- 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 provide reasoned justifications for my views.
- I can explain and discuss my understanding of what I have read, including through presentations and debates.
- I can challenge the views of others courteously.
- I can take turns during discussions, building on my own and others' ideas.
- I can recommend books I have read to my peers and give reasons for my choices.

Organisation & Structure

- I can discuss the sequence of events in books and how information is related.
- I can recognise simple recurring literary language in stories and poetry.
- I can identify the ways in which one paragraph is linked to the next.
- I can identify the effect the structure has on the reader, and begin to explain how this impact has been created.

Understand, Retrieve & Interpret

- I can read and discuss a wide range of fiction, nonfiction, poetry, plays, reference books and textbooks.
- I can retrieve relevant points and key ideas from different points in a text, and across a range of texts, supporting my comments with relevant quotations.
- 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 talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text.
- I can summarise the main ideas drawn from a text, identifying key details that support the main ideas.
- I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points.
- I can identify and discuss themes and conventions in and across a wide range of writing.
- I can discuss the purpose, audience and organization of different fiction / non-fiction texts.
- I can draw inferences such as characters' feelings, thoughts and motives from their actions and justify my inferences with evidence.
- I understand the difference between fact and opinion.
- I can compare, contrast and explore the styles of writers and poets, finding examples in the text.
- I understand why characters feel and act the way they do and can refer to their personality, using examples to justify their motives.



Y6 WRITING

Transcription

- I am able to dictate and understand dictation, writing with accuracy and joined handwriting.
- I can write fluently and legibly when writing at speed.
- I can consistently join my letters.

Writing for a purpose

- I can demonstrate my writers' voice and characterization through my work.
- I can write with imagination and creativity in an established style.
- I can demonstrate clear relationships between ideas within my writing.
- I can establish and maintain my viewpoint.
- I can use appropriate features of the correct form.
- I can develop my ideas and material naturally as my writing progresses.
- I can select, use and sustain advanced features of different types of writing.
- I can adopt and change my writing style with ease to write in a style that is appropriate to task throughout.

Planning, drafting & editing

- I can write longer passages.
- I can review my writing; identify strengths and areas for development for future writing.
- I can make changes in grammar, vocabulary and punctuation that need to be made to enhance my writing.
- I can use dialogue fluently and appropriately in my writing.
- I can adapt my planning and writing, drawing on knowledge and ideas from a range of sources.
- I can assess the effectiveness of my writing against the context and purpose.
- I can use what I have read, seen and listened to when considering what to write.
- I can identify my audience and purpose of my writing.

Handwriting, organisation & presentation

- I can present my own compositions using appropriate intonation.
- I can structure and organize my writing in a wide variety of ways.
- I can develop my writing as a whole and can refer endings back to beginnings effectively.
- I can make links between paragraphs which are maintained throughout the whole text.
- I can choose the writing implement which is best suited to the task.
- My handwriting style is well suited to the task.
- I use my own neat and legible style of joined handwriting.
- I take pride in my work.



Y6 SPELLING & GRAMMAR

Spelling

- I can use a dictionary and thesaurus efficiently.
- I can spell most words with silent letters.
- I can use word endings correctly.
- I can use my spellings in all areas of my writing.
- I can recall my spellings accurately.

Punctuation

- I can use a semi-colon accurately.
- I can use a colon accurately.
- I can use a dash accurately to mark independent clauses.
- I can apply bullet points to lists and include hyphens to avoid ambiguity.
- I can use an extensive range of taught punctuation accurately and for effect.

Grammar

- I can use expanded noun phrases accurately.
- I can tell the difference between vocabulary typical of informal speech and vocabulary for formal speech and writing including subjunctive forms.
- I can understand how words are related by meanings as synonyms and antonyms.
- I can explain the difference between cohesion and ambiguity.

Terminology

- I can explain what a subject/object is.
- I can explain how to use the active and passive voice.
- I can explain how to use commas correctly.
- I can explain 'colon'.
- I can explain 'semi-colon'.
- I can explain a 'relative clause'.



Y6 MATHS - NUMBER & PLACE VALUE

Number, Place Value & Algebra

- I can find pairs of numbers that satisfy an equation with 2 unknowns.
- I can express missing number problems algebraically.
- I can generate and describe linear number sequences.
- I can use simple formulae.
- 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 solve number and practical problems using my understanding of place value and algebra.
- I can use negative numbers in context, and calculate intervals across zero.
- I can round whole numbers to a required degree of accuracy.
- I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.

Addition, Subtraction, Multiplication & Division

- I can use estimation to check answers to calculations and determine an appropriate degree of accuracy.
- I can solve problems involving addition, subtraction, multiplication and division in contexts, deciding which operations and methods to use and why.
- I can multiply 1 digit numbers with up to 2 decimal places by whole numbers.
- I can solve problems involving addition, subtraction, multiplication and division.
- I can identify common factors, common multiples and prime numbers.
- I can perform mental calculations, including with mixed operations and large numbers.
- 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 interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- I can divide numbers up to 4 digits by a 2 digit number using the formal written method of long division.
- I can multiply numbers up to 4 digits by a 2 digit whole number, using the formal written method of long multiplication.

Ratio & Proportion

- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving the calculation of percentages and the use of percentages for comparison.
- I can solve problems involving the relative size of 2 quantities where missing values can be found by using integer multiplication and division facts.

Fractions, Decimals & Percentage

- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- I can use written division methods in cases where the answer has up to 2 decimal places.
- I can associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.
- I can divide proper fractions by whole numbers.
- I can multiply simple pairs of proper fractions by whole numbers writing the answer in its simplest form.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can compare and order fractions including fractions greater than 1.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.



Y6 MATHS – GEOMETRY & MEASURES

Statistics

- I can calculate and interpret the mean as an average.
- I can construct line graphs.
- I can interpret line graphs.
- I can construct pie charts.
- I can interpret pie charts.

Geometry

- I can reflect simple shapes in the axes on a full coordinate plane.
- I can draw and translate simple shapes on the coordinate plane.
- I can describe positions on the full coordinate grid.
- I can find missing angles.
- I can recognize angles where they meet at a point, on a straight line or are vertically opposite.
- I can illustrate and name parts of the circles including the radius, diameter and circumference.
- I can find unknown angles in any triangles, quadrilaterals and regular polygons.
- I can compare and classify geometric shapes based on their properties and sizes.
- I can recognize, describe and build simple 3D shapes, including making nets.
- I can draw 2D shapes using given dimensions and angles.

Measurement

- I can calculate, estimate and compare volume of cubes, cuboids using standard units.
- I can calculate the area of parallelograms and triangles.
- I can recognize when it is possible to use formulae for area and volume.
- I can recognize that shapes with the same area can have different perimeters and vice versa.
- I can convert between miles and km.
- I can use, read, write and convert between standard units.
- I can solve problems involving calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.



Y6 SCIENCE

Biology

- I can describe how living things are classified into groups according to characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- I can give reasons for classifying plants and animals based on specific characteristics.
- I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions.
- I can describe the ways in which nutrients and water are transported within animals, including humans.
- I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- I can recognise that living things produce offspring of the same kind but normally, offspring vary and are not identical to their parents.
- I can identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.

Physics

- I recognise that light appears to travel in straight lines.
- I 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.
- I can explain that we see things because light travels from light sources to our eyes from light sources to objects and to our eyes.
- I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.
- I can compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and switches.
- I use recognized symbols when representing a simple circuit in a diagram.

Working Scientifically

- I can plan an enquiry.
- I can identify and manage variables.
- I can use equipment to take measurements.
- I can explore how to improve the quality of data.
- I can understand the role of repeat readings.
- I can record work with diagrams and label them.
- I can display data using labelled diagrams, keys, tables and bar charts.
- I can display data using line graphs.
- I can process findings to develop conclusions and identify casual relationships.
- I can use displays and presentations to report on findings.
- I can explain confidence in findings.
- I can analyse data.
- I can draw conclusions.
- I can develop investigation further.

Y6 ART



Generating Ideas

- 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 carefully use a 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 gather and assemble suitable information and visual resources to inform my designing for a purpose.
- 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.

Making

- 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 work spontaneously with drawing, painting and modelling materials experimenting with line, shape, tone, colour, texture, form and space.
- 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 respond directly and instinctively to artists and designers studied, enthusiastically and creatively exploring materials, processes and techniques.

Evaluating

- I can describe the different characteristics of art and design and evaluate my qualities.
- I can use my previous judgement to identify strengths in the work evaluated and those aspects where things can be improved.
- 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.

Knowledge

- I know how to recognize and name different art forms including types of painting, craft, sculpture, design and architecture, photography and digital media.
- I know that particular kinds of marks can be made with different materials or controlled using suitable tools.
- 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.



Y6 COMPUTING

Information Technology

- I can use shared documents to collaboratively produce presentations and spreadsheets.
- I can communicate effectively with teachers via the google classroom.
- I can use functions such as SUM and AVERAGE to carry out calculations using google sheets.
- I can combine calculations using functions with tables to create more advanced graphs such as pie charts and line graphs.

Computer Science

- I can use variables and more advanced conditional statements to control inputs and outputs.
- I can develop more complicated programs in Scratch that use Custom blocks (functions), lists and while loops.
- I can explain which algorithm from a selection provided is the most efficient.
- I can develop their own algorithm to solve mathematical problems.
- I can use correct subject specific vocabulary to explain how a algorithm is solving a problem.
- I can effectively bug test their programs and offer possible solutions to bugs found.

Creating Content

- I can create digital artwork using layers and artwork tools to remove unwanted backgrounds, change colours and add additional features.
- I can simulate animated movement in Scratch using costumes.
- I can create eye catching titles, select, position and scale suitable images and text for a particular audience.
- I can create music and sound effects using Chrome Music Lab for use in their games.
- I can create music and sound effects that suit the game genre.

Digital Literacy

- I can use search tools to further improve search results.
- I can explain how search results have been ranked.
- I can explain how personal information can be used to track them.
- I can give advice on methods of securing their personal information such as what makes a good password.
- I can explain how to report cyberbullying via CEOP and offer strategies on how to be an upstander.
- I can create a safe and positive online profile.
- I can give examples of how their digital footprint can be affected by their actions.
- I can explain how the media can play a powerful role in shaping our ideas about girls and boys and gender roles.
- I can identify secure sites by looking for their privacy policies and privacy seals of approval.



Y6 DESIGN TECHNOLOGY

Designing

- I collect and use sources of information.
- I carry out research, using surveys, interviews, questionnaires and web-based resources.
- I identify the needs, wants, preferences and values of particular individuals and groups.
- I develop a simple design specification to guide my thinking.

Making

- I take users' views into account and produce step-by-step plans.
- I produce appropriate lists of tools, equipment and materials that I need.
- I explain my choice of materials according to functional and aesthetic qualities.
- I select and work with a range of tools and equipment.
- I accurately measure, mark out, cut and shape materials and components.
- I accurately assemble, join and combine materials and components.
- I work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function.

Evaluating

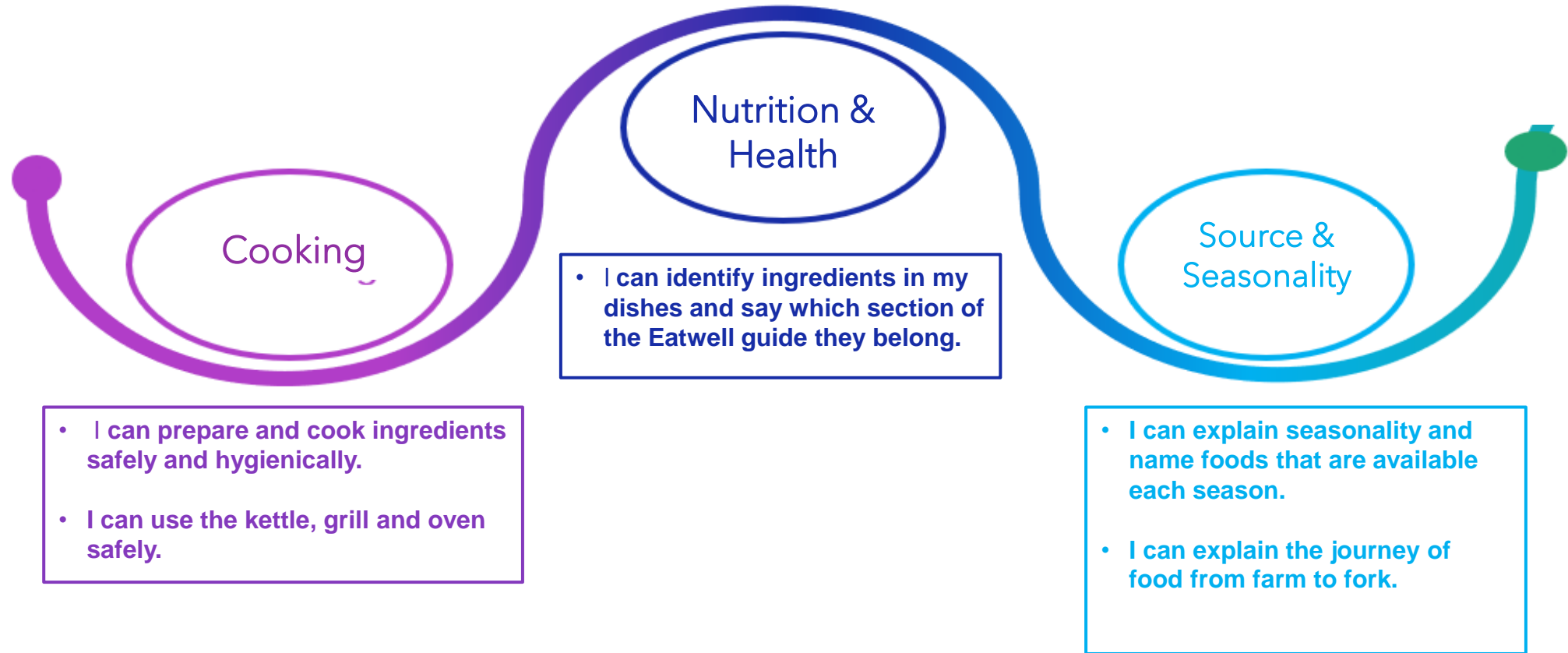
- I reflect on my designs as I develop, whilst thinking about the way the product will be used.
- I evaluate my ideas and products against my original design specification.
- I critically evaluate the quality of design, manufacture and fitness for purpose as I design and make.
- I investigate how much it costs to make products.
- I analyse how innovative products are and how sustainable their materials are.
- I investigate what impact products have beyond their intended purpose.
- I know about inventors, designers, engineers and manufacturers who have developed ground-breaking products.

Technical Knowledge

- I know how to reinforce and strengthen a 3D framework.
- I know how mechanical systems such as cams or pulleys or gears create movement.
- I know how more complex electrical circuits and components can be used to create functional products.
- I know how to program a computer to monitor changes in the environment and control a product.



Y6 FOOD TECHNOLOGY





Y6 GEOGRAPHY

Geographical Knowledge

- 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.

Geographical Understanding

- I understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.
- I understand how food production is influenced by climate.
- I understand how a mountain region was formed.
- I can describe a range of key physical processes and the resulting landscape features.
- I can explain how types of industry in the area have changed over time.
- I can describe how a region has changed and how it is different from another region of the UK.
- I can describe hazards from physical environments and their management, such as avalanches in mountain regions.
- I can begin to explain some ways biomes are valuable, why they are under threat and how they can be protected.
- I can begin to explain several threats to wildlife / habitats.

Map & Atlas Work

- I can use physical and political maps to describe key physical and human characteristics of regions of Europe or North America and South America.
- I can use six-figure grid references.
- I can identify river features on OS maps.
- I can compare an OS map with an aerial photo.

Fieldwork & Investigation

- I can present information gathered in fieldwork using a range of graphs.
- I can interpret a range of geographical data as part of an enquiry about a flood.
- I can reach conclusions consistent with the evidence and enquiry questions.

Y6 HISTORY



Chronological Awareness

- I can sequence with independence the key events covered using dates, period labels and terms.
- I can describe some similarities and differences between periods studied.
- I can use chronological theory in the present as well and the past.

Historical Knowledge & Understanding

- I can describe events, people and changes.
- I can describe and make links between the relevant causes and consequences of events and changes.
- I can explain the role and significance of different causes and effects of a range of events.

Interpretations & Historical Enquiry

- I can explain why aspects of a historical event or society were of particular significance.
- I can explain how and why it is possible to have different interpretations of the same event.
- I can come to my own judgement based on differing interpretations of the past.
- I can comment with confidence on the value of a range of different types of sources for enquiries.
- I use knowledge and understanding to begin to evaluate historical sources.
- I can compare a range of sources with one another.

Organisation & Communication

- I am beginning to select and organise information to produce structured work.
- I am beginning to make appropriate use of dates and terms.
- I can clearly communicate my knowledge verbally and in written format.



Y6 MODERN FOREIGN LANGUAGES

Listening

- I can understand the main points and some detail from a short-spoken passage.
- I can retell or discuss the ideas which have been spoken.
- I can recognise familiar words and phrases from sentences/spoken passages which also contains unfamiliar language.
- I can recognise who is being talked about in the sentence from the pronoun (1st, 2nd, 3rd person singular).
- I can accurately write down single words from spoken French and transcribe some short phrases.
- I can use their knowledge of phonemes in French to aid their understanding.

Speaking

- I can say phrases/sentences from memory so that others can understand.
- I can ask and answer simple questions using short sentences.
- I can say a few simple sentences to describe a place, person, thing or action.
- I can prepare and perform a short talk or role play on a familiar subject.
- I can read aloud with increasing confidence, speak in a clear, audible voice and use tone and gestures to help convey meaning.
- I can converse briefly without prompts.
- I can adapt familiar sentences more confidently by changing a few words or combining phrases.
- I can identify individual phonic sounds within spoken French and attempt to repeat sounds or words with the appropriate pronunciation and intonation.

Reading

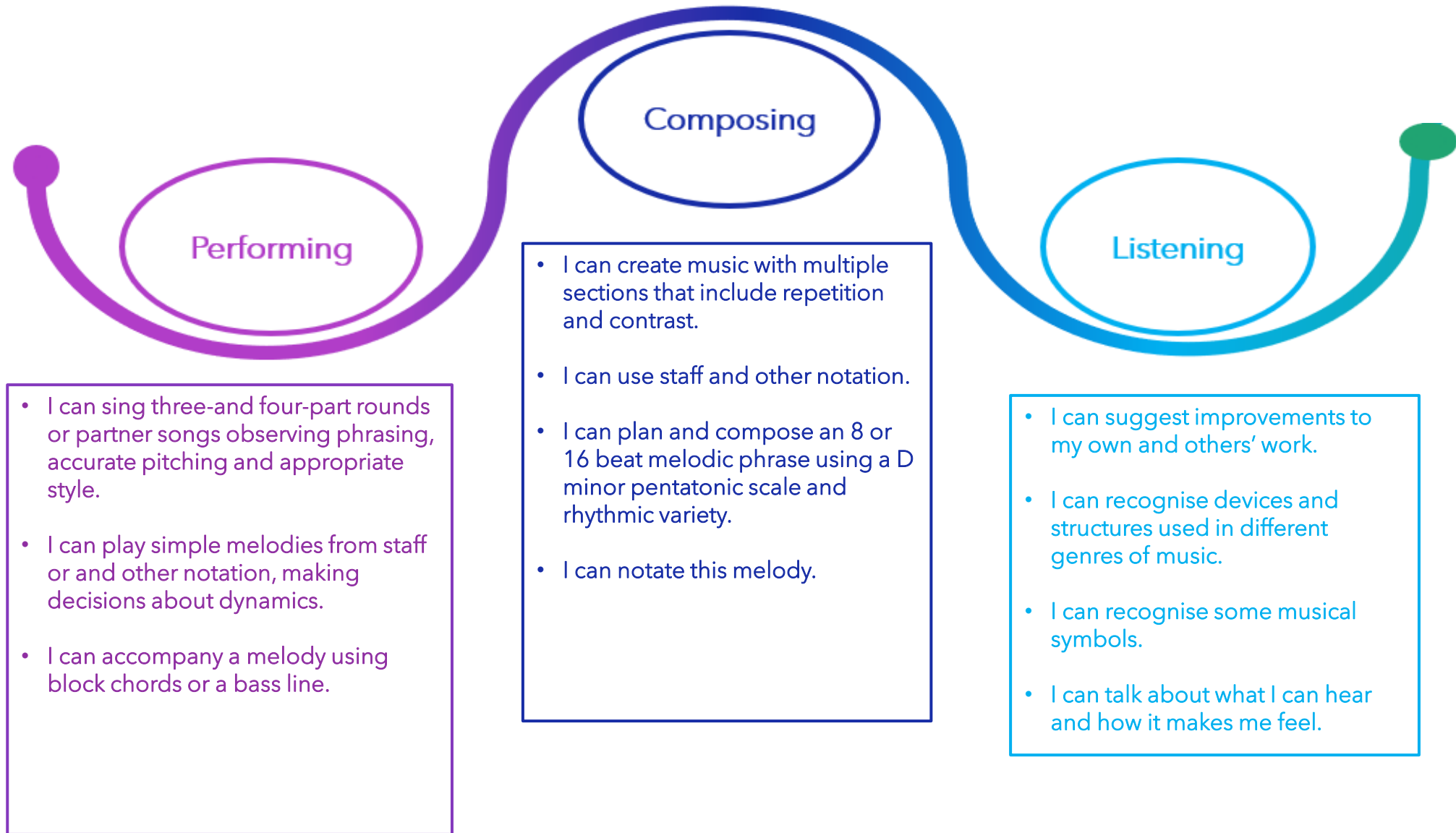
- I can follow and understand a short-written text, reading and listening at the same time.
- I can understand the main points and some detail from a short-written text.
- I can understand familiar written phrases/sentences and respond to them giving more detail.
- I can use punctuation and other visual clues to aid their understanding/reading of a text.
- I can decipher some new words and/or deduce meaning from the context of the sentence/text.
- I can recognize the 1st, 2nd, 3rd person singular of some familiar common verbs in the present tense.
- I can recognise whether nouns are singular or plural including some irregular plurals.

Writing

- I can use familiar sentence structures to write new sentences from memory.
- I can write a few simple sentences to describe a place, person, thing or action.
- I can use knowledge of French phonics to help spell familiar words.
- I can accurately copy single words and phrases from a board/dictionary or vocabulary list.
- I can use some connectives to extend sentences and make writing more detailed.
- I can check their spellings using vocabulary list or a dictionary (with support).
- I can translate simple phrases and sentences on a familiar topic.
- I can use the correct article to match the gender of the noun.
- I can use familiar adjectives to extend their writing and can sometimes use the correct form with a noun.



Y6 MUSIC





Y6 PHYSICAL EDUCATION

Gymnastics

- I can work towards producing a group sequence and demonstrate that I can cooperate with others.
- I can create a complex sequence showing clear start and finish position.
- I can perform mirroring and counter-balances.
- I can explain what tension and extension is and try to apply these to my practices.
- I can perform a range of vaults using apparatus.

Rugby

- I can demonstrate secure knowledge of the rules of Tag Rugby.
- I can demonstrate good knowledge of Rugby Union.
- I can pass the ball successfully to team mates using one or two hands.
- I understand what direction to pass a ball, and when to implement that in game situations.
- I can kick a ball off a tee with some direction and aim.
- I can tackle safely and can explain the technique used.
- I can present the ball backwards to a team mate when tackled.
- I can explain the offside rule.
- I can show that I am a team player.

Health-Related Fitness

- I can perform a range of circuits of increasing difficulty understanding the muscles being used.
- I can complete a timed cross-country run.
- I can complete a range of indoor athletics events including sprinting, jumping and throwing events.
- I can explain how the body responds to exercise.

Football

- I can use a variety of passes in order to pass to team mates.
- I can dribble using all parts of my foot and around opponents.
- I can shoot at goal using various parts of my foot and use aim/direction successfully.
- I can show individual skill as well as working well as part of a team.
- I can explain the rules of football.
- I can explain the offside rule.



Y6 PHYSICAL EDUCATION

Basketball

- I can explain what part of my hand to use when dribbling.
- I can dribble into a space in any situation avoiding contact from opponents.
- I can execute a variety of passes to use in game situations.
- I can work well as part of a team.
- I can explain the rules of a game of basketball.
- I can explain how many points are awarded for shots in different areas of the court.
- I can explain what a 'lay up' shot is.
- I can demonstrate the 'BEEF' shooting technique.

Cricket

- I understand the overarm bowling technique with accuracy.
- I can hold the bat correctly with the right grip.
- I can explain how to score runs and play shots successfully.
- I can perform the long barrier fielding technique.
- I can throw and catch a cricket ball consistently and with accuracy.
- I can explain the role of a wicket keeper and can perform the role in game situations.
- I can explain the rules of cricket.
- I can explain the role of umpire.

Netball

- I can execute a variety of passes to use in game situations.
- I can explain the rules of a game of netball.
- I understand the roles of the different positions in a game of netball.
- I can demonstrate the 'chest pass' technique.

Dance

- I can show increasing control in musicality.
- I can contribute ideas to my group and work cooperatively with others.
- I can develop my own dance based on what I have learnt in lessons.
- I can identify what I like about another performance, saying why and using technical vocabulary.



Y6 RELIGIOUS EDUCATION



- I can identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.
- I can describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.
- I can give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.

- I can make clear connections between what people believe and how they live, individually and in communities.
- I can use evidence and examples, to show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.

- I can make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).
- I can reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.
- I can consider and weigh up how ideas studied relate to my own experiences and experiences of the world today, developing - insights of my own and giving good reasons for the views I have and the connections I make.