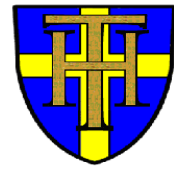
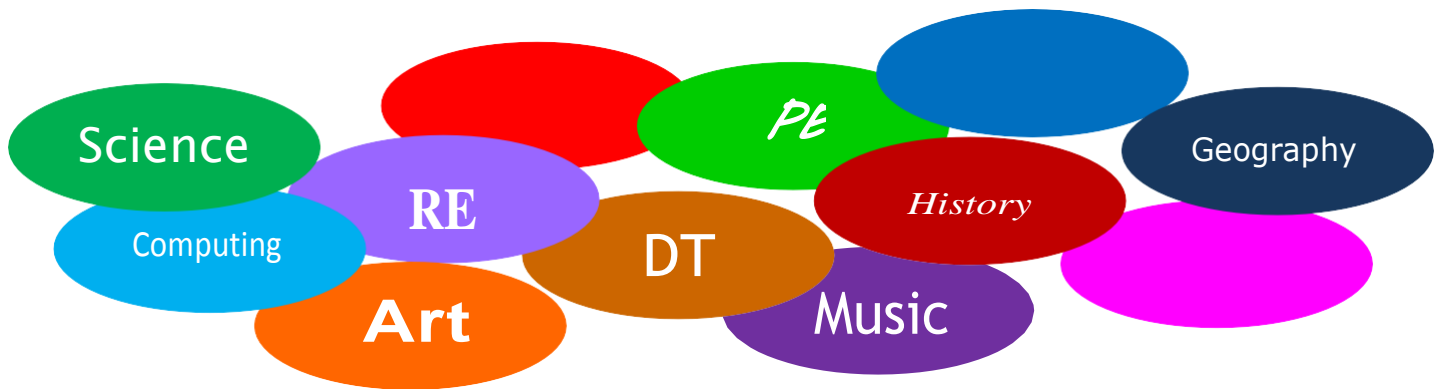


Age-related expectations

Year Six



In the tables below, you'll find a list of **end of year** expectations for...



We offer a relevant, purposeful, enjoyable curriculum which promotes the **core skills** of oral and written communication; application of maths and the **supporting skills** of information technology; working with others; improving own learning and performance; problem solving; thinking skills.

We use the following terms to help us think about our curriculum:

Core skills

Stemming from English and Maths, the skills of oral and written communication and the application of maths are central to life and central to learning. English and Maths are taught as discrete subjects whilst Science and the foundation subjects are usually taught as part of a topic.

Health and SMSC

Holy Trinity CE Primary is a happy and healthy place to learn. We want to promote, through topics and in lots of other ways, children's health and their social, moral, spiritual and cultural (SMSC) development.

The expectations listed below are based on **The national curriculum in England Key stages 1 and 2 framework document** (Department for Education, 2013). This sets out what teachers need to teach and what children are expected to learn, both for the core subjects (English, Maths and Science) and the foundation subjects. Here, we look at **Science and the foundation subjects**.

At Holy Trinity CE Primary, we have set out the expectations for each year group. Sometimes, you'll find examples of additional challenges, too.

Science

Science

Working scientifically

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

History

History

- Can your child place features of events and people from past societies and periods in a chronological framework?
- Can your child summarise the main events from a specific period in history, explaining the order in which key events happened?
- Can your child explain how Britain has had a major influence on world history?
- Can your child describe what Britain may have learnt from other countries and civilisations through time gone by and more recently?
- Can your child recognise and describe differences and similarities / changes and continuity between different periods in history?
- Can your child describe a key event from Britain's past using a range of evidence from different sources?
- Can your child investigate how an aspect or theme has changed over time in the local area and offer their views about this change?



Examples of additional challenge

- Can your child appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?
- Can your child trace the main events that define Britain's journey from a mono- to a multi-cultural society?
- Can your child suggest why certain events, people and changes might be seen as more significant than others?

Geography

Geography

- Does your child have an understanding of the British Isles (ie the physical geography, including its surrounding islands) and the United Kingdom (ie the political geography) and can your child explain the difference?
- Can your child name and locate UK, European and international locations using an atlas, map and digital mapping, with awareness of land-use patterns over time?
- Does your child know the position and significance of latitude and longitude?
- Can your child explain time zones (including day and night)?
- Can your child compare a region in the UK with a region in North or South America?
- Can your child use maps, aerial photos, plans and web resources to describe what a locality might be like?
- Does your child show understanding of human geography (eg economic activity, trade links, distribution of natural resources) and physical geography (eg climate zones, biomes, vegetation belts)?
- Can your child use four and six figure grid references and OS maps to answer questions?
- Can your child use fieldwork to answer questions about the local area using a range of methods?
- With regard to the main ethnic groups in the UK and at Holy Trinity CE, is your child aware of reasons why people may have moved to the UK?

Examples of additional challenge

Can your child define geographical questions to guide their research?
Does your child understand the term sustainable development?

Art and Design

Art and design

Can your child explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles)?
Showing increasing knowledge, confidence and experiences, can your child investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts?
Can your child combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions?
Does your child record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do?
Using ideas from the points above, can your child design and make images / artefacts for different purposes?
Can your child adapt and improve their own work to realise their intentions?
Can your child comment on similarities and differences between pieces of art, including art from different periods and cultures?
Does your child show increasing awareness of art and design in the world around them eg architecture, graphic design?

Design and Technology (DT)

Design and technology (DT)

Can your child research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose, aimed at particular individuals and groups?
Can your child generate, develop and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design?
When making, can your child select from and use a wider range of tools and equipment to perform practical tasks? (eg cutting, shaping, joining, finishing)
When making, can your child select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their functional properties and aesthetic qualities?
Can your child investigate and analyse a range of existing products?
Can your child evaluate their ideas and products against their own design criteria and consider the views of others to improve their work?
Can your child understand how key events and individuals in design and technology have helped change the world?
Can your child apply their understanding of computing to program, monitor and control their products?
Can your child understand and use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages)?
When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level: diet; food origins; food choice; food labelling; food safety? (see Change 4 Life Core Competencies)
When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age-appropriate level? (see Change 4 Life Core Competencies)



Music

Music

While performing from memory and from simple notations, can your child show awareness of their own contribution (eg leading others, taking a solo part and/or providing rhythmic support)?
Can your child improvise melodic and rhythmic phrases as part of a group performance?
Can your child compose by developing ideas, beginning to use musical devices (eg melody, rhythms, chords, structures)?
Can your child review and evaluate different music, including music from different periods, cultures and from great composers, with reference to specific musical features eg pitch, tempo, structure?
Does your child show increasing awareness of music in the world around them eg advertising, dramas?
Can your child evaluate how the venue, occasion and purpose affects the way a piece of music is created?

Physical Education (PE)

Physical education (PE)

- Can your child remember, refine and repeat sequences with a sense of style and artistic intention?
- Does your child constantly choose and develop a range of movement patterns?
- Does your child practise and perform, with control and accuracy, a range of actions and balances in sequences?
- Can your child link actions and balances together so that they flow, using different compositional ideas?
- Does your child consistently select the right shots or tactics to be successful in a game?
- Can your child choose and use combinations of skills with confidence, accuracy and consistency in most games?
- Does your child demonstrate higher levels of strength, stamina and fluidity of movement in a variety of activities?
- Can your child consistently identify strengths and weaknesses in own and others' work, occasionally leading activities?
- Can your child help others to improve performance through demonstration and using appropriate words or tips?
- Can your child swim at least 25m?
- Can your child use a range of strokes effectively?
- Can your child warm up independently and effectively?

Religious Education (RE)

Religious education (RE)

Use Discover RE/Understanding Christianity

Computing

Computing

Use Herts Scheme of Work

