



## Art

- I can explain why I have used different tools to create art.
- I can over print to create different patterns.

## Rule

# Britannia

## History

- I can place features of historical events and people from past societies and periods in a chronological framework
- I can summarise how Britain has had a major influence on world history
- I can describe features of historical events and people from past societies and periods they have studied
- I can appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today
- I can begin to appreciate that how we make decisions has been through a Parliament for some time
- I can appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed

## Geography

- I can give an extended description of the human features of different places around the world.
- I can explain how human activity has caused an environment to change.
- I can analyse population data on two settlements and report on findings and questions raised.
- I can name the largest desert in the world.
- I can name the three major climate zones
- I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles, the equator, North and South Hemispheres.
- I can explain how time zones work and calculate time differences around the world.

## Music

- I can use a variety of different music devices in my composition (including melody and chords).
- I can compare and contrast the impact that different composers from different times have had on people of that time.
- I can perform parts from memory

## Design Technology

- I can use market research to inform my plans and ideas.
- I can work within a budget.

# Year 6 Autumn



## Computing

- I can explain what cyberbullying is and know how to report any concerns
- I can explain what copyright is and why we have copyright
- I can give tips on how to stay safe when playing online games
- I can create a storyboard with a complete narrative
- I can use art package to trace images and create illustrations
- I can create an eBook with audio
- I can create an advert

## RE

- I can make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life.
- I can describe and understand links between stories and aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom.

## MFL

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

## Science

- 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 relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- I can explain that light appears to travel in a straight line.
- I can explain and demonstrate how we see objects because an object gives out or reflects light in our eyes.
- I can explain why shadows have the same shape as the object that casts them.
- 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.

## PE

- I can combine my own work with that of others to perform a floor routine
- I can link my sequences to specific timings to perform a floor routine to music
- I can show precision, control and fluency whilst performing a floor routine
- I can create my own success criteria for evaluating
- I can combine my own work with that of others to perform a vault routine
- I can link my sequences to specific timings to perform a vault routine to music
- I can show precision, control and fluency whilst performing a vault routine
- I can analyse and explain why I have used specific skills or techniques
- I can create my own success criteria for evaluating
- I can work creatively and imaginatively with a partner to compose motifs and structure simple dances
- I can perform to an accompaniment expressively and sensitively
- I can perform dances fluently and with control whilst working with a partner
- I can explain how dancing keeps me healthy