



A year 6 scientist

Working scientifically (Y5 and Y6)

- 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 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.
- *The 'Working scientifically' statements above are taught across year 5 and 6. Some of these statements will have been taught in year 5.*

Biology

Living things and their habitats

- 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.

Animals, including humans

- 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.

Evolution and inheritance

- I can describe how the earth and living things have changed over time.
- 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.

Chemistry

No content

Physics

Light

- 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.

Electricity

- 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

- 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 identify and explain differences, similarities and changes over a period of time.
- I can identify and explain propaganda.
- I can describe a key event from Britain's past using a range of evidence from different sources.
- I can give reasons for why change occurred and identify the impact of this change.

A year 6 geographer

- I can use Ordnance Survey symbols and 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 volcanoes are created and what their impact is on people's lives.
- I can locate and name some of the world's most famous volcanoes.
- I can describe how earthquakes are created.

A year 6 artist

- 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

- I can use market research to inform my plans and ideas.
- 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 evaluate my product against clear criteria.

A year 6 musician

- 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 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.

A year 6 sports person

Games

- I can play to agreed rules.
- I can explain rules.
- I can umpire.
- I can make a team and communicate plan.
- I can lead others in a game situation.

Gymnastics

- I can combine my own work with that of others.
- I can link sequences to specific timings.

Dance

- I can develop sequences in a specific style.
- I can choose my own music and style.

Athletics

- I can demonstrate stamina.

Outdoor and adventurous

- 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 computer user

Algorithms and programming

- 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.

Information technology

- I can select, use and combine software on a range of digital devices.
- I can use a range of technology for a specific project.

Digital literacy

- I can discuss the risks of online use of technology.
- I can identify how to minimise risks.

A year 5/6 international speaker

Spoken language

- I can hold a simple conversation with at least 4 exchanges.
- I can use my knowledge of grammar to speak correctly.

Reading

- I can use the context to work out unfamiliar words.

Writing

- I can write known phrases.

www.ursulineprimary.co.uk
@ursulineprimary

Based upon materials © Simon Camby & Focus Education (UK) Ltd.