

Year 6



Non negotiables and Key skills





At Kemsley Primary Academy and Greenfields Community Primary School we are committed to ensuring that all children have access to a highly engaging curriculum in which they can extend their knowledge and skills. The curriculum of both schools is wide and ensures that children have the opportunity to embed their understanding of new skills in various contexts.

In order to effectively assess our children and to ensure that we differentiate between the core building blocks of learning and the opportunities to widen skills and embed them, we distinguish between our 'non-negotiables' and our key skills.

'Non-negotiables' are designed to identify the essential skills that children need to become confident with ie be able to apply in other contexts. Non-negotiables are set for all year groups and are based on reading, writing, maths and oracy (speaking) skills. There is further depth to our numeracy and literacy curriculums but these are additional to the foundation blocks of the non-negotiables

Through the wider curriculum we also have key skills for all other subjects in each year group.

These objectives and skills for year 6 are outlined in this document. Termly curriculum leaflets will continue to give the context in which these objectives and skills will be taught.

Non Negotiables

Oracy

- Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence
- Ask questions to develop ideas and make contributions that take account of others' views
- Use evidence to support ideas and opinions
- Explain ideas and opinions—elaborating to make meaning explicit
- Take an active part in discussion, taking different roles
- Use hypothetical speculative language to express possibilities
- Use Standard English fluently in formal situations
- Debate an issue maintaining a focused point of view
- Use formal language of persuasion to structure a logical argument
- Perform own compositions using appropriate intonation, volume and expression so that literal and implied meaning is clear
- Perform poems or plays from memory making deliberate choices about I convey ideas about characters, context and atmosphere
- Pay close attention to, and consider the view and opinions of, others in discussions
- Make contributions to discussions, evaluating others' ideas and responding to them
- Understand and select the appropriate register according to the content

Reading

- Refer to a text to support opinions and predictions
- Give a view about choice of vocabulary, structure etc
- Distinguish between fact and opinion
- Appreciate how a set of sentences has been arranged to create maximum effect
- Recognise complex sentences with more than one subordinate clause
- Recognise phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects
- Skim and scan to aid note-taking

Writing

- Use subordinate clauses to write complex sentences
- Use passive voice where appropriate
- Use expanded noun phrases to convey complicated information concisely
- Use a sentence structure and layout matched to the requirements of the text type
- Use semi-colon, colon or dash to mark the boundary between independent clauses
- Use a colon to introduce a list and semi-colon within a list
- Use correct punctuation of bullet points
- Use hyphens to avoid ambiguity
- Use full range of punctuation matched to requirements of the text type
- Use a wide range of devices to build cohesion within and across paragraphs
- Use paragraphs to signal change in time, scene, action, mood or person
- Write legibly, fluently and with increasing speed

Maths

- Use negative numbers in context and calculate intervals across zero
- Compare and order numbers up to 10,000,000
- Identify common factors, common multiples and prime numbers
- Round any whole number to a required degree of accuracy
- Identify the value of each digit to 3 decimal places
- Use knowledge of the order of operations to carry out calculations involving four operations
- Multiply 4 digits by 2 digits
- Divide 4 digits by 2 digits
- Add and subtract fractions with different denominators and mixed numbers
- Multiple simple pairs of proper fractions, writing the answer in the simplest form
- Divide proper fractions by whole numbers
- Calculate a percentage of whole numbers

Science	Planning	Obtaining and presenting evidence	Considering evidence and evaluating
Working Scientifically	<ul style="list-style-type: none"> Explore different ways to test an idea, choose the best way and give reasons Vary one factor whilst keeping the others the same in an experiment and explain why they do this Plan and carry out an investigation by controlling variables fairly and accurately Make a prediction with reasons Use test results to make predictions and set up further comparative tests Explain in simple terms a scientific idea and what evidence supports it Present a report of findings through writing, display and presentation 	<ul style="list-style-type: none"> Explain why have chosen specific equipment (including ICT) Decide which units of measurement need to be repeated Explain why a measurement needs to be repeated Record their measurements in different ways (bar charts, tables and line graphs) Take measurements using a range of scientific equipment with increasing accuracy and precision 	<ul style="list-style-type: none"> Find a pattern from their data and explain what it shows Use a graph to answer scientific questions Link what they have found out to other science Suggest how to improve their work and say why they think this Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models Report findings from investigations through written explanations and conclusions Identify scientific evidences that has been used to refute ideas or arguments Report and present findings from enquiries, including conclusions, casual relationships and explanation and degree of trust in results, in oral and written forms such as displays and other presentations
History	Chronological understanding	Knowledge and interpretation	Historical enquiry
	<ul style="list-style-type: none"> Say where a period of history fits on a timeline Place a specific event on a timeline by decade Place features of historical events and people from past societies and periods in a chronological framework 	<ul style="list-style-type: none"> Summarise the main events from a specific period in history, explaining the order in which key events happened Summarise how Britain has had a major influence on world history Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently Describe features of historical events and people from past societies and periods they have studied Recognise and describe differences and similarities / changes and continuity between different periods of history 	<ul style="list-style-type: none"> Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint Identify and explain an understanding of propaganda Describe a key event from Britain's past using a range of evidence from different sources
Music	Performing	Composing	Appraising
	<ul style="list-style-type: none"> Sing a harmony part confidently and accurately Perform parts from memory Perform using notations Take the lead in a performance Take on a solo part Provide rhythmic support 	<ul style="list-style-type: none"> Use a variety of different musical devices in their composition (including melody, rhythms and chords) Recognise that different forms of notation serve different purposes Use different forms of notation Combine groups of beats 	<ul style="list-style-type: none"> Refine and improve own work Evaluate how the venue, occasion and purpose affects the way a piece of music is created Analyse features within different pieces of music Compare and contrast the impact that different composers from different times will have had on the people of the time

Geography	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<ul style="list-style-type: none"> Confidently explain scale and use maps with a range of scales Choose the best way to collect information needed and decide the most appropriate units of measure Make careful measurements and use the data Use OS maps to answer questions Use maps, aerial photos, plans and web resources to describe what a locality might be like 	<ul style="list-style-type: none"> Give extended descriptions of the physical features of different places around the world Describe how some places are similar and others are different in relation to their human features Accurately use a 4 figure grid reference Create sketch maps when carrying out a field study 	<ul style="list-style-type: none"> Give an extended description of the human features of different places around the world Map land use with their own criteria Describe how some places are similar and others are different in relation to their physical features 	<ul style="list-style-type: none"> Recognise key symbols used on Ordnance Survey maps Name the largest desert in the world Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles Explain how the time zones work

Computing	Algorithms and Programs	Data retrieving and organising	Communicating
	<ul style="list-style-type: none"> Explain how an algorithm works Detect errors in a program and correct them Use an ICT program to control a number of events for an external device Use ICT to measure sound, light or temperature using sensors and interpret the data Explore 'what if' questions by planning different scenarios for controlled devices Use input from sensors to trigger events Check and refine a series of instructions 	<ul style="list-style-type: none"> Explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc) Add special effects to alter the appearance of a graphic 'Save as' gif or jpeg wherever possible to make the file size smaller (for emailing or downloading) Make an information poster using graphics skills to good effect 	<ul style="list-style-type: none"> Use instant messaging to communicate with class members Conduct a video chat with someone elsewhere in the school or in another school

	Using the internet	Databases	Presentation
	<ul style="list-style-type: none"> Contribute to discussion online Use a search engine using keyword searches Use complex searches using 'such as', '+' 'OR' "Find the phrase in inverted commas" 	<ul style="list-style-type: none"> Collect live data using data logging equipment Identify data error, patterns and sequences Use the formulae bar to explore mathematical scenarios Create own database and present information from it 	<ul style="list-style-type: none"> Present a film for a specific audience and then adapt some film for a different audience Create a sophisticated multimedia presentation Confidently choose the correct page set up option when creating a document Confidently use text formatting tools, including heading and body text Use the 'hanging indent' tool to help format work where appropriate (eg a play script)

Art	Drawing	Painting	Printing	Sketch books
	<ul style="list-style-type: none"> • Create sketches that communicate emotions and a sense of self with accuracy and imagination • Explain why have combined different tools to create drawings • Explain why have chosen specific drawing techniques 	<ul style="list-style-type: none"> • Explain what their own style is • Use a wide range of techniques in their work • Explain why they have chosen specific painting techniques 	<ul style="list-style-type: none"> • Overprint using different colours • Look very carefully at methods used and make decisions about the effectiveness of their printing methods 	<ul style="list-style-type: none"> • Sketch books contain detailed notes and quotes explaining about items • Compare their methods to those of others and keep notes in their sketch books • Combine graphics and text based research of commercial design for example magazines etc to influence the layout of their sketch books

	3D / Textiles	Collage	Use of IT	Knowledge
	<ul style="list-style-type: none"> • Create models on a range of scales • Create work which is open to interpretation by the audience • Include both visual and tactile elements in their work 	<ul style="list-style-type: none"> • Justify the materials chosen • Combine pattern, tone and shape 	<ul style="list-style-type: none"> • Use software packages to create pieces of digital art to design • Create a piece of art which can be used as part of a wider presentation 	<ul style="list-style-type: none"> • Make a record about the styles and qualities in their work • Say what their work is influenced by • Include technical aspects in their work eg architectural design

Languages	Listening and responding	Speaking	Reading and responding	Writing
	<ul style="list-style-type: none"> • Understand longer passages made up of familiar language in simple sentences • Identify the main points and some detail 	<ul style="list-style-type: none"> • Hold a simple conversation with at least 3-4 exchanges • Use knowledge of grammar to adapt and substitute single words and phrases 	<ul style="list-style-type: none"> • Understand a short story or factual text and note some of the main points • Use context to work out unfamiliar words 	<ul style="list-style-type: none"> • Write a paragraph of about 3-4 sentences • Adapt and substitute individual words and set phrases • Use a dictionary or glossary to check words that have learnt

Dance	
	<ul style="list-style-type: none"> • Work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances • Perform to an accompaniment expressively and sensitively • Perform dances fluently and with control • Warm up and cool down independently • Understand how dance helps to keep healthy • Use appropriate criteria to evaluate and refine their own work and others' work • Talk about dance with understanding, using appropriate language and terminology

PE	Acquiring and developing	Evaluating and improving	Health and fitness	Dance
	<ul style="list-style-type: none"> Apply their skills, techniques and ideas consistently Show precision, control and fluency 	<ul style="list-style-type: none"> Analyse and explain why they have used specific skills or techniques Modify use of skills or techniques to improve their work Create their own success 	<ul style="list-style-type: none"> Explain how the body reacts to different kinds of exercise Choose appropriate warm ups and cool downs Explain why we need regular and safe exercise 	<ul style="list-style-type: none"> Develop imaginative dances in a specific style Choose their own music, style and dance
	Games	Gymnastics	Athletics	Outdoor/ Adventurous
	<ul style="list-style-type: none"> Explain complicated rules Make a team plan and communicate it to others Lead others in a game situation 	<ul style="list-style-type: none"> Combine their own work with that of others Link their sequences to specific timings 	<ul style="list-style-type: none"> Demonstrate stamina Use skills in different situations 	<ul style="list-style-type: none"> Plan a route and series of clues for someone else Plan with others taking account of safety and danger

DT	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and product
	<ul style="list-style-type: none"> Use a range of information to inform design Use market research to inform plans Work within constraints Follow and refine the plan if necessary Justify their plan to someone else Consider culture and society in designs 	<ul style="list-style-type: none"> Use tools and materials precisely Change the way they are working if needed 	<ul style="list-style-type: none"> Test and evaluate own final product Check if product is fit for purpose Identify what could have been done to improve product Consider whether different resources would have improved the product Consider whether need more or different information to make the product even better Check if the product meets all design criteria Consider the use of the product when selecting materials

	Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet	Mouldable materials
	<ul style="list-style-type: none"> Explain how the product could be stored with reasons Set out to grow own products with a view to making a salad, taking account of time required to grow different foods 	<ul style="list-style-type: none"> Consider how the product could be sold Give consideration to what would improve their product even more 	<ul style="list-style-type: none"> Use different kinds of circuits in a product Think of ways in which adding a circuit would improve the product 	<ul style="list-style-type: none"> Justify why they selected specific materials Ensure that their work is precise and accurate Hide joints so as to improve the look of their product 	<ul style="list-style-type: none"> Justify why the chosen material was the best for the task Justify design in relation to the audience

Knowledge and Understanding

- Discuss the positive and negative impact of the use of ICT in own lives and those of peers and family
- Understand the potential risk of providing personal information online
- Recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content
- Understand that some websites and / or pop ups have commercial interests that may affect the way information is presented
- Recognise the potential risk of using internet communication tools and understand how to minimise those risks (including scams and phishing)
- Understand that some material on the internet is copyrighted and may not be copied or downloaded
- Understand that some messages may be malicious and know how to deal with this
- Understand that online environments have security settings which can be altered to protect the user
- Understand the benefits of developing a 'nickname' for online use
- Understand that some malicious adults may use various techniques to make contact and elicit personal information
- Know that it is unsafe to arrange to meet unknown people online
- Know how to report suspicions
- Understand not to publish other people's pictures or tag them on the internet without permission
- Know that content put online is extremely difficult to remove
- Know what to do if discover something malicious or inappropriate

Skills

- Follow the school's safer internet rules
- Make safe choices about use of technology
- Use technology in ways which minimises risk eg responsible use of online discussions
- Create strong passwords and manage them so that they remain strong
- 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
- Competently use the internet as a search tool
- Reference information sources
- Use appropriate strategies for finding, critically evaluating, validating and verifying information eg using different keywords, skim reading to check relevance of information, cross-checking with different websites or other non-ICT resources
- Use knowledge of the meaning of different domain names and common website extensions (eg .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information

