Bredon Hill Academy

LEARNING TOGETHER FOR SUCCESS

Curriculum-Related Expectations

Year 6

2025-2026

Using the Baseline GL Assessment data, KS1 data, reading age assessments and other assessments where relevant in year 6, pupils are placed in one of five quintiles (20% bands) for each subject they study.
These quintiles are:

- **Quintile 5 (Q5):** pupils who face barriers and are working towards the Curriculum-Related Expectations, or who are beginning to work at the expected level
- **Quintile 4 (Q4):** pupils who are working at the Curriculum-Related Expectations but are developing confidence across all areas
- **Quintile 3 (Q3):** pupils who are confidently working at the Curriculum-Related Expectations
- **Quintile 2 (Q2):** pupils who are exceeding the Curriculum-Related Expectations
- **Quintile 1 (Q1):** pupils who are beginning to work confidently at an exceptional standard

Pupils are assessed at termly intervals against Curriculum-Related Expectations. These are challenging content and/or skills descriptors linked to the National Curriculum strands for each subject area and break down each subject area into its key components that are addressed over the year. Using these descriptors allows all our learning community to understand strengths and areas for development across each area of our curriculum. They are written as 'I can…' statements to allow pupils to understand the steps needed to improve their learning.

Each set of Curriculum-Related Expectations is in this document. Teachers ensure that pupils' understanding of what each strand entails, based on their target grade, is clear through lessons, home learning and feedback.

Year 6 Curriculum Related Expectations

Art and Design

	Q5	Q4 and 3	Q2	Q1
Generating Ideas 1	I am beginning to develop a range of ideas which show curiosity, imagination and originality.	I can independently develop a range of ideas which show curiosity, imagination and originality.	I can independently develop a range of ideas which show curiosity, imagination, originality and meaning.	I can independently develop a range of ideas which show curiosity, imagination, originality and meaning, each decision can be justified.
Generating Ideas 2	I can develop an idea and am beginning to design methodically, keeping the final product in mind.	I can research, plan and develop a range of ideas and approaches, keeping the final product in mind.	I can research, plan and develop a range of ideas and design methodically, recording my thoughts clearly.	I can investigate, research and test ideas and plans using sketchbooks and other appropriate approaches, recording my thoughts clearly, detailing a range of directions for my work.
Making 1	I can develop basic technical skills to create pieces through drawing, painting, printing and ceramics.	I can select and develop technical skills to create products and pieces with precision through, drawing, painting, printing and ceramics, paying attention to the final finish of my work.	I can independently select, refine and apply my technical and craft skills showing a deeper understanding of materials and techniques.	I can independently select, refine and apply my technical and craft skills showing a deeper understanding of materials and techniques, consistently extending my learning beyond the classroom.
Making 2	I can sometimes select and use relevant processes in order to create successful and finished work.	I can independently select and effectively use relevant processes in order to create successful and finished work.	I can experiment, invent and create my own works of art, craft and design with confidence.	I can show an understanding of how to combine media and create different effects to develop ideas using a range of resources and media.
Evaluating 1	I can take the time to reflect upon what I like and dislike about my work in order to improve it.	I can review my work and suggest appropriate improvements during the process and the finished product.	I can adapt and improve my work, taking into account the starting points, intentions and context behind the work while developing my own style.	I can adapt and improve my work according to my views and detail how I might develop it further, while trying a range of styles.
Evaluating 2	I can sometimes use artists' work to improve my own.	I can use artists' work to improve and influence my own.	I can draw upon ideas from other artists when adapting and improving my work.	I can improve my work, taking into account the starting points, intentions and context behind the work, showing an influence of approach and ideas from a combination of artists.
Knowledge and Understanding 1	I can draw on the work, concepts and ideas of other artists to inform my work.	I can draw on and evaluate the work, concepts and ideas of other artists to inform my own work.	I can draw on, describe, interpret and explain in depth the work, concepts and ideas of other artists to inform my own work.	I can compare and contrast and explain how the work, ideas and working practices of other artists inform my work.
Knowledge and Understanding 2	I can show my awareness of the different historical, cultural and social contexts across a range of artists.	I can take into account the influence of the different historical, cultural and social contexts across a range of artists.	I can describe, interpret and explain in depth the work and influence of the different historical, cultural and social contexts across a range of artists.	I can compare, contrast and explain the work, ideas and working practices of significant artists taking account of the influence of the different historical, cultural and social contexts in which they worked.
Knowledge and Understanding 3	I can use key vocabulary when discussing my own work and that of other artists.	I can use key vocabulary when discussing my own work and that of other artists with confidence.	I can use the technical vocabulary and refer to techniques when discussing my own work and that of other artists.	I can use the technical vocabulary and refer to techniques for modifying the qualities of different materials and processes to realise the full extent of my intentions.

Year 6 Curriculum Related Expectations

Computing

	Q5	Q4 and 3	Q2	Q1
Programming and Development 1	I can write a simple program that accomplishes a specific goal.	I can, **design,** write and debug programs that accomplish specific goals.	I can design, write and debug a complex program that accomplish specific goals.	I can design, write and debug a range of complex programs that accomplish specific goals.
Programming and Development 2	I can write a sequence of instructions.	I can write program statements that combine sequence, selection and repetition.	I can write program statements that combine sequence, selection and repetition in a more complex program.	I can write program statements that combine sequence, selection and repetition in a range of complex programs.
Algorithms - Logical Reasoning	I can write or draw a simple algorithm.	I can design, write or draw and debug a plan for a solution to a problem.	I can, write or draw and debug a plan for a solution to a complex problem.	I can design write or draw, and debug a plan for a solution to a range of more complex problems.
Hardware and Processing	I can identify a network.	I can, state what the internet is, some of the services that run on it and its use in collaboration/communication.	I can state what the internet is, some of the services that run on it, including, for collaboration/communication.	I can state what the internet is, some of the services that run on it, including, for collaboration/communication.
Communication and Networks 1	I can identify a search technology.	I can perform searches based on particular requirements.	I can perform more complex searches using Boolean operators.	I can successfully run a range of searches that meet particular requirements, refining the search terms as necessary.
Communication and Networks 2	I can explain how to use technology safely, respectfully and responsibly.	I can use technology safely, respectfully and responsibly, recognise inappropriate content, contact and conduct.	I can use technology safely, respectfully and responsibly, recognise inappropriate content, contact and conduct, and know how to report a concern.	I can use technology safely, respectfully and responsibly, recognise inappropriate content, contact and conduct, and know how to report a concern based on a number of scenarios.
Select use and Combine Software	I can select and use software on a digital device to design and create a program, system or content. I can collect and present data.	I can select, use and combine software on a digital device to design and create a program, system or content. I can collect and present data and information.	I can select, use and combine software on a range of digital devices to design and create a program, system or content. I can collect, analyse, evaluate and present data and information.	I can select, use and combine software on a range of digital devices to design and create a range of programs, systems and content. I can collect, analyse, evaluate and present data and information in a range of scenarios.

Year 6 Curriculum Related Expectations

English

	Q5	Q4 and 3	Q2	Q1
Understanding Content	I can read a range of age-appropriate texts and show literal understanding. I can use a dictionary to check the meaning of unfamiliar words.	I can begin to identify and retrieve key details from a range of age-appropriate texts. I can begin to make inferences and identify a writer's intention. I begin to show an awareness of context.	I can begin to make inferences and deductions from increasingly challenging texts. I can identify a writer's intention and viewpoint. I show an awareness of the relevant context.	I can confidently infer meaning from a wide range of challenging texts, linking understanding and inference to the relevant context and themes. I can explain a writer's intention and viewpoint.
Using Evidence	I can, at times, support and justify my views through appropriate explanation.	I can begin to support my ideas using relevant textual details or other forms of evidence.	I can support my ideas using relevant textual details.	I can draw upon well-chosen references from a text to support my ideas, linked to the question set.
Analysing Technique	I can sometimes identify and discuss the language a writer has used to have an impact on the reader. I can sometimes identify figurative language, such as simile, metaphor and personification.	I can begin to identify language and structural features and comment on how they have been used to create an effect. I can begin to make some comparisons within a text.	I can identify language and structural features and demonstrate an understanding of how they have been used to create an effect. I can make some relevant comparisons within texts.	I can clearly explain how language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I am able to make some relevant comparisons within and across texts.
Structure and Coherence	I can show an awareness of the text type I am writing for, using an appropriate structure and some appropriate layout features, such as bullet points or sub-headings.	I can write in an appropriate way, showing some understanding of the intended purpose and audience of my writing. I can use simple, compound and complex sentence structures and some paragraphing.	I can adapt the form, tone and register of my writing according to the intended purpose and audience. I can use a range of sentence structures to achieve different effects and can paragraph accurately.	I can organise my writing with appropriate structural and grammatical features. I can construct a variety of sentence structures for effect and use a range of paragraph lengths correctly.
SPAG	I can usually write in clear sentences and with some use of commas. I can spell most of the year 3/4 spelling list accurately and some of the year 5/6 spelling list. My tenses are usually consistent.	I write in clear sentences and I can use commas accurately. I can use other forms of punctuation. I can spell most of the year 5/6 spelling list accurately. I can vary my use of tense accurately.	I can use a range of punctuation accurately. I can spell a range of words with increasing accuracy.	I can use a wide range of punctuation accurately to achieve a range of effects. I can spell a wide range of words with increasing accuracy, including more complex vocabulary.
Awareness of Impact	I can plan, proof read and edit my work to ensure meaning is clear. I make sure my handwriting is legible and fluently joined where appropriate.	I can plan, proof read and edit my work to improve its quality and accuracy. I can use a range of appropriate vocabulary and techniques to create an intended impact on my reader.	I can use a range of planning and editing techniques to have impact. I can use a wide range of vocabulary (including synonyms) and language techniques to achieve different effects.	I can use planning and editing to develop the subtlety of my writing. I can think carefully about language choices, language techniques, tone and volume of information provided to achieve different effects.
Oracy	I can speak audibly and fluently with an increasing command of standard English. I listen carefully to others.	I can choose words that are appropriate to the purpose of my spoken language and articulate these accurately. I can listen carefully to questions and contribute responses with relevant and varied details.	I can choose words and techniques in my spoken and non-verbal language for effect. I listen carefully to others and can build on what they say.	I can select and utilise suitable words, techniques and non-verbal language to create an appropriate and increasingly subtle tone. I listen carefully to others and can build on what they say.

Year 6 Curriculum Related Expectations

Food Preparation and Nutrition

	Q5	Q4 and 3	Q2	Q1
Food Safety and Hygiene	I can show basic understanding of food hygiene and safety and the importance of hand washing.	I can confidently demonstrate a sound understanding of food safety and hygiene.	I can independently demonstrate a very good understanding of food safety and hygiene including key bacterial growth temperatures.	I can show clarity and apply my excellent knowledge of food safety and hygiene including key bacterial growth temperatures in my practical work.
Food Nutrition and Health including Active Lifestyles	I understand that food is needed to provide the body with energy.	I can explain in basic terms what is meant by a healthy diet.	I understand that a healthy diet is made up of a variety of different food and drinks as shown in the Eatwell Guide.	I can identify which food and drink fit into the Eatwell Guide and which nutrients they provide.
	I know that eating fruit and vegetables is a healthy choice and that I should be eating at least 5 portions a day.	I can identify some foods which fit into the Eatwell Guide.	I can identify foods which fit into the Eatwell Guide and make simple recommendations on how to improve diet.	I am aware of some of the health issues linked to poor diet and can make recommendations on how to improve diet.
Food preparation Practical Skills including ***Food***	I can cut food safely with help.	I can use the bridge or claw method to cut food safely.	I can use the bridge or claw method to cut food safely and independently.	I am competent with a range of tools, equipment and cooking techniques and can use these accurately to prepare food safely and independently.
	I can use small pieces of equipment with support.	I can confidently use small pieces of equipment within the food room with little help.	I can confidently and independently use small pieces of equipment within the food room.	I can apply my sound knowledge of use of equipment to support others in practical lessons.
Food Provenance/ Food Choice	I can pick some sensory vocabulary for my product from a list.	I can complete a sensory evaluation with some analysis.	I can independently use sensory vocabulary to describe my product and complete an analysis of my product.	I can apply my extensive knowledge of sensory vocabulary to evaluate my product and analysis findings in a chart format.
	I can define the term seasonality.	I can confidently define the term seasonality and give examples.	I can independently and confidently define the term seasonality giving examples.	I can apply my knowledge of seasonality to modify recipes and justify changes that I make.

Year 6 Curriculum Related Expectations

French

	Q5	Q4 and 3	Q2	Q1
Writing 1	I can copy short phrases correctly or write single words from memory. My spelling may be approximate.	I can write simple, short phrases from memory and my spelling may be approximate.	I can write a short paragraph on familiar topics from memory with understandable spelling and some details.	I can write short paragraphs and change phrases to vary my meaning. My spelling is accurate.
Writing 2	I can recognise the gender of nouns. (Masculine and feminine)	I can understand and begin to apply new grammar rules: adjectival agreements and possessive adjectives.	I can understand and apply new grammar rules with accuracy: adjectival agreements and possessive adjectives.	I can understand and apply new grammar rules with accuracy (adjectival agreements and possessive adjectives) in different contexts.
Writing 3	I can recognise singular and plural nouns.	I can understand and begin to apply new grammar rules: use of *les, des* and *mes* and plural endings of regular nouns.	I can understand and apply new grammar rules with accuracy: plural endings of regular nouns and exceptions.	I can understand and apply new grammar rules with accuracy (plural endings) in different contexts.
Writing 4	I can write a few short sentences with support, using expressions which I have already learnt.	With the support of my book, I can use different subject pronouns with key verbs in the present tense.	From memory, I can use different pronouns and the correct verb endings of key verbs to write about myself and others in the present tense in familiar topics.	From memory, I can use different pronouns and the correct verb endings of key verbs to write about myself and others in the present tense across different topics.
Writing 5	I can answer *oui* or *non* when asked my opinions.	I can express simple opinions.	I can express longer opinions and use connectives.	I can express longer opinions, use connectives and give reasons.
Speaking 1	I can engage in a short conversation: I can use key words to answer questions.	I can engage in short conversations: I can speak in sentences, using familiar vocabulary, phrases and basic language structures.	I can engage in longer conversations: I can speak in sentences, using a range of vocabulary, phrases and basic language structures on familiar topics.	I can engage in longer conversations: I can speak in sentences, using a range of vocabulary, phrases and language structures across different topics.
Speaking 2	I can recognise the different phonic patterns.	I have an understanding of French phonics and I can recognise sound patterns and silent letters.	I can work out the pronunciation of new words and add expression to my speaking.	I can work out the pronunciation of new words and I can recognise exceptions to the rules. I can add expression to my speaking.
Listening 1	I can understand a few familiar spoken words and phrases, delivered slowly and clearly. I need sentences to be repeated to understand.	I can understand a range of familiar spoken phrases, delivered slowly and clearly with pauses between each question. I may need these to be repeated.	I can understand the main points from a short, spoken passage made up of familiar language, delivered slowly, clearly and continuously.	I can understand the main points and some of the detail from a spoken passage made up of familiar and unfamiliar language.
Reading 1	I can recognise and read out a few familiar words and phrases.	I can understand the main points from a short, written text in clear printed script.	I can understand the main points and some of the detail from short written texts in familiar contexts.	I can understand the main points and some of the detail from short written texts in familiar and unfamiliar contexts.
Comprehension Skills 1	I can guess the meaning of words similar to English. (cognates)	I can guess the meaning of cognates and near-cognates.	I can use the context to work out the meaning of unfamiliar words.	I can work out greater details using inference skills.

Year 6 Curriculum Related Expectations

Geography

	Q5	Q4 and 3	Q2	Q1
Locational knowledge	I can show some understanding of different geographical regions and their locations.	I can locate geographical regions and categorise according to human and physical characteristics, topographical features and land use.	I can accurately locate countries, environmental regions and describe key physical and human characteristics, including how land use has changed over time.	I can explain human and physical characteristics, key topographical features and land-use patterns, evaluating how some of these aspects have changed over time.
Place knowledge	I can begin to make connections between geographical regions by comparing the human and physical geography of a region.	I can understand geographical similarities and differences through the study of human and physical geography of a region.	I can assess and compare geographical similarities and differences between the human and physical geography of a region.	I can evaluate geographical similarities and differences between the human and physical geography of a region, analysing these comparisons in light of wider geographical context.
Human geography	I can begin to identify types of settlement, land use and economic activity. I can begin to understand trade links and the distribution of natural resources including energy, food, minerals and water.	I can understand types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	I can explain types of settlement and land use and start to make links to economic activity and trade and the distribution of natural resources including energy, food, minerals and water.	I can evaluate types of settlement and land use, making clear links with economic activity including trade links, and consider the impact of land use on the distribution of natural resources including energy, food, minerals and water.
Physical geography	I can begin to identify climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	I can understand the distribution and formation of climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	I can explain the distribution and formation of climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Give reasons for changes to physical geographical features.	I can evaluate the distribution and formation of climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Investigate the factors that cause change to physical geographical features.
Geographical skills and fieldwork	I can begin to use maps, atlases, globes and digital/computer mapping to locate countries. I can recognise how to use the eight points of a compass, four and six-figure grid references, symbols and key. I can begin to use fieldwork to observe, measure, record and present the human and physical features.	I can use maps, atlases, globes and digital/computer mapping to locate countries. I can use the eight points of a compass, four and six-figure grid references, symbols and key. I can use fieldwork to observe, measure, record and present the human and physical features in the local area.	I can utilise maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can utilise the eight points of a compass, four and six-figure grid references, symbols and key. I can employ fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	I can explore maps, atlases, globes and digital/computer mapping and evaluate the features studied. I can employ the eight points of a compass, four and six-figure grid references, symbols and key to evaluate locations studied. I can create fieldwork hypotheses to measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Literacy	I can recall geographical vocabulary and write a simple response to demonstrate my knowledge.	I can understand a range of geographical vocabulary and plan and draft a detailed response.	I can correctly apply a range of geographical vocabulary in the correct context and formulate a response that demonstrates a depth of understanding.	I can vary my use of a breadth of geographical vocabulary, as appropriate to a range of contexts. I can develop an insightful response.

Year 6 Curriculum Related Expectations

History

	Q5	Q4 and 3	Q2	Q1
Cause and Consequence	I have started to understand why people in the past acted as they did.	I have begun to recognise consequences of main events and changes.	I can describe the characteristics of past societies and time periods. I can use them to recognise some causes and consequences of main events and changes.	I can recognise, describe and suggest some of the links between causes and the links between consequences.
Change and Continuity	I have started to recognise major events and people in the past.	I can recognise that the past can be divided into periods where some things change and some things stay the same.	I can describe the characteristics of past societies and periods. I can use them to identify changes and things that stay the same within and across different time periods.	I can recognise and describe changes and themes within and across different time periods.
Chronology	I have started to recognise that some events happened at different times.	I can recognise that some events happened and people existed at different times.	I can describe some main events, people and time periods in the correct time order.	I can recognise and describe events, people and some features of past societies in the correct time order.
Interpretation	I can use simple historical sources to answer simple questions about the past.	I can identify some of the different ways that the past has been interpreted.	I can identify and describe the different ways in which the past has been interpreted.	I can suggest reasons why the past has been interpreted differently.
Similarity and Difference	I have started to recognise that there are similarities and differences between and within different periods of history.	I can recognise that the past can be divided into periods which have similarities and differences and similarities and differences within them.	I can describe the characteristics of past societies and time periods. I can use them to identify similarities and differences across and within different time periods.	I can recognise and describe similarities and differences between and within different time periods.
Significance	I know that some events and individuals are important.	I know why some events and individuals are very important.	I understand why some events or individuals are more important than others.	I have begun to recognise why some events or individuals might be judged as more historically significant than others.
Using Evidence	I can identify what a historical source is telling me about the past.	I can describe what a historical source is telling me about the past.	I can interpret what a historical source is telling me about the past.	I have begun to recognise bias in a historical source.
Vocabulary	I can use a few historical words in a sentence.	I can use some historical words in a sentence.	I know what some of the key historical vocabulary means.	I know what key historical vocabulary means.

Year 6 Curriculum Related Expectations

Mathematics

	Q5	Q4 and 3	Q2	Q1
Number 1	I can solve some calculations using formal written methods of addition and subtraction.	I can use formal written methods for addition and subtraction of whole numbers.	I can use formal written methods to add and subtract decimals.	I can solve problems involving formal written methods of addition and subtraction with whole numbers and decimals.
Number 2	I can use a formal written division method to divide numbers up to four digits by a single digit number.	I can use a formal written division method to divide numbers up to four digits by a two-digit number.	I can use a formal written division method to divide any size whole numbers.	I can solve reasoning problems using a formal written division method to divide any size whole numbers.
Geometry 1	I can use coordinates in the first quadrant.	I can use coordinates in all 4 quadrants.	I can find the missing coordinate in coordinate shape problems.	I can solve problems using the Cartesian coordinate system.
Number 3	I can simplify fractions by halving the numerator and denominator if they are both even.	I can write a fraction in its lowest terms by cancelling common factors.	I can write a fraction in its lowest terms by finding the highest common factor.	I can solve fraction problems and know when to simplify the answers.
Number 4	I can add and subtract fractions with the same denominator.	I can add and subtract fractions with different denominators.	I can add and subtract fractions and mixed numbers with different denominators.	I can solve reasoning problems involving addition and subtraction of fractions and mixed numbers with different denominators.
Number 5	I can find a fraction of an amount.	I can multiply pairs of fractions in simple cases.	I can multiply pairs of mixed numbers confidently.	I can solve multistep problems by multiplying fractions and mixed numbers.
Number 6	I can multiply and divide whole numbers by 10, 100, 1000.	I can multiply and divide numbers with up to 3 decimal places by 10, 100, 1000.	I can solve problems involving multiplying and dividing numbers with up to 3 decimal places by 10, 100, 1000.	I can solve advanced problems involving multiplying and dividing numbers with up to 3 decimal places by 10, 100, 1000.
Number 7	I can find 10% of a quantity and use it to find, for example, 20% and 5%.	I can find percentages of quantities.	I can find percentages of quantities and understand their relationship to fractions and decimals.	I can use the relationships between fractions, decimals and percentages to solve percentage problems.
Measurement 1	I can remember that there are 100cm in 1m and 1000g in 1kg etc.	I can convert between adjacent units of metric measure e.g. cm to m, kg to g etc.	I can convert between non-adjacent units of metric measure e.g. mm to m, mg to kg etc.	I can convert between units of volume e.g. mm^3 to cm^3.

Year 6 Curriculum Related Expectations

Measurement 2	I can calculate the area of a rectangle by counting cubes or using a given formula.	I can calculate the area and perimeter of rectangles, triangles and parallelograms.	I can calculate the area and perimeter of compound rectilinear shapes.	I can use the area of rectangles and triangles to find the area of a trapezium.
Measurement 3	I can count cubes to find the volume of cubes and cuboids.	I can calculate the volume of cubes and cuboids.	I can find missing values when calculating with volume.	I can solve compound volume problems.
Geometry 2	I can recognise different types of angles and begin to solve simple angle calculations.	I can solve missing angle problems involving angles at a point, angles on a straight line and vertically opposite angles.	I can solve missing angle problems involving angles in a triangle and a quadrilateral.	I can use a combination of angle facts to calculate missing angles.
Statistics 1	I can find the average of a set of discrete data using the mode.	I can calculate and interpret the mean as an average of a set of discrete data.	I can find missing values in a data set when given the mean.	I can confidently calculate the mean, median and mode of a discrete data set.
Ratio and Proportion 1	I can express pictorial quantities in a ratio.	I can use simple ratios to compare quantities.	I can use ratio to solve problems.	I can solve increasingly more difficult ratio problems.
Algebra 1	I can follow a simple formula using number machines.	I can use simple formulae expressed in words.	I can use two-step formulae expressed in words.	I can derive and explain increasingly more complex formulae involving algebraic notation.

Year 6 Curriculum Related Expectations

Music

	Q5	Q4 and 3	Q2	Q1
Singing	I can identify two aspects of correct singing posture. I can sing as part of a group with clear diction and projection.	I can identify one feature of an effective warm-up. I can sing as part of a group with overall good pitching, following a conductor.	I can explain why we should warm-up. I can sing as part of a group with dynamics and phrasing control.	I can explain what makes an effective warm-up. I can sing as part of a group in a song with parts, with only one or two notes out of tune.
Listening	I can identify simple musical differences in pitch (high/low), tempo (fast/slow) and dynamics (loud/soft).	I can identify more subtle changes within a range of musical elements including dynamics (getting louder/softer), tempo (getting faster/slower) and texture (thick/thin).	I can idenitfy orchestral families from a range of musical extracts.	I can identify specific musical instruments from a range of musical extracts.
Performing and Composing 1 - Notation theory	I can identify semibreves, minims, crotchets, quavers, semiquavers and their rests in musical notation.	I can identify pitch notes on a treble clef stave.	I can identify pitch notes on ledger lines above and below the stave.	I can confidently identify pitch note names and durations in music.
Performing and Composing 2 - Performance	I can perform rhythmically repeating patterns and/or note names, keeping with others.	I can perform a simple 4-bar melody with accuracy of rhythm, given pitch and instrumental technique.	I can perform a 4-bar melody with accuracy of rhythm and pitch, in time.	I can perform a melody reading rhythm and pitch at sight.
Performing and Composing 3 - Composition	I can compose 4-bars of music using repetition.	I can compose 4-bars of music with a 'question' and 'answer' style melody, using given pitch.	I can compose 4-bars of music, choosing pitch and rhythm from a wider range of given sounds.	I can compose beyond 4-bars, with rhythmic and melodic interest and a sense of shape.

Year 6 Curriculum Related Expectations

PSHE

	Q5	Q4 and 3	Q2	Q1
Relationships & Sex Education	I understand that puberty will lead to changes in the body and how I can manage some of these changes.	I can describe how bodies change during puberty and can explain how babies are conceived and born.	I can explain the physical and emotional changes that occur during puberty and suggest ways to manage puberty. I can explain conception, pregnancy and birth.	I can confidently explain the physical and emotional changes that take place during puberty and can describe strategies that young people can use to promote their wellbeing during puberty. I can confidently explain conception, pregnancy and birth.
Discussion skills	I can use a vocabulary of simple words and phrases. I often need help or prompting when making exchanges with others. I can listen in group discussions but do not contribute to any group discussions yet, preferring to speak one to one.	I can mostly use appropriate language when discussing with others and have control of grammatical forms. I am starting to engage in group discussions contributing from time to time. I sometimes ask questions when someone else is discussing	I am beginning to invite others to participate in discussions. I can summarise the main points of a discussion well. I often ask questions when others are discussing.	I have a consistently positive attitude during discussions, whether in small group or larger group/whole class discussion. I am beginning to challenge the views of others in discussions. When I give my ideas, they are presented in a logical order.
Health & Wellbeing	I can provide simple ideas to help my physical and emotional wellbeing and understand that I need to respond quickly and safely in an emergency.	I can describe ways to promote my physical and emotional health and wellbeing, including how to get help and keep safe in an emergency.	I can confidently explain how I can promote my physical and emotional health and wellbeing and can describe ways to promote self-esteem. I know how to offer basic help in an emergency and how to keep safe.	I can demonstrate a comprehensive range of ways to promote my physical and emotional health and wellbeing and can describe how this links to self-esteem. I can describe ways to help in an emergency and know why it is important to keep myself safe.
Listening skills	I can mostly listen to others for a short time and keep my focus. I can follow some verbal instructions but I may need to be reminded of the instructions before I can complete them fully. I am beginning to ask questions if I don't understand.	I can listen to others without interrupting. I can follow most verbal instructions at the time of asking and can listen without interrupting others. I can ask questions if I don't understand.	I can show I am actively listening by giving my full attention to the speaker. I use eye contact and body language; I ask questions when I don't understand. I can listen to others and can tell someone else what it was about.	I can show I am actively listening and am able to do this for a longer period of time whilst remaining focussed. I question to deepen my understanding and to evaluate what is being said.
Relationships & Sex Education	I can name some features of a positive friendship. I can provide simple ways of keeping safe online and know that I need to report content or contact which may be harmful.	I can explain what makes a healthy, positive friendship. and suggest ways to avoid arguments and other friendship issues. I can describe how online communication is different to face to face communication, including how people might behave online and I can suggest ways to keep safe.	I can describe the features of healthy, positive friendships and suggests ways to avoid arguments and other friendship issues. I can explain ways to benefit from positive online behaviours; I can assess and manage online risks and am starting to evaluate digital media sources.	I can confidently discuss ways to promote positive, healthy friendships and suggest ways to negotiate within friendships. I can confidently assess different types of online behaviour and can evaluate digital media sources confidently.
Careers/Living in the wider world	I am beginning to understand that my strengths that might help me find a job in the future.	I can identify some skills which might help me choose a job and some of the different pathways into a range of different jobs.	I can explain factors which might limit or support people's career choices, including stereotypes related to different jobs.	I can confidently link skills, strengths and achievements with career choices and am ambitious for my future.

Year 6 Curriculum Related Expectations

Year 6 Curriculum Related Expectations

Physical Education

	Q5	Q4 and 3	Q2	Q1
PE 1	I can identify some reasons for needing to complete a warm up. (DOP, DP & MC)	I can lead the CV or dynamic stretching part of a warm up with a partner. (DOP, DP & MC)	I can lead the CV and dynamic stretching part of the warm up with a partner. (DOP & DP & MC)	I can lead the CV and dynamic stretching part of a warm up with a small group. (DOP, DP & MC)
PE 2	I can competently use fundamental skills such as throwing, catching and running in isolation. (D&R of S)	I can competently use fundamental skills such as throwing, catching and running in isolation with some control. (D&R of S)	I can competently demonstrate simple skills in competitive situations with limited control and accuracy. (D&R of S)	I can demonstrate simple skills in competitive situations with control and accuracy. (D&R of S)
PE 3	I can identify one strength in my own performance (E & I)	I can identify one strength and one area for improvement in my own performance. (E & I)	I can identify one strength and areas for improvement in my own performance. (E & I)	I can identify and explain one strength and areas for improvement in my own performance. (E & I)
PE 4	I can complete a 1-minute run. (DP&MC & DOP)	I can complete a 2-minute run. (DP&MC & DOP)	I can complete a 4-minute run. (DP&MC & DOP)	I can complete an 8-minute run. (DP&MC & DOP)
PE 5	I can sometimes demonstrate a positive approach to physical fitness and not giving up. (DP & MC)	I can complete short periods of exercise. (DP & MC)	I can complete longer periods of exercise and sustain effort in physical activity. (DP & MC)	I can complete longer periods of exercise and can sustain efforts physical activity. (DP & MC)
PE 6	I can describe simple tactics, strategies and ideas (M&AD & OO & PS)	I can competently use simple tactics, strategies and ideas. (M&AD & OO & PS)	I can competently use simple tactics, strategies and ideas in competitive situations. (M&AD & OO & PS)	I can competently use a range of simple tactics strategies and ideas competitive situations. (M&AD OO&PS)
PE 7	I can take part in most lessons to the best of my ability. (DP & MC)	I can take part in every lesson to the best of my ability. (DP & MC)	I can take part in every lesson to the best of my ability and know what extra-curricular opportunities are available to me at school. (DP & MC)	I can take part in every lesson to the best of my ability and know what extra-curricular opportunities are available at school and in the wider community. (DP & MC)
PE 8	I can begin to understand why we have rules and regulations in sports and activity areas. (PS, M&AD)	I can describe some rules and regulations in some sports and activity areas. (PS, M&AD)	I can describe and explain some rules and regulations in some sports and activity areas. (PS, M&AD)	I can describe and explain rules and regulations in most sports and activity areas and apply this in competitive situations. (PS, M&AD)

Key

Outwitting Opponents = OO
Developing Physical and Mental Capacity DP&MC
Development & Replication of Skills D&ROS
Making and Applying Decision M&AD
Making Informed Choices About Healthy and Active Lifestyles MICAH&AL
Evaluating & Improving = E&I
Development of Performance = DOP
Problem Solving = PS

Year 6 Curriculum Related Expectations

Religious Education

	Q5	Q4 and 3	Q2	Q1
RE 1	I can identify the six major religions and key aspects linked to them – symbols, holy books and places of worship.	I can show an understanding of how religion can shape peoples' lives.	I can consider the challenges of belonging to a religion.	I can begin to consider how religion can be challenging in a diverse society.
RE 2	I can use the correct vocabulary to describe religious actions.	I can show an understanding of the variety of religious experiences.	I can make subtle and complex links between religious material and my own ideas.	I can make links between stories from a variety of religions.
RE 3	I can describe key religious experiences or rituals.	I can begin to understand the views and opinions of others.	I can begin to explain how people approach religious experiences in various ways.	I can apply learning from one religious concept to new concepts with growing awareness.
RE 4	I can make links between religious experiences and feelings.	I can read and interpret key passages within a text. (e.g. The Bible)	I can explain different interpretations of key texts. (e.g. Bible stories)	I can apply my awareness of fact and belief to real-life questions.
RE 5	I can ask relevant questions about religious life or experiences.	I can select similarities and differences between religions/beliefs in terms of moral issues.	I can interpret sources of information when exploring moral issues around religion.	I can begin to consider the idea of orthodox/reform experiences of religion.
RE 6	I can begin to consider philosophical questions (moral/ultimate)	I can consider how people might be influenced to answer philosophical questions.	I can start to explain how people approach philosophical questions based on religion.	I can link religious experience with philosophical questions.
RE 7	I can listen to the views and opinions of others sensitively.	I can begin to understand the diversity within religions.	I can consider both sides of an argument when approaching 'big questions'.	I can explore and write from various perspectives when answering 'big questions'.
RE 8	I can follow instruction to locate key passages in religious texts.	I can build an expanding religious vocabulary based on the topics studied.	I can use my continually expanding vocabulary in oral and written work.	I can apply higher level vocabulary to written tasks.
RE 9	I can create thoughtful artwork that applies my interpretation of an idea such as 'where is God?'	I can express my view of a statement (e.g. where is God?) in an artistic way with description of my choices.	I can express my view of a statement (e.g. Where is God?) in an artistic way with explanation of my reasoning behind my design.	I can begin to explain why there are similarities between religions.
RE 10	I can identify links between aspects of religions.	I can listen to and share my own thoughts and opinions in class discussions.	I can listen to, share and challenge the thoughts and opinions in class discussions.	I can interpret a range of sources of information (such as newspaper articles) when exploring moral issues around religion.

Year 6 Curriculum Related Expectations

Science

	Q5	Q4 and 3	Q2	Q1
Science 1	I can name the main parts of the body, circuits etc.	I can name some body parts that make up body systems (e.g. blood vessels), parts of a circuit etc.	I can name many body parts that make up body systems (e.g. arteries, veins, ventricles, atria), parts of a circuit (e.g. ammeter) etc.	I can name various body parts (e.g. capillaries, valves), parts of a circuit (e.g. voltmeter, resistor) beyond the ks2
Science 2	I can write simple descriptions.	I can write descriptions.	I can write detailed descriptions.	I can describe more complex processes, such as respiration.
Science 3	I can identify/list facts.	I can identify the impact one factor has on another.	I can describe how one factor affects another.	I can compare and contrast factors using support e.g. a Venn diagram.
Science 4	I can list information.	I can state one reason why something happens.	I can briefly explain information.	I can explain information using scientific knowledge from class.
Science 5	I can complete graphs (when axis and scales are provided for me).	I can draw graphs with support, including how to decide upon the scale and labelling the axes.	I can draw graphs – with some support labelling the axes.	I can draw graphs independently without the need for support.
Science 6	I can make measurements using various equipment with some support.	I can make measurements using various equipment without support.	I can select appropriate techniques, apparatus and materials during investigations.	I can use test results to develop additional investigations and explain my decisions.
Science 7	I can write a basic conclusion with support.	I can use test result to write a conclusion that describes the pattern shown by the results.	I can write a conclusion which uses the results to support findings.	I can draw conclusions using simple scientific evidence to explain the findings.
Science 8	I can stay safe during experiments, with prompting.	I can identify how to stay safe during experiments.	I can describe some ways to stay safe during experiments.	I can describe many ways to stay safe and why the safety rule is important.
Science 9	I know that things need to be kept the same for a ‘fair test’.	I know that there are independent, dependent and control variables. I can identify some control variables that need to be kept the same for a ‘fair test’.	I can identify independent, dependent and control variables, without support.	I can describe the different variables and give simple reasons for keeping control variables the same.
Science 10	I can make a basic prediction about what will happen when completing an investigation.	I can write a prediction to describe what will happen during an investigation.	I can describe the reason for making a prediction using everyday knowledge.	I can briefly explain the reason for making a prediction using scientific knowledge.

Year 6 Curriculum Related Expectations

Science 11	I can identify what data shows.	I can briefly describe what data shows.	I can describe patterns shown by data in some detail.	I can briefly explain what the pattern in data means.
Science 12	I can use some key words for the topic I am studying.	I can use many key words for the topic I am studying.	I can use all the key words for the topic I am studying and use them consistently in my work.	I can use the key words to find information relating to the topic from secondary sources.
Science 13	I can present results on a table.	I can present results on a table, including repeats.	I can present results on a table, record repeats and calculate a mean.	I can record results on a table, record repeats and starting to identify and discard anomalous results prior to calculating a mean.
Science 14	I can draw non-scientific/simple scientific diagrams with support e.g. ray diagrams with errors.	I can draw simple scientific diagrams.	I can draw and label scientific diagrams accurately.	I can draw more complex fully labelled diagrams e.g. to show how light is reflected off a plane mirror and measure the angle of incidence and the reflection from the normal line.
Science 15	I can write some simple steps to describe how to complete an investigation (with support).	I can write a simple method to describe how to complete an investigation.	I can write a method that includes quantities to test predictions.	I can write a method that describes the dependent variable to be measured.