

## Science

### O Track Objectives

#### Working Scientifically

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

#### Animals, including humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bones function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

#### Living Things and their Habitats

- 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.
- Give reasons for classifying plants and animals based on specific characteristics.

#### Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution.

#### Light

- Recognise that light appears to travel in straight lines.
- 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.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

#### Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.
- 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.
- Use recognised symbols when representing a simple circuit in a diagram.

## Geography

### Geographical skills and fieldwork

- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

### Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

### Human and Physical Geography

- 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.

### O Track Objectives

- To investigate places: Use different types of fieldwork to observe, measure and record the human and physical features in the local area. Record results in a range of ways.
- To investigate patterns: Identify and describe the position and geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and the time zones (including day and night).
- To communicate geographically: Use the eight points of the compass, four-figure and six figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the UK and the world.

## History

### A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

#### Examples (non-statutory)

- The changing power of monarchs using case studies such as John, Anne and Victoria.
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.
- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.
- A significant turning point in British history, for example, the first railways or the Battle of Britain.

### A Local Study

#### Examples (non-statutory)

- A depth study linked to one of the British areas of study listed above.
- A study over time tracing how several aspect of national history are reflected in the locality (this can go beyond 1066).
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

### O Track Objectives

- To understand chronology: I can describe the timing of the main events studied.
- Knowledge: Identify continuity and change in the history of the locality of school.
- Causation and change: I can explain most of the reasons for something and show links between them.
- Causation and change: I can describe trends over time.
- Interpretation: I can suggest reasons for different interpretations of events, people and changes.
- Communication: Use original ways to present information and ideas.

Year 6

## Languages

### O Track Objectives

- To read fluently: Show confidence when reading aloud, and in using reference materials (inc. dictionaries).
- To read fluently: Read and understand the main points and opinions in written texts.
- To read fluently: Read from various contexts, including present, past or future events.
- To write imaginatively: Write short texts on a familiar topic, changing sentences previously learnt.
- To write imaginatively: Use dictionaries or glossaries to find suitable imaginative language.
- To write imaginatively: Begin to use opinions in my writing. E.g. Je pense que.
- To write imaginatively: Refer to recent experiences or future plans, as well as everyday activities.
- To write imaginatively: Write a paragraph of four or five sentences from memory. Writing must be fully understandable.
- To speak and listen confidently: Be understood with little or no difficulty.
- To speak and listen confidently: Take part in conversations to seek and give information. Asking and answering at least 5 or more questions.
- To speak and listen confidently: Use a variety of tenses in speech.
- To speak and listen confidently: Listen to longer spoken passages where people are talking about the present, the past or the future.
- To understand the culture of the countries in which the language is spoken: Give more detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
- To understand the culture of the countries in which the language is spoken: Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

## Computing

### O Track Objectives

#### Computer Science

- Design programs that accomplish specific goals.
- Design and create programs.
- Debug programs that accomplish specific goals.
- Use repetition in programs.
- Control or simulate physical systems.
- Use logical reasoning to detect and correct errors in programs.
- Understand how computer networks can provide multiple services, such as the world wide web.

#### Information Technology

- Analyse information.
- Evaluate information.
- Collect data.
- Present data.

#### Digital Literacy

- Identify a range of ways to report concerns about content.
- Recognize acceptable / unacceptable behaviour.

## Design and Technology

### O Track Objectives

#### To design, make, evaluate and improve:

- Ensure products have a high quality finish, using art skills where appropriate.
- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).

#### To take inspiration from design throughout history:

- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choice.
- Create innovative designs that improve upon existing products.
- Evaluate the design of products so as to suggest improvements to the user experience.

#### To master practical skills:

- **Food-** Measure accurately and calculate ratios of ingredients to scale up or down a recipe.
- **Food-** Create and refine recipes, including ingredients, methods, cooking times and temperatures.
- **Materials-** Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would use to cut paper).
- **Textile-** Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).
- **Electrics and electronics-** Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
- **Computing-** Write code to control and monitor models or products.

## Music

### O Track Objectives

#### To Perform:

- Sing or play from memory with confidence.
- Perform solos or as part of an ensemble.
- Sing or play expressively and in tune.
- Hold a part within a round.
- Sing a harmony confidently and accurately.
- Sustain a drone or a melodic ostinato to accompany singing.
- Perform with controlled breathing (voice) and skilful playing (instrument).

#### To Compose:

- Create songs with verses and a chorus.
- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices, including melody, rhythm and chords.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Use drones and melodic ostinato (based on pentatonic scale).
- Convey the relationship between lyrics and the melody.
- Use digital technologies to compose, edit and refine pieces of music.

#### To Transcribe:

- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes the musical stave.
- Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
- Understand and use the sharp # and the flat symbols.
- Use and understand simple time signatures.

#### To Describe Music:

- Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combinations of musical elements, cultural context.
- Describe how lyrics often reflect the cultural context of music and have social meaning.

## Art

### O Track Objectives

#### To Develop Ideas:

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Presents ideas imaginatively in a sketch book.
- Comment on artworks with a fluent grasp of visual language.

#### To Master Techniques:

- Drawing- use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Drawing- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Collage- Combine visual and tactile qualities.
- Digital Media- Enhance digital media by editing (including sound, video, animation, still images and installations).
- Painting- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Painting- Combine colours, tones and tints to enhance the mood of a piece.
- Painting- Develop a personal style of painting, drawing upon ideas from artists.
- Sculpture- Use frameworks (such as wire or moulds) to provide stability and form.
- Sculpture- Combine visual and tactile qualities.
- Print- Create an accurate pattern showing fine detail.
- Print- Use a range of visual elements to reflect the purpose of the work.
- Textile- Show precision in techniques.
- Textile- Combine previously learned techniques to create pieces.

#### To Take Inspiration from the Greats (classic and modern)

- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

## PE

### O Track Objectives

**To develop practical skills in order to participate, compete and lead a healthy lifestyle.**

#### Games

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Lead others when called upon and act as a good role model within a team.

#### Dance

- Express an idea in original and imaginative ways.
- Plan to perform a variety of styles with high energy, slow grace or other themes and maintain this throughout a piece.
- Perform complex routines that combine strength, stamina and memory.

#### Gymnastics

- Swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills.
- Practice, evaluate and refine the gymnastic techniques used in performances (listed above).
- Demonstrate good kinesthetic awareness and the ability to explain and critique (placement and alignment of body parts is usually good in well-rehearsed actions).
- Use equipment to vault and to swing (remaining upright).

#### Athletics

- Combine sprinting with low hurdles over 40 metres.
- Show control in take off and landings when jumping.
- Compete with others and keep track of personal best performances, setting targets for improvement.

#### Outdoor and adventurous activities

- Arrive properly equipped for outdoor and adventurous activity.
- Understand the need to show accomplishment in managing risks.
- Show an ability to both lead and form part of a team.
- Support others and seek support if required when the situation dictates.
- Show resilience when plans do not work and initiative to try new ways of working.
- Use maps, compasses and digital devices to orientate themselves.
- Remain aware of changing conditions and change plans if necessary.
- Select appropriate equipment for outdoor and adventurous activity.
- Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
- Embrace both leadership and team roles and gain the commitment and respect of a team.
- Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
- Remain positive even in the most challenging circumstances, rallying others if need be.
- To select and use a range of devices in order to orientate themselves.
- To develop practical skills in order to participate, compete and lead a healthy lifestyle: Outdoor and adventurous activities- Quickly assess changing conditions and adapt plans to ensure safety comes first.

## R.E.

**Autumn:** 1. What can make a community more tolerant and respectful? 2. Interpretations- The Gospels Nativity

**Spring:** 1. God/ Holy Spirit 2. The Empty Cross/ Easter through Art

**Summer:** 1. Values: What matters most to Christians, Humanists and to me? 2. The Legacy of the Church

### O Track Objectives

- To understand beliefs and teachings: Explain how religious beliefs shape the lives of individuals and communities.
- To understand practices and lifestyles: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
- To understand how beliefs are conveyed: Explain some of the different ways that individuals show their beliefs.
- To reason: I can explain reasons for a point of view.
- To enquire: I can suggest lines of enquiry and plan investigations into religions.

## PSHCEE

### O Track Objectives

#### My Healthy Lifestyle

- I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions
- I understand that the media can have a positive and negative effect on Emotional Health and Wellbeing, e.g. body image, managing finances etc.
- I understand the impact of growth and adolescence on my hygiene, physical activity and nutrition needs
- I can manage my time to include regular exercise
- I can look after my body as I go through puberty

#### Me and My Future

- I know what is deducted from earnings and why
- I can manage a more complex budget over time
- I understand that money we earn also supports the community
- I understand that managing money is complex but there are people who can help
- I am beginning to understand pensions and insurance
- I understand different ways of keeping track of my money using effective record keeping systems
- I can differentiate between manageable and unmanageable debt
- I understand the use of cheques, credit and debit cards etc and I am able to 'read' and check pay slips, bank statements etc

#### Moving On

- I can identify positive achievements during my time in Primary School
- I can explain what I am worried about, what I am looking forward to and what to expect when in my next academic year
- I know how change can interfere with our feelings of belonging
- I can take part and reflect on a planned programme of transition to KS3

#### Me and My Relationships

- I know about human reproduction (including contraception), explain the male and female body parts, and understand the physical and emotional changes I will go through during puberty.
- I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences, including bullying behaviours
- I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities
- I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, gender and disability).
- I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.
- I know that relationships change over time and that new relationships and friendships develop.

#### Keeping Myself Safe

- I know how to make informed decisions relating to medicines, alcohol, tobacco, drugs and other substances.
- I understand how the media (advertising and internet) may influence my opinions and choices.
- I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online
- I understand the need to use respectful language and know the legal consequences for sending offensive e-communications
- I can take responsibility for my own safety and know basic emergency first aid procedures and where to get help

#### Me and My Future

- I can take part more fully in school and community activities.
- I can research, discuss and debate topical issues, problems and events expressing my views sensitively and taking in to account the opinion of others.
- I can demonstrate a sense of social justice and moral responsibility.
- I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment.
- I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules with a basic understanding of institutions that support democracy locally and nationally.
- Becoming and Active Citizen: I am aware of how the media present information and that the media can be both a positive and negative influence.