Skills Progression: Year 6

Essential Skills and Competencies



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| **VGP (spelling not included)** | | | | |
| **Word** | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover, ask for – request, go in – enter) How words are related by meaning as synonyms and antonyms (for example, big, large, little) | | | |
| **Sentence** | Use of the **passive** to affect the presentation of information in a **sentence** (e.g. I broke the window in the greenhouse versus **The window in the greenhouse was broken**)  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: He’s your friend, isn’t he?, or the use of **subjunctive** forms as If I were or Were they to come in some very formal writing and speech) | | | |
| **Text** | Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a word or phrase, grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence), and **ellipsis**  Layout devices, (for e.g. headings, sub-headings, columns, bullets, or tables, to structure text) | | | |
| **Punctuation** | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. It’s raining; I’m fed up .) Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover) | | | |
| **Terminology** | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | | | |
| **Science** | | | | |
| **Working scientifically** | To use the following practical scientific methods, processes and skills | | | |
| **Questioning, enquiring, planning** | Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. Begin to recognise more abstract ideas & begin to recognise how these ideas help them to understand how the world operates. Begin to recognise scientific ideas change & develop over time. Select the most appropriate ways to answer science questions using different types of scientific enquiry | | | |
| **Observing, measuring, pattern seeking** | Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings. Identify patterns that might be found in the natural environment. Make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately. Can interpret data and find patterns. Select equipment on my own. Can make a set of observations and say what the interval and range are. Accurate and precise measurements. Graphs – pie, line, bar | | | |
| **Investigating** | Use test results to make predictions to set up further comparative and fair tests. Recognise when & how to set up comparative and fair tests and explain which variables need to be controlled and why. Suggest improvements to my method and give reasons. Decide when it is appropriate to do a fair test. | | | |
| **Recording and reporting** | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Report and present findings from enquiries. Decide how to record data from a choice of familiar approaches. Can choose how best to present data. | | | |
| **Identifying, grouping & classifying** | Use and develop keys and other information records to identify, classify and describe living things and materials. | | | |
| **Research** | Recognise which secondary sources will be most useful to research their ideas. | | | |
| **Conclusions** | Reporting and presenting findings from enquiries, including conclusions, causal relationships & explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. Draw conclusions based on their data & observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. Use test results to make predictions to set up further comparatives and fair tests.  Look for different causal relationships in their data and identify evidence that refutes or supports their ideas. Use their results to identify when further tests and observations are needed. Separate opinion from fact. Can draw conclusions and identify scientific evidence. Can use simple models. Know which evidence proves a scientific point. Use test results to make predictions to set up further comparative and fair tests. | | | |
| **Vocabulary** | Read, spell and pronounce scientific vocabulary correctly. Use relevant scientific language. And illustrations to discuss, communicate and justify scientific ideas. Confidently use a range of scientific vocabulary. Use conventions such as trend, rogue result, support prediction and -er word generalisation. Use scientific ideas when describing simple processes. Can use the correct science vocabulary | | | |
| **Understanding** | Talk about how scientific ideas have changed over time. Explain the positive and negative effects of scientific development. See how science is useful in everyday life. Say which parts of our lives rely on science. | | | |
| **PSHE** | | | | |
| **New Beginnings**  **Wk 1-3 Autumn 1** | Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules. Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges. Express their views confidently, and show how their views can develop in the light of listening to others | | | |
| **Global citizenship**  **Autumn 1 Weeks 4-6** | Understand and describe what democracy is, institutions that support it locally and nationally and how it happens. Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society. Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment | | | |
| **Getting on and falling out**  **Autumn 2 Weeks 1-3** | Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices | | | |
| **Say no to bullying**  **Autumn 2 Weeks 4-6** | Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so  Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities | | | |
| **RSE**  **Spring 1 Weeks 1-6** | My Feelings | Recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves | | |
| My Body | Explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs | | |
| My Relationships | Realise the nature and consequences of discrimination, including the use of prejudice based language | | |
| My Beliefs | Know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM) | | |
| My Rights and Responsibilities | Have an awareness that infections can be shared during sexual intercourse and that a condom can prevent this | | |
| Asking for help | Develop the confidence and skills to know when, who and how to ask for help independently or with support | | |
| **Personal Citizenship**  **Spring 2 Weeks 1-3** | Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money | | | |
| **Good to be me/emotional well being**  **Spring 2 Weeks 4-6** | Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well- being. To be aware of the responsibilities and hazards and potential consequences of using social media. Explore and comment on how the media present information. | | | |
| **Staying Healthy**  **Summer 1 Weeks 1-3** | Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles | | | |
| **Keeping myself safe**  **Summer 1 Weeks 4-6** | List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations | | | |
| **Our community**  **Rights & responsibilities**  **Summer 2 Weeks 1-6** | Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules | | | |
| **History** | | | | |
| **Chronological Understanding** | Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline. | | | |
| **Knowledge and understanding of past events, people and changes in the past** | Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identifies how any of above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past societies. Do they appreciate that some ancient civilisations showed greater advancements that people who lived centuries after them? | | | |
| **Historical interpretation** | Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Can they pose and answer their own historical questions? | | | |
| **Historical Enquiry** | Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources. | | | |
| **Organisation and Communication** | Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms. | | | |
| **Geography** | | | | |
| **Location knowledge** | On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. | | | |
| **Place knowledge** | Compare a region in UK with a region in N. or S. America with significant differences and similarities. | | | |
| **Human and Physical Geography** | Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T/Science) | | | |
| **Geographical Skills and Fieldwork** | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | |
| **Art** | | | | |
| **Generic Skills** | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. | | | |
| **Drawing** | Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. **Perspective and Composition** Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition | | | |
| **Painting** | Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music **Colour** Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours | | | |
| **Printing** | Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints | | | |
| **Textiles** | Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects | | | |
| **3D & sculpture** | Shape, form, model and construct from observation or imagination. Use recycled, natural and man‐made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media | | | |
| **Collage** | Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas | | | |
| **Digital media** | Record, collect and store visual information using digital cameras, video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering. Create layered images from original ideas (sketch books etc.) | | | |
| **Music** | | | | |
| **Controlling sounds through singing and playing (performing)** | Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale. | | | |
| **Creating and developing musical ideas (composing)** | Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions). | | | |
| **Responding and reviewing (appraising)** | Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others’ work. | | | |
| **Listening and applying knowledge and understanding** | Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own music (adding dotted quavers). Use different venues and occasions to vary performances. (Combining all musical dimensions). Describe different purposes of music in history/ other cultures. | | | |
| **PE** | **Statutory Requirements** | | **Skills** | |
| **Games** | Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | Strike a bowled or volleyed ball with increasing accuracy *(cricket, rounders)*  Use forehand and backhand strokes in racket games *(tennis, badminton)*  Field, defend and attack tactically by anticipating the direction of play. (*football, tag rugby)* Lead others when called upon. (*football, tag rugby)*  Good role model to others (*football, tag rugby)*s | |
| **Dance** | Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | Perform expressively and hold a precise and strong body posture. Create and perform complex sequences. Perform with high energy, slow grace or other themes and maintain this throughout a performance. Perform complex moves that combine strength and stamina gained through gymnastics, (eg: cartwheels and handstands) | |
| **Gymnastics** | Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | Create complex and well executed sequences that include a range of movements: springing, flight, vaults, inversions, rotations, hold shapes that are strong, fluent and expressive. Vary speed, direction, level and body rotation during floor performances. Practice and refine the gymnastic techniques listed above. Use equipment to vault and to swing, remaining upright | |
| **Athletics** | Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | Choose the best place for running over a variety of distances. Show control in take-off and landing when jumping. Compete with others and keep track of personal best performances, setting challenging targets for improvement | |
| **Swimming** |  | |  | |
| **Outdoor and Adventurous Activities** | Take part in outdoor and adventurous activity challenges both individually and within a team | | Select appropriate equipment for OAA. Identify possible risks and think of ways to manage them. Ask for and listen to expert advice. Embrace leadership and team roles. Gain the commitment and respect of my team. Remain positive even in the most challenging of circumstance. Show empathy towards others and offer support without being asked. Seek support from the team and experts if in any doubt. Use a range of devices in order to orientate myself. Quickly assess changing conditions and adapt plans to ensure safety comes first. | |
| **French** | | | | |
| **Listening** | Understand the main points and some of the detail from a short spoken passage – e.g. sentences describing what people are wearing;  an announcement | | | |
| **Speaking** | Express an opinion confidently. Begin to understand how accents change letter sounds. Pronunciation is accurate and intonation is being developed. Initiate a simple conversation on a given topic. Confidently use appropriate vocabulary and phrases in a conversation. | | | |
| **Reading** | Understands the main points and some of the detail from a short written text. Begin to read independently. Use a bilingual dictionary to look up new words. | | | |
| **Writing** | Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly. Spell words that are readily understandable and phonetically plausible. | | | |
| **Intercultural Understanding** | Talk about, discuss and present information about a particular country’s culture. Begin to understand more complex issues which affect countries in the world today for example poverty, famine, religion and war. | | | |
| **RE** | **Learning about religions** | | | **Learning from religions** |
| **Thinking about religion and belief** | N/A | | | Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems; Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world; Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. |
| **Enquiring, investigating and interpreting** | N/A | | | Identify the influences on, and distinguish between, different viewpoints within religions and beliefs; Interpret religions and beliefs from different perspectives; Interpret the significance and impact of different forms of religious and spiritual expression |
| **Discovery RE: enquiry questions** | | | | |
| **Autumn 1** | Does praying at regular intervals everyday help a Muslim in his/her every day life? Who do I believe I am? Does it feel special to belong? | | | |
| **Autumn 2** | What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence  people to behave well towards others? | | | |
| **Spring 1** | Does going to the mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am? Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone? | | | |
| **Spring 2** | Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about  what a religion believes and about what happens after death? | | | |
| **Summer 1** | Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? | | | |
| **Summer 2** |
| **Computing** |  | | | |
| **Generic Skills** | Most children will: be able to choose and combine the use of appropriate ICT tools to complete a task; be able to critically evaluate the fitness for purpose of work as it progresses; have experience of a range of ICT equipment and software; describe and discuss their work and explain how and why they have used ICT; annotate their work samples using prompt questions; use appropriate ICT vocabulary | | | |
| **Graphics and digital video** | Most children will: use a wider range of tools within an art package as necessary; continue to manipulate images using an art package or other software; know when it is appropriate to use an art package and when another medium would be more suitable continue to use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose | | | |
| **Sound** | Most children will: continue to use cassette recorders / Dictaphones/sound buttons as appropriate; continue to use the sound files in other applications; continue to use more sophisticate music software to plan, create, evaluate, edit and play their own compositions | | | |
| **Multimedia** | Most children will: select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience eg: present an account of their residential trip to their peers; create hyperlinks for resources made or found; modify the presentation to make it more suitable for a different audience eg parents | | | |
| **Word processing and email** | Most children will: use and practise their word processing skills in a range of contexts; use email as a communication tool to collaborate with other pupils; be aware that computer viruses can be sent via email; be aware of email safety rules | | | |
| **Control and logo** | Most children will: use on-screen control software to plan, create and run a more complex set of instructions; use information from a sensor (input) to initiate parts of the control program; plan and create a control system to answer a task; know when it would be appropriate to use a control system; create more complex patterns using repeated simple procedures | | | |
| **Data Logging** | Most children will: know when it would be appropriate to use a sensing device eg in a science experiment; be able to use a range of sensors as appropriate | | | |
| **Research** | Most children will: use a more complex search engine to find information on CD ROMs and the Internet; check the accuracy of information; be aware of privacy and other issues related to using the Internet | | | |
| **Data Handling** | Most children will: use a more complex database to explore patterns and relationships in data eg In a minibeasts database - Is there a relationship between habitat and diet?; independently set up and use a datafile to carry out an investigation; amend and delete data from records; use editing tools to alter the design of a graph; organise, refine and present information appropriate to the audience | | | |
| **Spreadsheets** | Most children will: be able to use formulae and functions in a spreadsheet; alter the format of a spreadsheet; change data to satisfy ‘What if’ queries; use a spreadsheet to solve simple problems eg the relationship between the perimeter and area of a quadrilateral | | | |
| **Design and technology** |  | | | |
| **Developing, planning and communicating ideas** | Communicate their ideas through detailed labelled drawings; Develop a design specification; Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways; Plan the order of their work, choosing appropriate materials, tools and techniques | | | |
| **Working with tools, equipment, materials and components to make quality products (inc-food)** | Select appropriate tools, materials, components and techniques; Assemble components make working models; Use tools safely and accurately; Construct products using permanent joining techniques; Make modifications as they go along; Pin, sew and stitch materials together create a product; Achieve a quality product | | | |
| **Evaluating processes and products** | Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests; Record their evaluations using drawings with labels; Evaluate against their original criteria and suggest ways that their product could be improved | | | |