



Bredon Hill Academy

— LEARNING TOGETHER FOR SUCCESS —

Curriculum-Related Expectations

Year 6

2021-22

Using the Baseline GL Assessment data in year 6, pupils are given one of four target grades for each subject they study. These target grades are:

- Working Towards
- Working At
- Exceeding
- Exceptional Standard

and these are measured against our Curriculum-Related Expectations.

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 of 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

	Working Towards	Working At	Exceeding	Exceptional
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

	Working Towards	Working At	Exceeding	Exceptional
Algorithms	I can show an understanding that different solutions exist for the same problem.	I can recognise that different solutions exist for the same problem.	I can design solutions by decomposing a problem and create a sub-solution for each of these parts (decomposition).	I can explain that iteration is the repetition of a process such as a loop.
Programming and Development	I can create programmes that implement algorithms.	I know the difference between and can use 'if and if' 'then and else' statements appropriately.	I can use variable and relational operators within a loop to govern termination.	I know that a procedure can be used to hide the detail with sub solution. (procedural abstraction) I can design, write and debug modular programs using procedures.
Data and Data Representation	I can show an understanding of the difference between data and information.	I can perform more complex searches for information e.g. using Boolean and relational operators.	I can analyse and evaluate data and information and I know that poor quality data leads to unreliable results and inaccurate conclusions.	I can explain that digital computers use binary to represent all data. I know that computers transfer data in binary.
Hardware and Processing	I can show an understanding that computers collect data from various input devices, including sensors and applications software.	I can identify the main functions of the operating system.	I can explain the differences between physical, wireless and mobile networks.	I can explain that there are a range of operating systems and application software for the same hardware and why this is the case.
Communication and Networks	I can understand the importance of communicating safely and respectfully.	I can select, combine and use internet services. I can show responsible use of technologies and online services and I know a range of ways to report concerns.	I can show how to effectively use search engines and I know how search engines are selected, including knowledge that search engines use 'web crawler' programs.	I can demonstrate an understanding of how search engines rank search results.
Information Technology	I can show an awareness of audience when designing and creating digital content.	I can make appropriate judgements about digital content when evaluating and repurposing it for a given audience.	I can explain the potential for information technology to be used for collaboration when computers are networked.	I can use criteria to evaluate the quality of solutions and I can identify improvements – making some refinements to a solution and future solutions.

Year 6 Curriculum Related Expectations

English

	Working Towards	Working At	Exceeding	Exceptional
Reading 1	I can ask simple questions about what I've read.	I can ask more challenging questions of a text to further improve my understanding.	I can ask pertinent questions about a text to improve my understanding.	I can examine a demanding range of texts and ask highly complex questions, furthering my ability to infer and make connections.
Reading 2	I can identify simple details and ideas in a text.	I can identify, retrieve, summarise and record key information from fiction and non-fiction texts.	I can identify and make comparisons between key ideas in texts, including consideration of audience and purpose whilst summarising.	I can make apt and careful comparisons between texts, including consideration of audience, purpose and structure whilst summarising.
Reading 3	I can make simple inferences and predictions.	I can read a range of texts and can make inferences and predictions about them.	I can read a range of texts and draw inferences within and between texts with confidence.	I can make highly complex inferences within and between texts I have read.
Reading 4	I can make simple statements about the presentation and language in a text I am reading.	I can identify how writers use language, structure and presentation to contribute to the meaning in a range of texts I read.	I can discuss and explain how writers use language (including figurative) and presentational devices within a range of texts to enhance meaning.	I can evaluate how writers use language, (including figurative) and presentational devices within a range of texts to enhance meaning.
Reading 5	I can express simple opinions about the texts I read.	I can contribute to discussions across a range of texts I read and build on the ideas of others.	I can contribute with confidence to discussions across a range of texts, make comparisons between texts and develop the ideas of others.	I can confidently sustain my responses to a demanding range of texts across different times and cultures, detailing facts and expressing opinions.
Reading 6	I can show understanding of the main points and express my preferences when reading fiction and non-fiction texts.	I can justify my views with evidence when I read a range of texts.	I can select, synthesise, compare and make judgments about information from a variety of sources.	I can identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.
Writing 1	I can write using simple, compound and complex sentences that are generally organised and grammatically correct.	I can write using sentence structures to suit the audience and purpose of the task. Ideas are often sustained and developed in interesting ways, with organisation generally appropriate and correct for purpose.	I can write in a range of forms that are lively, thoughtful and adventurous, using words for effect. I am beginning to use grammatically complex sentences to extend meaning.	I can write texts that are original, have shape and impact, showing control of a range of styles and maintain the interest of the reader throughout.
Writing 2	I can describe a character and setting in narratives. I can write non-fiction with several clear points that shows some understanding of purpose and audience.	I can describe settings, character and atmosphere in narratives. I can use dialogue to develop character and action. I can write well-structured non-fiction texts that show good understanding of purpose and audience.	I can create characters and settings that are developed in my narrative writing. I can write non-fiction texts that are coherent and give clear points of view, taking account of different perspectives.	I can write narratives that use structure as well as vocabulary for a range of imaginative effects, and non-fiction that is coherent, reasoned and persuasive, conveying complex perspectives.

Year 6 Curriculum Related Expectations

Writing 3	I can form simple paragraphs from a topic sentence.	I can make links between paragraphs e.g. using conjunctions, adverbials, pronouns or dialogue to build cohesion.	I can use paragraphing and correct punctuation to make the sequence of events or ideas coherent and clear to the reader.	I can use well-constructed paragraphs that are linked in order to clarify the organisation of the writing as a whole for the reader.
Writing 4	I can spot some mistakes I make in my work and, with support, make corrections to improve it.	I can edit my work for improvements to spelling, grammar, vocabulary and punctuation to create effects and clarify meaning.	I can edit my work by making conscious decisions about vocabulary, grammar and punctuation in order to enhance effects within my writing.	I can craft my work by making conscious decisions about vocabulary, grammar and punctuation with a view to shaping the reader's response to my writing.
Writing 5	I can use punctuation to mark sentences. Full stops, capital letters and question marks are used mostly correctly.	I can use a range of punctuation mostly correctly, including commas, apostrophes and inverted commas.	I can use a wider range of punctuation correctly - brackets, hyphens, dashes and commas to indicate parenthesis, semi-colons, colons, and bullet points.	I can use a variety of grammatical constructions and punctuation accurately, appropriately and with sensitivity.
Writing 6	I can use appropriate and interesting vocabulary, and can show some awareness of the reader.	I can select vocabulary and grammatical structures that reflect what the writing requires, mostly appropriately.	I can select words or phrases to create effects to suit the purpose.	I can use vocabulary and grammar that enables fine distinctions to be made or emphasis achieved in my writing.
Writing 7	I can write legibly with increasing speed.	I can write fluently and legibly, deciding whether or not to join specific letters	I can write fluently and legibly, and, where appropriate, adapt it for a range of tasks.	I can write fluently and legibly, and, maintain speed.
Speaking and Listening 1	I can develop and explain my ideas. I speak clearly and use a growing vocabulary.	I can adapt to the purpose: developing ideas thoughtfully, describing events and conveying my opinions clearly.	I can use talk to engage the interest of the listener through the variety and liveliness of both my vocabulary and expression.	I can select and use structures, styles and registers appropriately, adapting flexibly to a range of contexts and varying my vocabulary and expression confidently for a range of purposes and audiences.
Speaking and Listening 2	I can make main points, relevant comments and questions in a discussion, showing I can listen carefully.	I can listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views.	I can make significant contributions to discussions, evaluating others' ideas and varying how and when I participate.	I can initiate and sustain discussion through the sensitive use of a variety of contributions. I can take a leading role in discussion and listen with concentration and understanding to varied and complex speech.
Speaking and Listening 3	I can identify and use some of the features of Standard English vocabulary and grammar.	I can use Standard English on consistently and I know when it should be used.	I can show knowledge of language variety and use it effectively. I can use Standard English fluently in formal situations.	I can show assured and fluent use of Standard English in a range of situations and for a variety of purposes.

Food Preparation and Nutrition

	Working Towards	Working At	Exceeding	Exceptional
Practical Skills 1	I can explain what I am going to do but sometimes need prompting.	I can explain what I am going to do.	I can demonstrate some basic preparation and cooking techniques.	I can demonstrate skills to other pupils.
Practical Skills 2	I can name and select tools and equipment, with support.	I can name and select tools and equipment.	I can select small tools and necessary equipment on my own.	I am organised and work logically.
Practical Skills 3	I can use the bridge and claw hold.	I can use the bridge and claw hold confidently.	I can cut my ingredients into equal sized pieces.	I can prepare fruit and vegetables using cutting techniques such as jardinière (baton), macedoine (small dice), julienne (matchstick) and brunoise (fine dice).
Practical Skills 4	I can turn on the hob, the oven and the grill with help.	I can turn on the hob, the oven and the grill.	I can turn on the hob, oven and grill on my own.	I can demonstrate quality control when making food products.
Health and Safety 1	I can get myself ready to cook, with guidance.	I can get myself ready to cook.	I can get myself and my work area prepared to cook.	I can use colour coded chopping boards to prevent cross contamination.
Health and Safety 2	I can work safely with help and support.	I can work safely, with help.	I can work safely, on my own.	I am aware of the health and safety of others.
Health and Safety 3	I can explain the words 'hygiene' and 'food safety'.	I can explain the words 'hygiene' and 'food safety', with examples.	I can handle food carefully to prevent it from becoming unsafe to eat.	I can explain how cross contamination, decay and spoilage can make food unsafe to eat.
Health and Safety 4	I can identify that different foods need to be stored in different places to keep it safe.	I can explain that different foods need to be stored in different places to keep it safe.	I can identify some of the main hazards when storing, preparing and cooking food.	I can explain the purpose of date marks on food products.

Year 6 Curriculum Related Expectations

French

	Working Towards	Working At	Exceeding	Exceptional
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 <i>les</i> , <i>des</i> and <i>mes</i> 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 <i>oui</i> or <i>non</i> 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

	Working Towards	Working At	Exceeding	Exceptional
Geography 1	I know some countries in Europe and some continents and oceans.	I know many of the countries in central and western Europe. I know the continents and oceans.	I know most of the countries in central and western Europe. I know the continents and oceans. I understand what latitude and longitude is.	I know a wide range of countries both in Europe and other continents.
Geography 2	I can recognise the map of Britain and can use an atlas.	I understand what physical features are and I know some of the physical features of the Britain and can use an atlas.	I know many of the physical features of the Britain and use an atlas well.	I can describe and begin to explain differences and similarities between places - both human and physical.
Geography 3	I can recognise some features on an OS map and know some symbols on the key.	I can use an OS map and can find places with 4 figure grid references	I can use an OS map with confidence and can find places using 4 and 6 figure grid references	I use OS maps with confidence and can create my own maps.
Geography 4	I can find out about places.	I can make my own choices and can research these places.	I have good research skills and can find out relevant information about places	I have excellent research skills and can find out relevant information using a range of sources.
Geography 5	With help I can write simple descriptions of places	I can describe what places are like using my own observations of photos	I can describe what places are like in detail using a range of literacy skills. I use my own observations of photos and maps	I can read and understand texts intended for older pupils.
Geography 6	I can name some local places and describe what they are like	I can identify characteristics of local places and can describe how they change.	I can use a range of sources to identify characteristics of local places and can describe how they change in detail.	I can use a range of sources to identify characteristics of local places and can describe how and why they change in detail.
Geography 7	I can make observations of how people can affect the environment.	I know a range of ways that people can affect the environment.	I know how people affect the environment and can identify some causes.	I can clearly explain how people affect the environment and can explore a range of causes.
Geography 8	I can identify and describe some features of a river. I can observe how people can affect rivers.	I can describe how people use rivers and how the features of a river can change.	I can describe the main features of a river from source to mouth. I know how people have affected rivers.	I can describe the main features of a river from source to mouth. I know how and why people have affected rivers.
Geography 9	I can draw a simple bar chart and can interpret a graph with help.	I can interpret data to draw a line and bar chart	I can use data to create bar graphs and can interpret them. I can begin to draw conclusions from what they tell me.	I can use data to create a range of graphs. I can draw conclusions from the data.
Geography 10	I can use simple sentences to communicate my ideas.	I can organise my work with headings and sub-headings.	I can organise my written work and present it neatly.	I can organise my written work and present it in a range of ways, as appropriate to task, independently.

Year 6 Curriculum Related Expectations

History

	Working Towards	Working At	Exceeding	Exceptional
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 1	I have started to recognise that there are similarities between different periods of history.	I can recognise that the past can be divided into periods which have similarities.	I can describe the characteristics of past societies and time periods. I can use them to identify similarities across different time periods.	I can recognise and describe similarities within and across different time periods.
Similarity and Difference 2	I have started to recognise that there are differences between different periods of history.	I can recognise that the past can be divided into periods which have differences.	I can describe the characteristics of past societies and time periods. I can use them to identify differences across different time periods.	I can recognise and describe differences within and across 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.
Communication	I can express my ideas in a few words.	I can express my ideas in a sentence.	I can express my ideas in sentences and a paragraph.	I can express my ideas in clear detailed sentences and paragraphs.
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 (Pixl).	I know what key historical vocabulary means (Pixl).

Mathematics

	Working Towards	Working At	Exceeding	Exceptional
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.
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 and mixed numbers with different denominators.	I can solve reasoning problems involving addition and subtraction of fractions and mixed numbers with different denominators.	I can solve more complex 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.
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 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.

Year 6 Curriculum Related Expectations

Measurement 1	I can remember that there are 100cm in 1m and 100g 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 .
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.
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.
Geometry 2	I can recognise different types of angles and begin to solve simple angle calculations.	I can solve missing angle problems involving triangles, quadrilaterals, angles at a point and angles on a straight line.	I can use a combination of angle facts to calculate missing angles.	I can use a combination of angle facts to calculate missing angles in multistep problems.
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

	Working Towards	Working At	Exceeding	Exceptional
Singing 1	I can identify one aspect of correct singing posture.	I can identify one feature of an effective warm-up.	I can create a short warm-up to use before singing.	I can lead a short vocal warm-up.
Singing 2	I can sing as part of a group with overall good pitching, in time with the rest of the group.	I can sing as part of a group with clear diction and suitable dynamics.	I can sing as part of a group in a song with parts, with only one or two notes out of tune.	I can sing in harmony within a round showing correct phrasing, dynamics and in an appropriate style.
Listening 1	I can identify different instrumental sounds and playing techniques from a recorded or live performance.	I can identify differences within a wide range of dynamics (using English words) and articulation.	I can identify the use of playing techniques and comment on the effects.	I can answer questions about the musical context of music I have heard.
Composing and Performing 1	I can identify semibreves, minims, crotchets quavers, semiquavers and their rests in musical notation.	I can use musical rhythm notation and add pitch letters when writing down my own composition.	I can use musical rhythm and pitch notation to write down my own composition.	I can discuss how rhythmical contrasts are achieved.
Composing and Performing 2	I can add up the values of a series of notes.	I can confidently identify note names and durations.	I can read and play from rhythmic notation cards.	I can sight-read and play from rhythmic patterns.
Composing and Performing 3	I can perform repeated patterns on untuned percussion instruments or body percussion.	I can perform a four-bar melody within one octave on tuned percussion making relevant dynamic (volume) choices.	I can accompany a melody using block chords or a bass line.	I can improvise a satisfying melody beyond 8 beats.
Composing and Performing 4	I can identify different notes on the keyboard.	I can perform a simple melody with accuracy of pitch.	I can perform a simple melody with accurate of pitch, using mostly correct fingering.	I can perform a simple keyboard melody in time, with accurate pitch and finger positions.
Composing and Performing 5	I can perform a rhythmically repeating melody on the keyboard from note names.	I can include rhythmic variety in my composition.	I can include a rhythmic accompaniment to my composition.	I can include a chordal accompaniment to my composition.
Composing and Performing 6	I can improvise using repetition.	I can improvise from a given 'question' to develop a suitable 'answer'.	I can improvise my own 8 beat melody over a drone or groove on tuned percussion creating a sense of shape.	I can perform in a group performance, in a piece with different parts (e.g. melody and accompaniment).
Composing and Performing 7	I can compose an 8 beat melody using the pentatonic scale.	I can compose and notate an 8 or 16 beat melody using given pairs of phrases in C major or A minor.	I can compose and notate an 8 or 16 beat melody using given pairs of phrases in G major or E minor.	I can compose and perform a melody within Ternary Form creating contrasts.

Year 6 Curriculum Related Expectations

PSHE

	Working Towards	Working At	Exceeding	Exceptional
Relationships & Sex Education 1	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 in some detail.	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.
Careers/Wider World 1	I can listen carefully in discussions and am beginning to understand that I have personal strengths.	I can recognize some of my personal strengths, understand the importance of setting goals as well as knowing the importance of taking new opportunities.	I can confidently discuss my personal strengths and know how to set realistic goals for myself as well as knowing the benefits of seeking new opportunities and responsibilities.	I can evaluate my own strengths, skills and achievements and can demonstrate ways in which I can set realistic goals for myself and demonstrate that I have achieved the goals. I can explain the benefits of new opportunities and know how I can gain new responsibilities.
Health & Wellbeing 1	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.
Health & Wellbeing 2	I understand there will be significant transitional changes during my life.	I can identify transitional stages in my life and discuss ways to manage them.	I can describe how to prepare for and manage transitional stages in life and know I need to develop resilience and a positive mindset.	I can explain why we need to prepare for transitional stages in life and ways to promote resilience and a positive mindset in the face of change.
Relationships & Sex Education 2	I can name some features of a positive friendship.	I can explain what makes a healthy, positive friendship and suggest ways to avoid arguments and other friendship issues.	I can describe the features of healthy, positive friendships and suggests ways to avoid arguments and other friendship issues.	I can confidently discuss ways to promote positive, healthy friendships and suggest ways to negotiate within friendships.
Relationships & Sex Education 3	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 describe how online communication is different from face to face communication, including how people might behave online and suggest ways to keep safe.	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 assess different types of online behaviour and can evaluate digital media sources confidently.
Relationships & Sex Education 4	I can understand there are different ways in which people might be bullied and I know who to ask for help.	I can describe what bullying is and some different types of bullying and where to get help.	I can confidently discuss what bullying is, list different types of bullying, explain how it can feel and who can help with bullying issues.	I can confidently discuss the consequences of peer pressure and bullying in different situations and can suggest ways to support my peers if they feel they are being bullied.
Discussion skills	I am beginning to communicate with others, knowing when to talk and when to listen and am beginning to share thoughts and experiences with others.	I can contribute some relevant ideas, knowledge and opinions, communicating clearly.	I can respond appropriately, asking and answering questions.	I can apply verbal and non-verbal communication skills when interacting with or presenting to others and am starting to use body language, eye contact, pace, gesture, emphasis and choice of words to help me.
Careers/Wider World 2	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.
Health & Wellbeing 2	I am beginning to understand that some everyday activities may have risks associated with them and that I need to check certain activities with an adult.	I can assess how risky everyday activities are and know ways in which I can keep myself safe, including from gambling risks.	I can assess how risky everyday activities are and know ways in which I can keep myself safe, including from gambling risks.	I can explain a range of activities that may be dangerous and can suggest ideas for mitigating risk. I can describe what can influence someone to gamble.

Year 6 Curriculum Related Expectations

Physical Education

	Working Towards	Working At	Exceeding	Exceptional
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 describe the benefit of taking part in physical activity. (HAL)	I can describe several benefits of taking part in physical activity. (HAL)	I can describe and explain several benefits of taking part in physical activity. (HAL)	I can describe and explain several benefits of taking part in physical activity using subject specific vocabulary. (HAL)
PE 8	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 9	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)
PE 10	I can begin to understand that there are differences and similarities between activity areas. (DOP)	I can recognise that skills and tactics from one activity area can be applied to another. (DOP)	I can recognise that skills and tactics from one activity area can be applied to another and give examples. (DOP)	I can recognise that skills and tactics from one activity area can be applied to another and can competently demonstrate examples. (DOP)

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

Religious Education

	Working Towards	Working At	Exceeding	Exceptional
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

	Working Towards	Working At	Exceeding	Exceptional
Science 1	I can name the main parts of the body, circuits etc.	I can name some body parts that make up body systems, such as blood vessels, parts of a circuit etc.	I can explain information briefly.	I can explain information clearly, using scientific knowledge from class.
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 facts.	I can identify the impact of one factor on something.	I can interpret observations and data.	I can interpret experiment and graph data, and explain what it shows.
Science 4	I can list information.	I can use key words for the topic I'm studying.	I can use key words between topics to establish links between them.	I can use key words from the outside world and link them to current topics.
Science 5	I can complete graphs when the axes and scales are provided for me.	I can draw graphs with support, including how to decide on the scale and labelling the axes.	I can draw graphs – with some support with 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 make measurements with various pieces of equipment, including scales with decimals.	I can make measurements with various pieces of equipment and scales, without support.
Science 7	I can write a basic conclusion, with support.	I can use test results to write a conclusion, without support.	I can write a conclusion which includes simple scientific evidence.	I can draw conclusions using detailed 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 select appropriate techniques, apparatus and materials during investigations.	I can use test results to develop additional lines of investigation and explain my decisions using scientific evidence.
Science 9	I can show an understanding that things need to be kept the same for a 'fair test'.	I can identify some control variables that need to be kept the same for a 'fair test'.	I know that control variables are kept the same for valid results (fair test) and can describe many for an experiment.	I can describe many control variables and start to explain why they are important in order to gain valid results.
Science 10	I can make a basic prediction about what will happen when completing an investigation.	I can write predictions to describe what will happen during an investigation.	I can briefly explain the reason for making a prediction.	I can explain the reason for making a prediction in detail – using scientific evidence.

Year 6 Curriculum Related Expectations

Science 11	I can identify independent, dependent and control variables, with support.	I can identify independent, dependent and control variables, without support.	I can interpret independent, dependent and control variables and other factors to be considered when collecting evidence and data.	I can interpret and explain the choice of independent, dependent and control variables and other factors to be considered when collecting evidence and data.
Science 12	I can provide simple examples.	I can identify how one factor affects another.	I can describe how one factor affects another in an investigation.	I can explain how one factor affects another in an investigation.
Science 13	I can present results in a table and I am starting to calculate the mean, with support.	I can present results on a table, including repeats.	I can present written results on a table, including repeats, and calculating a mean.	I can record results on a table including repeats, and can identify and discard anomalous results prior to calculating a mean.
Science 14	I can draw simple non-scientific diagrams to support my work.	I can draw simple scientific diagrams, without support.	I can draw and label more complex scientific diagrams.	I can draw technical and fully labelled scientific diagrams e.g. to show how light is reflected off a plane mirror and measure the angle of incidence and 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 for investigations to make observations and test predictions.	I can evaluate the reliability of methods and suggest possible improvements.