

## National Standards Expected at the End of Year 6

**ENGLISH** – Children can articulate arguments and opinions. They use language to speculate, hypothesise and explore. They use questions to build their own knowledge. In reading they read a broad range of genre and recommend books to others. The children can make comparisons within/across books and support their inferences with evidence. They can summarise key points from texts and can identify how language and structure contribute to meaning. In writing the children have developed a legible, personal handwriting style. They plan their writing to suit an audience and purpose and they select grammar and vocabulary for effect. They use a full range of punctuation.

**MATHEMATICS** – Children can secure place value and rounding to 10 million, including negatives, using all written methods. They can use the order of operations, and identify primes, factors and multiples. They can solve multi-step problems, and have an awareness of algebra. They can confidently use a range of measures and conversions, and calculate the area of triangles and parallelograms. They can use volume and area formulae, and classify shapes by their properties. They know and use angle rules, and can translate and reflect shapes, using all four quadrants. They use pie charts, and calculate mean averages. They can compare and simplify fractions, and use equivalents to add fractions. They multiply simple fractions, and divide them by a whole number. They can solve problems involving decimals and percentages, and use a written method up to 2 decimal places. They have an awareness of proportion and ratio.

**SCIENCE** – Use relevant language to justify their scientific ideas the children can talk about how scientific ideas have developed over time. They can classify, including micro-organisms. Children can consider health and lifestyle, including the circulatory system and compare evolution and adaptation. They explore light and shadows involving the eye. Children investigate forces including gravity and electricity by investigating circuits. Children make precise measurements and repeat readings where appropriate. They record data of increasing complexity using diagrams and graphs.

**COMPUTING** – Children are able to use technology safely, respectfully and responsibly; can design, write, evaluate and debug programs that accomplish specific goals, including controlling or simulating physical systems, and understand computer networks including the Internet

**DESIGN & TECHNOLOGY** - Children can use research to inform their designs and generate annotated diagrams and patterns. They are able to select equipment and materials, evaluate their work and apply their technical knowledge and understanding to suggest improvements. They can prepare healthy foods using a range of skills and know how ingredients are grown, reared, caught and processed.

**RELIGIOUS EDUCATION** – The children can compare and contrast Judaism and Christianity. By exploring 'big questions', they have developed their understanding of the world, life and death. They can compare their own ideas with the ideas of others, both locally and globally. They have begun to consider their own beliefs and values in light of their learning.

**GEOGRAPHY** – Using a variety of maps and digital media, children have extended their knowledge of the location of countries in Europe, naming their capital cities and key physical and human features. They have described and understood the water cycle and storms around the world. Children can use the 8 points of a compass, 4 and 6-figure grid references, symbols and key to build their knowledge of the UK and the wider world.

**HISTORY** – Children continue to develop a chronological knowledge through questions about change, cause, similarity and differences between the lives of the Tudors. They have also discovered how Fention has changed through time. They have found answers to these questions through a variety of sources.

**MUSIC** – Children are able to sing and play musically, with increasing confidence and control. They have an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They understand and appreciate music drawn from a wide range of musical periods and styles.

**PE & GAMES** – Skills are both demonstrated and honed through participation in inter and intra-school competition. They are able to make comparisons with previous performances and are able to demonstrate improvement in order to achieve their personal best. Children can swim at least 25m with confidence and competence.

**ART** – Children are developing their techniques with control and precision. They use their sketchbooks regularly to record their observations and use them to review and revisit ideas. They are able to use a variety of materials to express themselves such as drawing, printmaking, painting and 3-D work. They are able to draw upon a wide range of artists, architects and designers and are beginning to reflect the impact this has on their work.

**PSHE** – Children set themselves goals and consider their future personal development. They understand the role money plays in their own and others lives. They understand the skills that make someone enterprising. They are able to explore and critique how the media present information. They know about change, including transition to secondary school, loss, separation, divorce and bereavement. The children know how their body will, and emotions may, change as they approach and move through puberty. They understand how to take care of their bodies and they understand that everyone has human rights.

**FRENCH** – Children listen and engage in conversation, expressing opinions, speaking in simple language that can be understood. They develop appropriate pronunciation, and can read and write showing awareness of basic grammar,