

## Key Skills - Year 6

<b><u>Geography</u></b>			
<b><u>Geographical skills and fieldwork</u></b>	<u>T1&amp;T2</u>	<u>T3&amp;T4</u>	<u>T5&amp;T6</u>
<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>			
<i>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK and the wider world</i>			
<i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</i>			
Can I identify which physical and human features this place has? Can I give reasons for those features using geographical language?			
Can I map land use of a location and devise my own criteria e.g. leisure, shopping, residential etc.			
Can I collect statistics about people and places and chose the most appropriate way to present them?			
Can I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue giving reasons?			
Can I continue to confidently use key geographical vocabulary in different contexts?			
Can I make detailed sketches and digital images, making careful measurements of patterns?			
Can I identify the position and significance of latitude, longitude, equator, hemisphere and Tropics?			
Can I use aerial photographs and a range of sources to identify patterns e.g. settlement locations?			
Can I look at and make detailed maps, including keys, grid references and scale?			
Can I use Google Earth to identify man-made and natural physical features?			
Can I use knowledge of time zones to work out journey times around the world?			
<b><u>Locational skills</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
<i>Locate the world's countries using maps to focus on Europe, North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i>			
<i>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</i>			
<i>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and time zones (including night and day).</i>			
Can I compare and contrast a geographical area in the past and present?			
Can I explain how colonization/immigration can cause change?			
Can I explain how I, as an individual, can impact on my local environment?			

Can I explain how a town (in another part of the world) use their local environment?			
<b>Place Knowledge</b>			
<i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America</i>			
Can I use a map to describe human settlement and land use patterns?			
Can I identify regions/areas of a European country or North/South America?			
Can I use examples to explain why places are like they are (how and why they have developed)?			
Can I compare (using evidence) two different countries/cities and explain how they changed over time?			
Can I use statistical evidence to compare local and international places?			
<b>Human and Physical Geography</b>			
<i>Describe and understand the key aspects of:</i>			
<i>Physical geography, including :climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</i>			
<i>Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources, including energy, food, minerals and water</i>			
Can I study and present information on a locality in the U.K?			
Can I compare and give reasons for the economy of North and South America?			
Can I explain the choices for the Mayans' settlement?			
Can I study the human impact upon the environment?			
Can I look at and make detailed maps of areas I am studying that include keys, six figure grid references, scales, compass rose and standard OS symbols?			
Can I study a range of locations in Europe, North America and South America?			
Can I ensure my field sketches and digital images show layouts, patterns and movement. Can I make careful measurements of rainfall, temperature, distances, depths and record these in a suitable way (using ICT)?			
<b><u>History</u></b>			
<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
1) Changes in Britain from the Stone Age to the Iron Age 2) The achievements of the earliest civilisations (Ancient Egypt)	1) The Roman Empire and its impact upon Britain 2) The impact of the slave trade on Bristol?	1)Britain's settlement by Anglo Saxons 2) The Viking and Anglo-Saxon struggle for the Kingdom of England	1) A non-European society that provides contrast with British history (Mayan civilisation c. AD 900)

			2) A study of an aspect or theme in British history (the first policemen - Law & Order)
<b><u>Whole School Enrichment Opportunities</u></b>			
1) Ancient Greece – to be covered every four years to coincide with the Olympics			
2) Local Study – Millpond Primary School (History of local area and the relevance of mills, the river and how they contributed to the wealth of the city when they did)			
<b><u>Historical Knowledge</u></b>	<u>T1&amp;2</u>	<u>T3&amp;T4</u>	<u>T5&amp;6</u>
<i>To be personalised for each topic</i>			
Can I describe historical events?			
Can I describe the religious beliefs and attitudes of people from the past (Mayans)?			
Do I have a secure knowledge and understanding of the period in question?			
Can I describe significant people from the period in question?			
Can I explain the impact of significant people from the period in question? (legacy etc.)			
<b><u>Chronological Understanding</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
<i>When did events take place and when how did they fit in with each other?</i>			
Can I accurately place key people, events and artefacts on a timeline to scale?			
Can I use terms such as circa to describe when events took place?			
<b><u>Historical Interpretation</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
<i>What skills do the pupils need in order to find out about the past?</i>			
Can I ask and debate open ended questions about the past?			
For example:			
If you were a man/woman/child, which time period would you prefer and why?			
Who was the greatest leader and why?			
Which civilization was the most advanced and why?			
Which do you think was the most successful era in history and why?			
Can I use artefacts, pictures, photographs, information books, websites, documents, maps, music, databases, archive material, eye witness accounts, historic buildings, visitors and visits to historical sites to help me find out about the past?			
Can I independently select different accounts of an historical event and explain reasons why they may differ (different standpoints of native Mayans and white settlers)?			
Can I select suitable sources based on their reliability and justify referring to the 3 Rs? (reliability, relevance and richness)			
<b><u>Historical communication (Link to English, Maths and IT)</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>

<i>How are the pupils going to showcase their knowledge and understanding to others?</i>			
Can I use key historical vocabulary to show my understanding of a time period? (Mayans)			
Can I write a biography about a famous historical figure?			
Can I analyse data from spreadsheets and databases?			
Can I present historical data using Excel?			
<b>Building an overview of world history</b> <i>The bigger picture: to develop a mature and informed perspective of the world</i>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I give a broad overview of major historical eras from around the world?			
Can I use a timeline to look for times of rapid or slow change?			
Can I compare and contrast cultural differences of a past society (Mayans)?			
Can I describe and evaluate how some of the people and events I have studied have affected other time periods (regional/national/global impact and legacy)?			
<b><u>Science</u></b>			
<b>Working Scientifically</b> <i>Pupils must always be taught through and clearly related to substantive science content in the PoS. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge</i>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I explore ideas and raise different kinds of questions?			
Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?			
Can I select and plan the most appropriate type of scientific enquiry to use to answer scientific questions?			
Can I recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why?			
Can I use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural world?			
Can I take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when necessary?			
Can I make my 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 to take measurements and explain how to use them accurately?			
Can I decide how to record data from a choice of familiar approaches?			

Can I record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs>			
Can I look for different casual relationships in data and identify evidence that refutes or supports the ideas?			
Can I report and present findings from enquiries, including conclusions, casual relationships and explanations of a degree of trust in results, in oral and written forms such as displays and other presentations?			
Can I use relevant scientific language to discuss my ideas and communicate my findings?			
Can I use test results to make predictions to set up further comparative and fair tests?			
Can I use results to identify when further tests and observations might be needed?			
Can I talk about how scientific ideas have developed over time?			
Can I identify scientific evidence that has been used to support or refute ideas or arguments (Darwinism?)			
Can I recognise which secondary sources will be most useful to research ideas and begin to separate opinion from fact based on these?			
Can I use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas?			
<b><u>Living things and their habitats</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals?			
Can I give reasons for classifying plants and animals based upon specific characteristics?			
<b><u>Animals including humans</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood?			
Can I recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function?			
Can I describe the ways in which nutrients and water are transported within animals including humans?			
<b><u>Evolution and Inheritance</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?			
Can I recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents?			
Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?			
<b>Light</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I recognise that light appears to travel in straight lines?			

Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye?			
Can I explain why we see things because light travels from light sources to objects and then to our eyes?			
Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?			
<b>Electricity</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit?			
Can I compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches?			
<b><u>Art and Design</u></b>			
<b>Drawing Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I use different sizes and proportions to show space and distance?			
Can I show perspective when drawing buildings?			
Can I explore drawing with a range of media?			
<b>Painting Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I experiment in creating moods and feelings with colour?			
<b>Printing Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I use rotational symmetry?			
<b>Sculpture Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I create a sculpture using wire?			
<b>Textiles Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I make patterns in weaving?			
Can I make a sewn or padded sculpture?			
<b>Collage Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I use montage?			
<b>Communication including computing skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I use the internet to research ideas and artists?			
Can I use descriptive, analytical and interpretive questioning when discussing art?			
Can I reflect upon meaning and purpose?			
Can I collect visual and other information in my sketchbook?			
Can I use my sketchbook to explore, review and revisit ideas?			

<b><u>Design and Technology</u></b>			
<b><u>Design</u></b>			
<b><u>To understand contexts, users and purposes</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I investigate similar products to get ideas, list key features and understand how they work?			
Can I describe the purpose for my product?			
Can I list design features that will appear to the intended users?			
Can I explain how parts and the whole product work and how it will be made?			
Can I research information about the needs and wants of users, using surveys, interviews, questionnaires and web-based resources?			
Can I develop a design criterion to inform ideas and develop a simple design specification as a guide?			
<b><u>To generate, develop, model and communicate ideas</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I use prototypes and pattern pieces as a guide to inform my own ideas?			
<b><u>Planning</u></b>			
Can I explain my choice of materials, components to fit functional properties and aesthetic properties?			
Can I explain choice of tools/equipment depending upon the skills and techniques to be used?			
Can I list/order the main stages and produce a list of tools, equipment and materials?			
Can I formulate step-by-step plans as a guide to making?			
<b><u>Practical skills and techniques</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I follow procedures for safety and hygiene?			
Can I measure, mark, cut out and shape textile materials/components with increasing accuracy?			
Can I assemble, join and combine materials and components and apply a range of finishing techniques with accuracy?			
Can I use techniques that involve a number of steps, and demonstrate resourcefulness with practical problems?			
<b><u>Key events and individuals</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I learn about inventors, designers, engineers (in Bristol) and manufacturers who have developed innovative and ground-breaking products?			
<b><u>Technical Knowledge – Textiles, Construction and Sheet Materials</u></b>			
<b><u>Knowledge and application of practical skills and techniques</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I make strong, stiff shell structures?			
Can I understand mechanical systems; levers, linkages or pneumatic systems create movement; cams or pulleys or gears?			
Can I understand that a single fabric shape can be used to make a 3D textile product and that a 3D textile product can be made from a combination of fabric shapes?			

Can I make a strong, stiff shell structure and am I able to reinforce and strengthen a 3D framework?			
Can I understand how simple electrical circuits and components can be used to create functional products; including more complex electrical circuits and components?			
Can I program a computer to control my product and monitor environmental changes?			
<b><u>Cooking and Nutrition</u></b>			
<b>Planning and Technical Knowledge</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I follow procedures for safety and hygiene?			
Can I follow step-by-step plans as a guide to making?			
<b>Where food comes from</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Do I know that food is grown, reared and caught in the U.K, Europe and the wider world?			
Do I know that seasons may affect the availability of food and alter the types of food available at different times of the year (in terms of seasonal produce)?			
Do I understand how food is processed into ingredients that can be eaten or used in cooking?			
<b>Food preparation, cooking and nutrition</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I measure, assemble ingredients, and apply finishing techniques with increasing accuracy?			
Do I know how to use a range of techniques; peeling, chopping, slicing, grating, mixing, spreading, kneading and baking?			
Do I understand that recipes can be adapted; that ingredients can be fresh, pre-cooked and processed; and that a recipe can be adapted by adding or substituting one or more ingredients?			
Do I know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically using a heat source?			
<b>Key events and individuals</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I learn about inventors, designers, engineers (e.g. cooking appliances), chefs (Jamie Oliver/Healthy Schools) and manufacturers who have developed innovative and ground-breaking products?			
<b>Evaluate</b>			
<b>Own ideas and products</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I refer to my design criteria and evaluate as I am making my product?			
Can I critically evaluate my product – the quality of design, the effectiveness of materials used method of manufacture and fitness for purpose?			
<b>Investigate and analyse existing products</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
(At age appropriate level) Can I investigate and analyse how innovative the product is or was in its time?			
Can I evaluate the effectiveness of the product being able to meet the wants and needs of the user?			
Can I find out where and when the product was designed and made?			



Can I investigate how much the product costs to make?						
Can I investigate and analyse how sustainable the materials that have been used to make the product are?						
Can I investigate and analyse what impact the product has or has had beyond its intended purpose?						
<b>Computing</b>						
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>			
Word/Publisher Skills E- Safety - Using Google search engine to research Excel to record and present data Publisher: Map of locality. Take and insert digital photos. PowerPoint presentation: Welcome to My Local Area Email/blogging/Website forum Video record scenes from Terms 5&6 Ancient Egypt theme	E-safety & sending/replying to emails respond to message through school blog/online forum branching databases (linked to natural disasters theme) Digitally record image and sound using Movie Maker. Create a piece of music using ICT Using logo (modelling, controlling and sensing). Internet research (search engines) Present information using Word and PowerPoint	Animation related to the Anglo Saxons or Vikings Use of Blender to create a 3D model of the Solar System Video Adverts filmed on digital camcorders. Edited in Movie Maker and soundtrack created using Audacity. Blogging. Use school's blog/online forum/VLE to increase security or Blogger or Word Press could be used.	Internet safety – local skills zone type visit/enrichment activity. Communication/collaboration A study of an aspect or theme in British history. Data analysis Use and combine a variety of software. Controlling and simulating physical systems (linked to DT) Photography			
<b>Whole School Enrichment</b>						
Understanding the importance of e-safety both at home and at school. Knowing where to seek help if needed.						
<b>Using Technology</b>				<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I continue to become familiar with a range of devices, for example tablets, desktop computers, laptops, microphones, video recorders, camcorders, mobile phones etc.						
Can I increase my typing speed? Aim to reach the accepted competency rate for children of 15WPM by the end of Year 3?						
Can I make sensible choices about the technology I use to help with my work, and to justify my choices - for example why I have chosen a tablet rather than a laptop?						

Can I understand the purpose of and use independently a range of different technology?			
Can I continue to develop typing speed and accuracy to develop competency in typing, approaching 20 words per minute?			
Can I make choices about when to use technology, which piece(s) of technology to use, which software/tools to use on the technology and be able to explain my choices to others?			
Can I become increasingly familiar with a range of devices and increasingly develop my independence and confidence in using these devices?			
Can I continue to increase my typing speed and be encouraged to use a range of resources to help me with this?			
Can I make increasingly sensible choices about the technology that I use to help my work and justify my choices?			
Can I continue to become familiar with a range of devices and further develop my independence and confidence in using these devices?			
Can I continue to increase my typing speed and be encouraged to play games at home and in school which help me with this?			
<b>Using the Internet</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I understand the dynamics of different search engines and know that there are different search engines which may focus on different media?			
Can I modify searches further to find relevant information for a report?			
Can I talk about where web content might originate from by looking at web address, author, and other linked pages?			
Can I talk about validity and plausibility of information by checking other sources?			
Can I recognise the impact of using incorrect information in my work?			
Can I skim and select information checking for bias and different viewpoints?			
Can I use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data?			
Can I understand plagiarism and the importance of acknowledging sources, as well as the consequences of not doing so?			
Can I recognise that anyone can author on the internet and sometimes these authors can produce content which is offensive, rude and upsetting and that I should follow the school e-safety rules if anything is found?			
<b>Communicating and Collaborating online</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I continue to collaborate on a project using a range of web tools to support work – including, but not limited to Google documents and sites – both with my class peers, other classes and children from other schools?			
Can I develop use of a word-press account to create a class blog?			
Can I respond to emails sent from outside the Millpond Primary School domain (other partner schools) using my own school account?(E-safety paramount)			

Can I talk about the different forms of electronic communication and web tools, discuss appropriateness of using different tools in different contexts and the advantages and disadvantages?			
<b>Creating and Publishing</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I continue to create websites based on topics, areas of interest, increasing the complexity of these sites?			
Can I create presentations which link into a topic, area of interest or event, choosing an appropriate tool or service?			
Can I create a web-based application for a smart phone or tablet with consideration for the audience – containing information about a topic, trip and the school or to support work in other curriculum areas?			
Can I create a non-linear presentation?			
Can I continue to regularly use word-processing and desktop publishing to present my work, combining formatted text with other media and making choices about programs and features to use and justify these choices to others?			
Can I continue to use ICT to create a finished product or set of linked products, developing consistency in style across the linked products?			
Can I select tools to help me achieve a specific aim and justify my choices to others, understanding the importance of evaluation and adaptation of individual features to enhance the overall product?			
<b>Digital media</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I create stop motion animations and combine with video and audio effects?			
Can I apply more complex effects to photographs using a computer?			
Can I compare and contrast different image creation and editing tools across a range of platforms?			
Can I choose to independently record video for a range of purposes?			
Can I take photographs for a specific reason or project and/or find appropriate images on-line?			
Can I begin to recognise the different layers of sound in a professional broadcast and use technology to record and manipulate music/sound refining for a given audience or project?			
<b>Using Data</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I continue to use, search, enter data into and create my own databases?			
Can I continue to use technology, including spreadsheets to create graphs and present data in different ways? Can I design, construct, evaluate and modify simple models i.e. enter data, enter formulae, copy cells and use formatting in a spreadsheet?			
Can I use a spreadsheet to draw a graph to show data?			
Do I understand that ICT allows quick and easy changes to be made to different variables once a spreadsheet is set up and can I talk about how the spreadsheet helps to manipulate a model easily?			
<b>Programming and Control</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>

Can I continue to develop my understanding of how a computer and technology works and how computers process instructions and commands, including the use of coding languages?			
Can I continue to explore different ways in which computer software can be planned?			
Can I continue to develop an understanding of how technology works, with a focus on developing computational thinking?			
Can I use a range of visual programming software to plan and design more complex software (for example a multi-level game)?			
Can I control an on-screen icon using text based controls, including responding to sensors and repeating written algorithms (Robomind)?			
Can I begin to explore text based programming languages and create basic scripts (for example writing a python script to identify if a number is odd or even)?			
<b>Modelling and Simulation</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I use software to create models of 3D objects, landscapes or items creating to scale?			
Can I use a range if more complex simulations, exploring the link to 'real life' and the impact of changing variables?			
Do I understand that ICT allows for complex situations to be modelled, or those which it could be impractical to try out in real life investigate the effect of changing variables in these simulations?			
Do I know that simulations are often guided by hidden rules?			
<b>PE</b>			
<b>Running, jumping, throwing and catching</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I refine the skills of dodging, using space and a sense of control?			
Can I run, jump, throw and catch to a good standard and compete with other children?			
Can I show precision, control and fluency?			
Can I extend the use of my running, throwing, jumping and catching skills to play a variety of games?			
Can I show accurate control, speed, strength and stamina when combining running and jumping?			
Can I choose the best pace for running?			
<b>Play competitive games where appropriate and apply basic skills and principles in these</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I use tactics effectively in a game?			
Can I remember and apply multiple rules of a game?			
Can I understand, choose and apply a range of tactics and strategies for both defence and attack?			
Can I state why all members of the team are equally important?			
<b>Develop flexibility, strength, technique, control and balance (e.g. through gymnastics and athletics)</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I link and adapt actions into a well-timed and varied sequence? <i>(including flexibility, strength, technique, control and balance)</i>			

Can I show precision, control and fluency?			
Can I consistently complete combinations of actions and techniques with strength and control?			
Can I combine and perform actions, shapes and balances more fluently and effectively across the activity areas?			
<b>Perform dances using a range of movement patterns</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I choose my own dance steps and develop them?			
Can I refine my dances with style and artistic intention?			
Can I create and structure motifs, phrases, sections and whole dances?			
<b>Take part in outdoor and adventurous activity challenges both individually and as part of a team</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I choose and apply strategies and skills to meet the requirements of a task or challenge in a familiar, unfamiliar and changing environment?			
Can I decide what approach to use to meet the challenge set?			
Can I problem solve with my team to meet the challenge?			
<b>Compare performance with previous ones and demonstrate improvement to achieve personal bests</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I analyse and comment on skills and techniques and how they are applied in my own and others' work?			
Can I modify and refine my skills and techniques to improve my performances?			
<b>Swimming and water safety</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I choose and use a variety of strokes and skills, according to the task and the challenge?			
Can I use my arms and legs consistently to improve the quality of my stroke whilst on my front and back?			
Can I use a range of strokes to aid personal survival skills and understand why they are so important?			
<b>Lead healthy, active lifestyles</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I describe why regular, safe exercise is good for my fitness and health?			
Can I warm up and cool down in ways that suit the activity?			
Can I say why it is important to have the right clothing for a sport and how this will benefit the sport being undertaken?			
<b>Music</b>			
<b>Sing and play with increasing confidence and control, develop musical understanding, organize and manipulate ideas and reproduce sounds from aural memory</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I play a tuned instrument and sing in tune with fluency and control?			
Can I explore and compose music using a range of stimuli and musical ideas?			
Can I listen to and remember short melodies and repeat them using voice or instrument?			
Can I play a simple tune on a tuned instrument and can I read simple musical notation?			
Can I evaluate music and other children's work in relation to great composers?			

Can I recognise and make links between music from different historical eras explaining instruments, tone etc and why they were as they were?			
<b>MFL</b>			
	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I listen and respond to a discussion?			
Can I understand and respond to questions?			
Can I use taught vocabulary and phrases to ask and answer questions?			
Can I use intonation when reading?			
Can I develop a presentation about a given topic?			
Can I read carefully and understand simple statements of information?			
Can I express an opinion about a song, story, poem or rhyme?			
Can I use a range of information sources to find out information about a topic?			
Can I construct a short text or PowerPoint to tell a story or give a description?			
Can I describe what I like to do in my spare time? (weekend activities and hobbies)			
Can I write a short text noticing agreements such a singular, plural and gender for the subjects?			