



## St Martin's School

# Art - Year 6

All children should know each part of the following sections:

### **Skills**

#### **1. Drawing**

- To demonstrate a wide variety of ways to make different marks with dry and wet media.
- To identify artists who have worked in a similar way to their own work.
- To develop ideas using different or mixed media, using a sketchbook.
- To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

#### **2. Painting**

- To create shades and tints using black and white.
- To choose appropriate paint, paper and implements to adapt and extend their work.
- To carry out preliminary studies, test media and materials and mix appropriate colours.
- To work from a variety of sources, inc. those researched independently.
- To show an awareness of how paintings are created (composition).

#### **3. Textiles**

- To have awareness of the potential of the uses of material.
- To use different techniques, colours and textures etc when designing and making pieces of work.
- To be expressive and analytical to adapt, extend and justify their work.

#### **4. 3D Art**

- To describe the different qualities involved in modelling, sculpture and construction.
- To use recycled, natural and manmade materials to create sculpture.
- To plan a sculpture through drawing and other preparatory work.

#### **5. Artist appreciation**

- To select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- To question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

#### **6. D.T.**

- To select appropriate tools, materials, components and techniques
- To assemble components make working models

*St Martin's School Skills Year 6*

- To use tools safely and accurately
- To construct products using permanent joining techniques
- To make modifications as they go along
- To pin, sew and stitch materials together create a product
- To achieve a quality product



**St Martin's School**

# Computing - Year 6

All children should know each part of the following sections:

<b><i>Skills</i></b>
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1 Computing

- To sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web

2 Digital Creativity

- To develop skills with multimedia content with video
- To develop website content
- To be discerning in evaluating digital content

3 Digital Productivity

- To develop skills with multimedia content with blogging
- To use online portals/platforms for sharing and communicating
- To use search technologies effectively
- To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

4 Digital Citizenship and Technology

- To develop a deeper understanding of esafety and sharing content online
- To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



## St Martin's School

# Year 6

All children should know each part of the following sections:

### **Skills**

#### **1 Geographical enquiry**

- To suggest questions for investigating.
- To use primary and secondary sources of evidence in their investigations.
- To investigate places with more emphasis on the larger scale- contrasting and distant places.
- To collect and record evidence unaided.
- To analyse evidence and draw conclusions e.g. from field work data on land use comparing land use / temperature, look at patterns and explain reasons behind it.

#### **2 Positional awareness**

- To use 8 compass points confidently and accurately.
- To use 4 figure grid reference confidently to locate features on a map.
- To begin to use 6 figure grid references- use latitude and longitude on atlas maps.

#### **3 Map work**

##### Drawing maps

- To draw a variety of thematic maps based on their own data.
- To begin to draw plans of increasing complexity.

##### Representation

- To use/recognise OS map symbols.
- To use atlas symbols.

##### Using maps

- To follow a short route on an OS map.
- To describe features shown on OS map.
- To locate places on a world map.
- To use atlases to find out about other features of places (e.g. mountain regions, weather patterns).

##### Scale / distance

- To use a scale to measure distances.
- To draw / use maps and plans at a range of scales.

##### Perspective

- To draw a plan view map accurately.

##### Map knowledge

- To confidently identify significant places and environments.

##### Style of map

- To use OS maps.
- To confidently use an atlas.
- To recognise world map as a flattened globe.



## St Martin's School

# History - Year 6

All children should know each part of the following sections:

### **Skills**

#### **1. Chronological understanding**

- Place current study on time line in relation to other studies
- Use relevant dates and terms
- Sequence up to 10 events on a time line

#### **2. Range and depth of historical knowledge**

- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- Compare beliefs and behaviour with another time studied
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied

#### **3. Interpretations of history**

- Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research

#### **4. Historical enquiry**

- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a fluent account



## **St Martin's School**

# **MFL - Year 6**

All children should know each part of the following sections:

### **Skills**

#### **Listening**

- To show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary
- To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly

#### **Speaking**

- To engage in short scripted conversations.
- To speak in longer sentences
- To use their own knowledge when answering in conversation
- To ask and answer questions on the current topic

#### **Written**

- To adapt taught phrases to create new sentences
- To write simple sentences and several short phrases from memory
- To use understandable spelling.
- To use dictionaries to find the meaning of unknown words and to translate own ideas

#### **Cultural Awareness**

- To learn geographically about Spain
- To be aware and show a cultural understanding of Spain and all Spanish speaking countries
- To learn and compare ways Spain celebrate known festivals i.e Christmas, Easter



## **St Martin's School**

# **PE - Year 6**

All children should know each part of the following sections:

### **Skills**

#### Throwing and Catching

- Pass, receive and shoot the ball with increasing control under pressure.
- Select the appropriate action for the situation

#### Footwork and Floor

- Use hand eye coordination
- Control a ball accurately
- Stop the ball with control.
- Pass the ball with prec
- Create and use space to help a team.
- Select and apply different movement skills to lose a defender.
- Use marking, and/or interception to improve defending.

#### Team Games

- Pupils are able to show a good understanding of a variety of games.
- They can adapt the rules of a game for an intended purpose.
- Pupils are able to assess their own performance and the performance of others to identify areas for development.
- Pupils consistently demonstrate the sporting spirit values in a range of games situations
- Understand how to use equipment safely Create and use a variety of tactics to help a team.

#### Field and Track

- Select and apply the best pace for a running event.
- Exchange a baton with success. Perform jumps for height and distance using good technique.
- Show accuracy and good technique when throwing for distance.
- Lead a small group through a short warm-up routine.

#### Striking and Fielding

- Strike a bowled ball with increasing consistency.
- Use some tactics in the game as a batter, bowler and fielder.
- Select the appropriate action for the situation



## St Martin's School

# PSHE - Year 6

All children should know each part of the following sections:

### **Skills**

- What positively and negatively affects their physical, mental and emotional health (including the media).
- How their body will, and emotions may, change as they approach and move through puberty.
- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.
- That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.
- To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so.
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and
- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.
- To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).
- To recognise their increasing independence brings increased responsibility to keep themselves and others safe.
- About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. support to benefit others as well as themselves.
- That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).
- To recognise and challenge stereotypes.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
- How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- About human reproduction.



## St Martin's School

# Religious Education - Year 6

All children should know each part of the following sections:

### **Skills**

#### ➤ Beliefs and teachings

Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.

Children can:

- a recognise and explain how some teachings and beliefs are shared between religions;
- b explain how religious beliefs can shape the lives of individuals and contribute to society.

#### ➤ Rituals, ceremonies and lifestyles

Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.

Children can:

- a explain practices and lifestyles associated with belonging to a faith;
- b explain practices and lifestyles associated with belonging to a non-religious community;
- c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;
- d show an understanding of the role of a spiritual leader.

#### ➤ How beliefs are expressed

Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.

Children can:

- a explore religious symbolism in literature and the arts;
- b explain some of the different ways individuals show their beliefs;
- c share their opinion or express their own belief with respect and tolerance for others.

#### ➤ Time to reflect and personal growth

Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.

Children can:

- a recognise and express feelings about their identities and beliefs;

- b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;
- c explain why their answers may be different from someone else's and respond sensitively.

➤ Values (in your own life and others lives)

Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.

Children can:

- a explain why individuals and communities may have similar and differing values;
- b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;
- c express their own values while respecting the values of others.



**St Martin's School**

**Science - Year 6**

All children should know each part of the following sections:

<b><i>Skills</i></b>
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During Years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- identifying scientific evidence that has been used to support or refute ideas or arguments
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations