



Key Skills

2018–2020

(2-year rolling
programme)

YEAR 6



Drawing Skills

Much of this work is done in sketch books to record observations and use them to review and revisit ideas.

*Media chosen for breadth of experience and including a basic drawing media kit in each class. More frequent use of 2 or 3 media enables skills to develop through practise.

*Children begin to select paper appropriate to the media.

*Use mark-making with a particular focus on line, texture, or **tone** as a warm-up activity before drawing. Focus on descriptive vocabulary on feelings – soft, jagged, harsh etc.

*Explore contrasts of **shape**. Use findings in expressive work – eg angry / jagged; soft/curves etc.

*Explore an increasing range of marks and **textures** with a variety of media. Use findings in their work both observational and

	expressive.
	*Refine skills with dry pastels creating areas of <u>texture, colour</u> blends and sharper marks. Build up layers of marks and smudges.
	*Detailed pencil and ink drawings coloured with pointed brushes and water colours or Brusho dyes.
	*Analysis of an object or view by making several drawings from different viewpoints.
	*Use mixed media.
	*Attention to <u>shape, space, texture, tone, line , form and colour.</u>
	*Make several drawings of an object each with a focus on a different visual element.
Painting and Printing Skills	Continuing to apply and develop skills introduced in KS1 and Years 3&4 – all skills are learned and practised over long periods... Experimenting with media and tools before making final work and collecting these explorations in Sketchbooks. Learning Primary and secondary colours / sorting into colour wheel.

	<p>Experimenting with media and tools before making final work and collecting these explorations in Sketchbooks.</p> <p>Learning Primary and secondary colours / sorting into colour wheel</p> <p><u>Choosing, mixing and using colour</u></p> <p>*Refine colour language, eg 'intense – saturated <u>colour</u>' 'contrasting – harmonious <u>colour</u>'</p> <p>*Mix warm to cold sequences of one <u>colour</u>.</p> <p>*Explore colour mixing with dots of <u>colour</u>.</p> <p>*Use knowledge of <u>tone</u> to show shadows giving illusion of <u>form</u>.</p> <p><u>Mark Making</u></p> <p>*Build up layers of paint, <u>textures</u> and <u>colours</u>, working on a painting on several occasions.</p> <p>*Drawing on experience to select and use tools in appropriate ways to achieve intentions.</p> <p>*Use accidental learning in creative ways.</p> <p><u>Mixing Paint</u></p> <p>*Develop awareness of how the quality and <u>texture</u> of paint effects the 'mood' of the picture; delicate, thin colours or rough,</p>
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	lumpy colours.
	*Mixing and using thin, medium, thick or textured paint appropriate to intentions.
Sculpture Skills	Drawing before making prepares children in order to plan their 3D outcome.
	<u>Modelling Clay</u> *learn to use coils to build larger <u>forms</u>
	*Use modelling tools to help <u>shape</u> , fix, <u>texture</u> pots.
	*Use bits and pieces of clay to add on surface detail and <u>pattern</u> .
	*apply brushed or dipped glaze to add <u>colour</u> .
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**E-safety &
E-sense**

Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact? Be discerning in evaluating digital content.

Can I protect my password and other personal information?

Can I explain the consequences of sharing too much information about myself online?

Can I support my friends to protect themselves and make good choices online, including reporting concerns to an adult?

Can I explain the consequences of spending too much time online or on a game?

Can I explain the consequences to myself and others of not communicating kindly and respectfully?

Can I protect my computer or device from harm on the internet?

Programming

Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts? Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs? Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.

Can I deconstruct a problem into smaller steps, recognising similarities to solutions used before?

Can I explain and program each of the steps in my algorithm?

Can I evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm?

Can I recognise when I need to use a variable to achieve a required output?

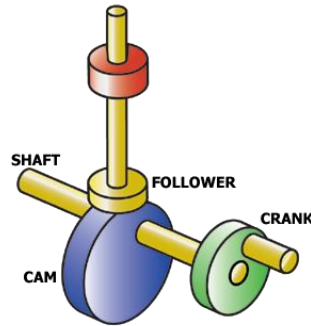
Can I use a variable and operators to stop a program?

Can I use different inputs (including sensors) to control a device or onscreen action and predict what will happen?

Can I use logical reasoning to detect and correct errors in algorithms and programs?

Handling Data	<p>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Can I plan the process needed to investigate the world around me?</p> <p>Can I select the most effective tool to collect data for my investigation?</p> <p>Can I check the data I collect for accuracy and plausibility?</p> <p>Can I interpret the data I collect?</p> <p>Can I present the data I collect in an appropriate way?</p> <p>Can I use the skills I have developed to interrogate a database?</p>
Multimedia	<p>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p> <p>Can I talk about audience, atmosphere and structure when planning a particular outcome?</p> <p>Can I confidently identify the potential of unfamiliar technology to increase my creativity?</p> <p>Can I combine a range of media, recognising the contribution of each to achieve a particular outcome?</p>

	Can I tell you why I select a particular online tool for a specific purpose?
	Can I be digitally discerning when evaluating the effectiveness of my work and the work of others?
Technology in our lives	Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration? Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
	Can I tell you the internet services I need to use for different purposes?
	Can I describe how information is transported on the internet?
	Can I select an appropriate tool to communicate and collaborate online?
	Can I talk about the way search results are selected and ranked?
	Can I check the reliability of a website?
	Can I tell you about copyright and acknowledge the sources of information that I find online?



Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Can I generate ideas by collecting and using information, from a number of sources, including ICT based sources?

Can I produce detailed designs and plans using prototypes, commentary and diagrams that include measurements and are drawn from different view points?

Can I investigate, disassemble and evaluate a range of products

	and describe in detail their parts and their function?
	Can I clarify my ideas through discussion, drawing upon and using a range of sources of information?
	Can I use detailed plans from different views?
	Can I modify my plans effectively?
Make	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
	Can I select a range of appropriate tools to cut or join materials with accuracy and precision?
	Can I use a range of tools and equipment to measure, mark out and shape materials and components accurately?

	Can I use a variety of finishing techniques eg. collage, paint, embroidery and embellishments?
	Can I use appropriate finishing techniques to strengthen and improve the appearance, using a range of equipment and ICT to make a product which is finished to a high standard, using the appropriate tools and following a detailed plan?
Evaluate	Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.
	Can I carry out appropriate tests before making any improvements, including testing and evaluating products and information sources?
	Can I give reasons for the success of aspects of my project and provide considered solutions to resolve those parts that could be improved?
	Can I take into account the original criteria when evaluating my product?

Electrical and Mechanical Components

Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Can I explore and describe how electrical circuits with switches can be used?

Can I use switches in a range of circuits to control components, eg, lights in a lighthouse, a movement sensor in a burglar alarm?

Can I use my knowledge of conductors and insulators when constructing circuits?

Can I talk in depth about the hazard and safety issues associated with electricity?

Can I apply appropriate safety measures when constructing circuits?

Can I talk about how electricity can be used to control movement?

Can I explore and use a complex control system, eg, a light sensor?

Food Technology

Understand and apply the principles of a healthy and varied diet? Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques? Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed?

Can I understand the practice needed in terms of food hygiene and kitchen safety?

Can I talk about how the properties of certain foods can affect the final product?

Can I choose the appropriate methods and equipment for measuring, eg, time, dry goods, liquids etc?

Can I compare and evaluate several ideas in order to draw up a design specification?

Can I compare commercial and domestic processes for producing food, eg, bread?

Can I understand how most of ingredients are grown, reared, caught and processed?

Can I understand seasonality?

Mechanisms. Axles, Pulleys and Gears

Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].

Can I use a range of technical vocabulary to describe the properties and functions of mechanisms?

Can I generate questions to investigate?

Can I talk about the relationship between a cam and follower, an off-centre cam, a peg cam, a pear-shaped cam and a snail cam?

Can I design and build a working model where the direction of movement can be controlled, eg. with a chassis with a pivoting axle?

Can I understand how a belt and pulley system can be used to reverse the direction of rotation, and alter the plane of rotation by 90 degrees?

Can I explain how the number of teeth of a gear affects the speed of rotation?

Structures

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

	Can I create nets and templates accurately in a range of sizes?
	Can I use a range of methods to strengthen 3D structures and frames?
	Can I build a range of structures using a wide range of effective materials?
	Can I investigate measure and record the load tolerance of different structures?
	Can I find ways of improving a structures load-bearing capacity?
Textiles	Can I create my own patterns and templates that are accurately measured?
	Can I use different but appropriate way to join materials, eg, glue, pins, press studs, Velcro, various stitches, buttons etc?
	Can I use a sewing machine to join and decorate fabric?



Locational Knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Name and locate counties and cities of the United Kingdom, 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.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Can I identify the longest rivers in the world, largest deserts, and highest mountains and compare these with the United Kingdom?

	Can I identify the position and significance the Northern and Southern Hemisphere and the Arctic and Antarctic circles?
	On a world map, Can I locate areas of similar environmental regions, either desert, rainforest or temperature regions?
	Can I identify the position and significance of Equator and the Tropics of Cancer and Capricorn?
	Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?
Place Knowledge	<p>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 in North or South America.</p> <p>Can I understand geographical similarities and differences through the study of human and physical geography of a region within South America?</p>

Human and Physical Geography

Describe and understand key aspects of:

- **physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**
- **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**

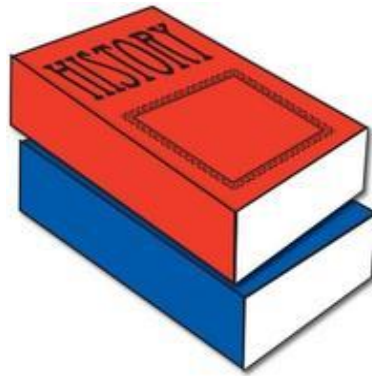
Can I discuss the distribution of natural resources, focussing on energy? i.e. power station visit

Can I discuss the fair/unfair distribution of resource (Fairtrade), economic activity and trade?

Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (*link to work on the Rainforest*)?

	Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (<i>link to work on the Rainforest</i>)?
Geographical Skills and Field Work	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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 and graphs, and digital technologies.</p>
	Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?
	Can I locate a city in the UK using six-figure grid references, with some emphasis placed on latitude and longitude?

	Can I extend my map skills to include non-United Kingdom countries?
	Can I use fieldwork to observe, measure, record and present the human and physical features in the local area? <i>For example, data logging.</i>



Finding Out About the Past (Enquiry)

Changes within living memory? Where appropriate, these should be used to reveal aspects of change in national life?

By the end of year 6...

Can I answer questions about the past selecting information from a wide range of sources?

Can I use appropriate terminology and methods to present information about the past?

Can I identify different ways in which people have represented and interpreted the past?

Can I talk about and give reasons for an event being interpreted in a range of different ways?

Can I talk about why some written sources may give a negative view or account?

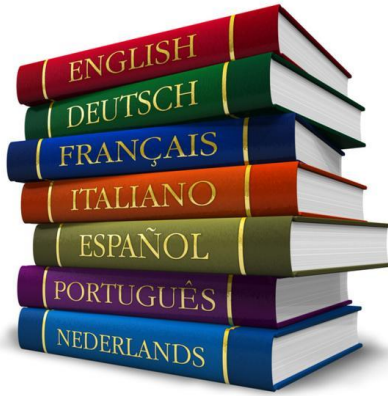
Can I explore a range of sources of information/accounts about an archaeological site?

Can I select, combine and present information from more than one source?

	Can I give reasons for negative views and accounts in written sources of information?
	Can I recognise some of the strengths and limitations in terms of archaeological evidence?
Finding Out About the Past (Chronology)	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study?
	Can I describe the key characteristics and features of a range of different periods of history?
	Can I describe changes that have taken place within and across historical periods?
	Can I use historical terms effectively to describe periods within history?
	Can I place civilisations and events on a timeline showing an understanding of the terms BC and AD?
	Can I compare and contrast features of historical periods identifying similarities and differences?
	Can I describe and analyse the impact of change within and between periods in the past?
	Can I analyse and evaluate the cause and effect of changes that took place in the past?
Historical Events	Can I describe features of past events and make links between them? Can I describe a range of different features

	of key historical events?
	Can I compare and contrast events from different historical periods?
	Can I explain and give reasons for events in the present and past?
	Can I talk about the impact of events on different groups within society at that time?
	Can I understand and explain the reasons for, and results of, key historical events?
	Can I interpret and evaluate a key historical event from more than one perspective or view point?
	Can I support my evaluations with a range of evidence from a range of sources?
Lifestyles of People in the Past	Significant historical events, people and places in their own locality. Can I identify and describe features and characteristics of past societies? Can I compare and analyse the factors that caused change in the past? Can I talk about the impact of change on past societies, e.g. displacement due to war? Can I describe and give reasons for the beliefs held by different societies in the past?

	Can I compare and contrast the distinctive features of past societies?
Significant Historical People	The lives of significant individuals in the past who have contributed to national and international achievements? Some should be used to compare aspects of life in different periods, i.e. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell.
	Can I use a range of sources of information to find out about significant historical people from a key historical period?
	Can I compare and contrast a range of information about a significant historical person?
	Can I use a wide range of evidence to compare and analyse the lives of significant historical people from the same and different historical periods?



Speaking/ Oral

Engage in conversations; and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases, and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Describe people, places, things and actions orally and in writing.

Can I engage in conversation and express opinions as a response to others?

Can I speak in full sentences using familiar vocabulary?

	Can I develop accurate pronunciation of words for familiar words or phrases?
	Can I include intonation so that others understand what I am reading aloud?
	Can I present ideas and information orally to a range of audiences?
	Can I use a dictionary understand new words?
	Can I introduce new words into my written works?
	Can I orally describe people, places and things?
Writing	Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.
	Can I learn and memorise phrases?
	Can I write phrases from memory?
	Can I adapt phrases from memory to create new sentences?
	Can I express ideas clearly by using memorised phrases?

	Can I write describes about people, places and things?
Listening/ Aural	Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Can I listen attentively to spoken language and respond by joining in?
	Can I explore patterns and sound through songs and rhymes?
	Can I identify meaning of words through songs and rhymes by recognising patterns and sound?
Reading	Read carefully and show an understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Can I discuss my understanding of texts that I have read?
	Can I respond to what I have read in written form?
	Can I appreciate stories/ songs/ poems/rhymes in languages?



Singing	Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Can I develop and perform group arrangements of songs?
	Can I maintain and independent part in a group performance accurately?
Playing	Pupils should be taught to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Can I develop and perform group arrangements of pieces?
	Can I maintain and independent part in a group performance accurately?

Improvising and Composing	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Can I use ICT to change and manipulate sounds to contribute to compositions?</p>
	<p>Can I compose a short song to own lyrics showing how music and lyrics combine to form a song?</p>
Notation	<p>Pupils should be taught to use and understand staff and other notations.</p> <p>Can I sing and perform using staff notation as a support including dynamic markings?</p>
Listening	<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Can I listen to longer pieces of music, maintain concentration and pick out appropriate musical dimensions?</p>

	<p>Pupils should be taught to appreciate and understand the wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Can I identify clear musical features in the work of great composers and musicians from a range of styles, periods and cultures?</p> <p>Can I critique mine and others' work, offering specific comments and justifying these?</p>
<p>History</p>	<p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Can I use my knowledge of musical features used by great composers and musicians in my own arrangements and compositions?</p>



Gymnastics

Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

By the end of year 6???

Can I link ideas, skills & techniques with control, precision & fluency when performing basic skills?

I understand composition by performing more complex sequences

Can I describe how to refine, improve & modify performances.

Can I demonstrate specific aspects of warm-up & describe effects of exercise on the body?
(Exceeding- Gifted and talented)

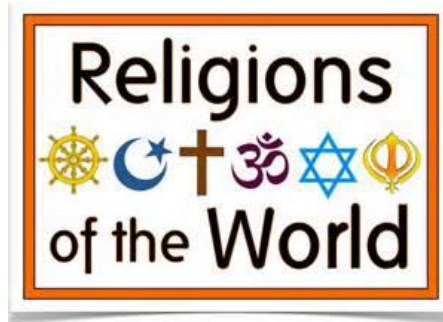
Can I perform & create movement sequences with some complex skills & displaying accuracy & consistency?

	Can I select & use a wide range of compositional skills in complex sequences alone & in groups?
	Can I show an ability to innovate?
	Can I analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding? Can I lead own warm up & demonstrates all round safe practice?
Dance	<p>Pupils should be taught to perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best?</p> <p>By the end of year 6???</p> <p>Can I demonstrate precision, control & fluency in response to stimuli?</p> <p>Can I vary dynamics & develop actions with a partner or as part of a group?</p> <p>Can I continually demonstrate rhythm & spatial awareness?</p> <p>Can I modify my performance & that of others as a result of observation & basic understanding of the structure of the body? (Exceeding- Gifted and talented)</p>

	Can I perform & create motifs in a variety of dance styles with accuracy & consistency?
	Can I select & use a wide range of compositional skills to demonstrate ideas?
	Can I suggest ways to improve quality of performance showing sound knowledge & understanding?
	Can I lead my own warm up & demonstrate all round safe practice?
Games	Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination?
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending?
	By the end of year 6???
	Can I control and catch a ball & accurately pass whilst moving?
	Can I take part in conditioned game with understanding of tactics & rules?
	Can I move with a ball in opposed situations (unihoc / football)

	I understand / use principles of warm up & why exercise is good for health. (Exceeding- Gifted and talented)
	Can I control movement with a ball in opposed situation whilst moving?
	Can I control movement with a ball in opposed situation whilst moving?
	Can I advise and help others in their techniques in a game?
	I understand & explain short term effects of exercise, warming, cooling.
	I understand & can explain long term effects of exercise.
Athletics	Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best? By the end of year 6??? Can I improve and sustain running technique at different speeds?
	Can I demonstrate accuracy & technique in a range of throwing & jumping actions?

	Can I identify & explain good athletic performance?
	Can I describe the changes in my body when running, jumping & throwing? (Exceeding- Gifted and talented)
	Can I demonstrate good control, strength, speed & stamina in a variety of athletic events?
	I understand how to apply athletic skills & tactics to the competitive situation.
	Can I explain how to improve technique in a variety of events?
	I understand & can explain the short & long term effects of exercise, and I understand the need for specific warm up& cool down.



<p>Knowing about and understanding religions and world views</p>	<p>Can I appreciate and appraise different understandings of religious views?</p> <p>Can I appreciate and appraise different understandings of world views?</p>
<p>Expressing and communicating ideas related to religions and worldviews</p>	<p>Can I express insights in to questions?</p> <p>can I give coherent accounts of beliefs and ideas?</p>
<p>Gaining and deploying the skills needed for studying religions and world views</p>	<p>Can I enquire into ideas, sources and arguments?</p> <p>Can I interpret ideas, sources and arguments?</p>



Planning	Can I plan different types of scientific enquires to answer questions recognising and controlling variables where new necessary?
Obtaining evidence Observation	Can I take measurements; use a range of scientific equipment, with increasing accuracy and repeat readings when appropriate?
Obtaining evidence Practical	
Obtaining evidence Measurement	Can I record data and results of increasing complexity suing scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?
	Can I use tests results to make predictions to set up further comparative and fair tests

Presenting evidence	Can I report and present findings from enquires, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations?
Considering and evaluating evidence	Can I identify scientific evidence that has been used to support or refute ideas or arguments?