



YEAR 6 PROGRESSION STATEMENTS

A year 6 scientist			
<p>Working scientifically (Y5 and Y6)</p> <ul style="list-style-type: none">• I can plan different types of scientific enquiry.• I can control variables in an enquiry.• I can measure accurate and precisely using a range of equipment.• I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.• I can use the outcome of test results to make predictions and set up a further comparative fair test.• I can report findings from enquiries in a range of ways.• I can explain a conclusion from an enquiry.• I can explain causal relationships in an enquiry.• I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.• Read, spell and pronounce scientific vocabulary accurately.	<p>Biology</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none">• I can classify living things into broad groups according to observable characteristics and based on similarities & differences.• I can describe how living things have been classified.• I can give reasons for classifying plants and animals in a specific way. <p><u>Animals, including humans</u></p> <ul style="list-style-type: none">• I can identify and name the main parts of the human circulatory system.• I can describe the function of the heart, blood vessels and blood.• I can discuss the impact of diet, exercise, drugs and life style on health.• I can describe the ways in which nutrients and water are transported in animals, including humans. <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none">• I can describe how the earth and living things have changed over time.• I can explain how fossils can be used to find out about the past.• I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).• I can explain how animals and plants are adapted to suit their environment.• I can link adaptation over time to evolution.• I can explain evolution.	<p>Chemistry</p> <p>(no content)</p>	<p>Physics</p> <p><u>Light</u></p> <ul style="list-style-type: none">• I can explain how light travels.• I can explain and demonstrate how we see objects.• I can explain why shadows have the same shape as the object that casts them.• I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. <p><u>Electricity</u></p> <ul style="list-style-type: none">• I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.• I can compare and give reasons for why components work and do not work in a circuit.• I can draw circuit diagrams using correct symbols.

A year 6 historian	A year 6 geographer	A year 6 artist
<ul style="list-style-type: none"> • I can place features of historical events and people from the past societies and periods in a chronological framework. • I can summarise the main events from a period of history, explaining the order of events and what happened. • I can summarise how Britain has had a major influence on the world. • I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). • I can identify and explain propaganda. • I can describe a key event from Britain's past using a range of evidence from different sources. 	<ul style="list-style-type: none"> • I can use Ordnance Survey symbols and keys, and 4 or 6 figure grid references. • I can answer questions by using a map. • I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. • I can describe how some places (in the UK) are similar and dissimilar in relation to their human and physical features. • I can explain how a location fits into its wider geographical location with reference to human and economical features. • I can explain why many cities are situated on or close to rivers. • I can explain why people are attracted to live by rivers. • I can explain the course of a river. • I can name and locate many of the world's most famous rivers in an atlas. 	<ul style="list-style-type: none"> • I can explain why I have used different tools to create art. • I can explain why I have chosen specific techniques to create my art. • I can explain the style of my work and how it has been influenced by a famous artist. • I can use feedback to make amendments and improvement to my art.

A year 6 designer	A year 6 musician	A year 6 sportsperson
<ul style="list-style-type: none"> • I can follow and refine my plans. • I can justify my plans in a convincing way. • I can show that I consider culture and society in my plans and designs. • I show that I can test and evaluate my products. • I can explain how products should be stored and give reasons. • I can work within a budget. • I can evaluate my product against clear criteria. 	<ul style="list-style-type: none"> • I can sing in harmony confidently and accurately. • I can perform parts from memory. • I can take the lead in a performance. • I can use a variety of different musical devices in my composition (including melody, rhythms and chords). • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. • I can analyse features within different pieces of music. • I can compare and contrast the impact that different composers from different times have had on people of that time. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can play to agreed rules. • I can explain rules. • I can umpire. • I can make a team and communicate a plan. • I can lead others in a game situation. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can combine my own work with that of others. • I can link sequences to specific timings. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can develop sequences in a specific style. • I can choose my own music and style. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I can demonstrate stamina. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I can plan a route and a series of clues for someone else. • I can plan with others taking account of safety and danger.

A year 6 IT user	A safe IT user in Y5 and Y6	A safe IT user in Y5 and Y6
<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can design a solution by breaking a problem up. • I recognise that different solutions can exist for the same problem. • I can use logical reasoning to detect errors in algorithms. • I can use selection in programs. • I can work with variables. • I can explain how an algorithm works. • I can explore 'what if' questions by planning different scenarios for controlled devices. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can select, use and combine software on a range of digital devices. • I can use a range of technology for a specific project. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I can discuss the risks of online use of technology. • I can identify how to minimise risks. 	<p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> • I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family. • I understand the potential risk of providing personal information online. • I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. • I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented. • I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing). • I understand that some material on the internet is copyrighted and may not be copied or downloaded. • I understand that some messages may be malicious and know how to deal with this. • I understand that online environments have security settings, which can be altered, to protect the user. • I understand the benefits of developing a 'nickname' for online use. • I understand that some malicious adults may use various techniques to make contact and elicit personal information. • I know that it is unsafe to arrange to meet unknown people online. • I know how to report any suspicions. • I understand I should not publish other people's pictures or tag them on the internet without permission. • I know that content put online is extremely difficult to remove. • I know what to do if I discover something malicious or inappropriate. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • I follow the school's safer internet rules. • I can make safe choices about the use of technology. • I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc. • I can create strong passwords and manage them so that they remain strong. • I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school. • I can competently use the internet as a search tool. • I can reference information sources. • I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources • I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .met) to support validation of information. <hr/> <p>A year 5/6 international speaker</p> <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least 4 exchanges. • I can use my knowledge of grammar to speak correctly. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can understand a short story or factual text and note the main points. • I can use the context to work out unfamiliar words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write a paragraph of 4-5 sentences. • I can substitute words and phrases.