

Queen Boudica Primary School

Year 6 Skills Map



<p><u>Science</u> Light Living Things & Their Habitats Animals & Humans Evolution & Inheritance Electricity Sound</p>	<p><u>History</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - WW2, or significant turning points in British history Britain's settlement by Anglo-Saxons and Scots, 410-1066 AD The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (750-1060AD, 440-1066 AD)</p>	<p><u>Geography</u> Locational Knowledge: World countries (India) and regions of UK Place Knowledge: India and Asia Human & Physical Geography: Economic activity, including trade links, mountains and rivers (India and Asia) Geographical Skills & Fieldwork: Fieldwork linked to battlefields</p>
<p><u>Art</u> Drawing Painting Batik & Printing (India) Digital Media Collage Battlefield Artists</p>	<p><u>SUGGESTED PROJECTS</u> BATTLES INDIA DINOSAURS FIT FOR LIFE HEALTHY CAFE</p>	<p><u>Computing</u> Communicating the Digital World Developing independence in the digital world Exploring the Digital World Developing databases Shaping the Digital World Design and develop your own game E-Safety "Think you know" how to be SMART?</p>
<p><u>Design & Technology</u> Electricals & Electronics Mechanics Computing Food & Nutrition</p>	<p><u>Languages</u> Themes: Quelle heure est-il? (What's the time?) Quel temps fait-il? (What's the weather like?) Les nombres 40-200 (Numbers 40-200) L'euro (The Euro)</p>	<p><u>Music</u> Traditional Greek Music Vangelis: Chariots of Fire Traditional Indian Music War Time Songs (Battles Project) Production</p>
<p><u>PE</u> Competitive Games: Invasion Games, Basketball, Hockey, Tag Rugby and Kwick Cricket Performance: Gymnastics (x1): Val Sabin Y6 Unit or LCP Y5&6 and Dance (x2): Val Sabin Y5 Units or LCP Y5&6 Individual / Team Challenges: Athletics and Outdoor Challenges Participation: Swimming</p>	<p><u>RE</u> Brahman, the Trimurti and creation stories Humanism The Jewish home The Synagogue</p>	<p><u>PSHE</u> Me and My Feelings Me and Making a Positive Contribution Me and Medicines and Drugs Me and Keeping Safe Me and My Relationships Me and Growing and Changing Me and My Healthy Lifestyle</p>

The focus areas for each subject are recorded on this page so coverage is clear and these should be linked to projects. Maths and English focus areas are recorded on the skills map (next page); however every skill is not recorded in this overview since they are too numerous. Skills are therefore detailed in medium and short term planning for these subjects.

YEAR 6 CURRICULUM SUBJECT SKILLS MAP

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters, and most importantly, it prepares children for the future.

COMMUNITY (our school, local and wider global communities and global dimensions)	CREATIVE THINKING (encouraging inquisitiveness, problem solving and enquiry based learning)	CONFIDENT & RESILIENT LEARNERS (a focus on children's self-esteem and developing a growth mind-set)
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English

Poetry: Take one poet (including recital) and Poetry from our Literary Heritage

Narrative: Fiction Genres; Stories with Historical Settings and Stories from Other Cultures or Traditions

Non-fiction: Explanation Texts, and Debating and Discussion skills.

Maths

- Number
- Place Value
- Addition and Subtraction (mental methods)
- Addition and Subtraction (formal written methods)
- Multiplication and Division (tables)
- Multiplication and Division (mental methods)
- Multiplication and Division (formal written methods)
- Fractions
- Fractions, Decimals and Percentages
- Measurement
- Use and apply measures to increasingly complex contexts – positive and negative integers
- Area
- Geometry
- Describe position, direction and movement in increasingly precise ways – use all four quadrants
- Use the properties of shapes and angles in increasingly complex and practical contexts
- Statistics
- Gather, Organise and Interrogate data
- Ratio and Proportion
- Recognise Proportionality
- Consolidate understanding of ratio
- Link percentages when calculating angles of pie chart.
- Algebra
- Understand the practical value of algebra

Science

Working Scientifically

- to consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena
- to plan enquiries, including recognising and controlling variables where necessary
- to use test results to make predictions to set up further comparative and fair tests
- to choose what evidence to collect to investigate a question, ensuring the evidence is sufficient
- to make a variety of relevant observations and measurements using scientific equipment with increasing accuracy and precision
- to decide when observations and measurements need to be checked, by repeating to give more reliable data
- to record data and results using all previous methods and, in addition, models
- to report findings and draw conclusions, including explanations involving causal relationships
- to use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments
- to use results to draw conclusions and make further predictions

Biology

- to describe how adaptation leads to evolution
- to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- identify how animals and plants are suited to and adapt to their environment in different ways
- to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- to recognise how and why the human skeleton has changed over time, since we separated from other primates
- to describe the ways in which nutrients and water are transported within animals, including humans
- to explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms
- to recognise the impact of diet and lifestyle on the way human bodies function

Physics

- to understand that light appears to travel in straight lines
- to use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.
- to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.
- to find patterns between the pitch of a sound and features of the object that produced it
- to find patterns between the volume of a sound and the strength of the vibrations that produced it
- to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- to 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
- to use recognised symbols when representing a simple circuit in a diagram

Art & Design

Develop and imaginatively extend ideas from starting points throughout the curriculum.

Collect information, sketches and resources and present ideas imaginatively in a sketchbook.

Use the qualities of materials to enhance ideas.

Spot the potential in unexpected results as work progresses.

Comment on artworks with a fluent grasp of visual language.

Give details (including own sketches) about the style of some notable artists, artisans and designers.

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.

Create a colour palette based upon colours observed in the natural or built world.

Use the qualities of watercolour and acrylic paints to create visually interesting pieces.

Combine colours, tones and tints to enhance the mood of a piece.

Use brush techniques and the qualities of paint to create texture.

Develop a personal style of painting, drawing upon ideas from other artists.

Mix textures (rough and smooth, plain and patterned).

Combine visual and tactile qualities.

Use ceramic mosaic materials and techniques.

Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

Use a choice of techniques to depict movement, perspective, shadows and reflections.

Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

Develop ideas using different or mixed media, using a sketchbook.

Build up layers of colours.

Create an accurate pattern, showing fine detail.

Use a range of visual elements to reflect the purpose of the work.

Enhance digital media by editing (including sound, video, animation, still images and installations).

History

Select suitable sources of evidence, giving reasons for choices.

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Seek out and analyse a wide range of evidence in order to justify claims about the past.

Refine lines of enquiry as appropriate

Describe the social, ethnic, cultural or religious diversity of past society

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)

Understand the concept of continuity and change over time, representing them, along with evidence on a time line

Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past

Use original ways to present information and ideas

Music

Sing or play from memory with confidence.

Perform solos or as part of an ensemble, displaying variety of techniques.

Sing or play expressively and in tune.

Hold a part in a round on my own.

Sing a harmony part confidently and accurately.

Perform with controlled breathing (voice) and skilful playing (instrument).

Improvise a melody and rhythm within a given structure.

Combine a variety of musical devices, including melody, rhythm and chords.

Thoughtfully select elements for a piece in order to gain a defined effect.

Convey the relationship between the lyrics and the melody.

Use digital technologies to compose, edit and refine pieces of music.

Create musical patterns for different occasions using different musical devices.

Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.

Read and create notes on the musical stave.

Understand the purpose of the treble and bass clefs and use them in transcribing compositions.

Understand and use the # (sharp) and b (flat) symbols.

Use and understand simple time signatures.

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, combination of musical elements, cultural and context.

Describe how lyrics often reflect the cultural context of music and have social meaning.

Recognise music from different eras.

Languages (French)

Use spoken language confidently to initiate and sustain conversations on a familiar topic

Be understood with little or no difficulty

Tell stories from their own experience

Listen attentively, retell and discuss the main ideas of a spoken story, song or text

Perform a short piece of narrative to an audience

Develop a sketch or role play to perform to the class or in assembly

Retell a sequence of events

Understand and express reasons

Understand the gist of spoken passages

Read and understand the main points from a short written passage

Give true or false responses to statements about a written passage

Read descriptions of others to identify who they are

Read for enjoyment

Read and understand the gist of a simple news story or magazine article

Use punctuation to make a sentence make sense

Apply grammatical knowledge to sentence writing

Write several sentences from memory

Construct a short text/PowerPoint to tell a story or give a description – send to contact in a partner school

Use imaginative or adventurous word choices

Use a dictionary

Evaluate work

Recognise similarities and differences between the cultures they have learned about

Recognise and challenge stereotypes

Present information about different aspects of another culture – write questions to seek information from contact in partner school

Geography

Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Identify and describe how the physical features affect the human activity within a location.

Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

Name and locate the countries of North and South America and identify their main physical and human characteristics.

Describe how locations around the world are changing and explain some of the reasons for change.

Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

Describe how countries and geographical regions are interconnected and interdependent.

Describe and understand key aspects of:

physical geography, including: rivers, mountains

human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies

Computing

Understand some malicious adults use the internet to make contact and “groom” young children. Know how to report any suspicions (Think You Know REPORT ABUSE page).

Change data and formulae in a spreadsheet to answer ‘what if...?’ questions and check predictions.

Use a spreadsheet to draw a graph to help answer specific questions.

Use more advanced formulae (SUM, average, mode etc.)

Explore a range of ICT games (including multi-player) in a safe environment (e.g. PoraOra).

Evaluate different ICT games and design their own, writing rules and objectives.

Analyse the impact of games in our society.

Design own game, simulation or app and use a programming tool to create it for use by others (e.g. Scratch, Kodu and Appshed - apps don't have to be published).

Independently select and import text, images, video and sounds (including their own) using a range of digital devices and prepare them for presentation using ICT to create their own effects.

Develop the use of hyperlinks to produce interactive presentations or websites. Understand how pages link together and recognise the need for clarity. Produce a diagram to show the links between pages.

Through peer and self-evaluation children evaluate their design and make improvements.

Produce formal or informal messages appropriate to the task or to solve problems (requesting information, sharing data etc.).

Combine stills, video and sound using a video editing package. Export movies in a variety of formats and use them in multimedia presentations.

Plan and create a short animated sequence to communicate an idea, using a storyboard and timeline.

Independently select, edit and combine sound files. Manipulate the sounds (such as reversing sounds, adding echo, altering speed etc. and using them appropriately considering audience and purpose.

Use a range of sensors (temperature, light, sound, heart rate monitors, light gates) to support scientific investigations.

Construct, refine and interpret frequency tables, bar charts with grouped discrete data and line graphs; interpret pie charts.

Design questions using key words, to search a large pre-prepared database. Use complex searches (and/or, is greater/less than) to search data when looking for relationships and patterns in data.

Develop strategies for finding information checking for bias and different viewpoints (using different keywords, cross checking with other sources etc.).

Discuss how internet search engines find, store and rank data.

Discuss issues of copyright and downloading material (e.g. mp3s, images, videos etc.). Reference sources used in their work.

<p>RE</p> <p>Explain how some teachings and beliefs are shared between religions</p> <p>Explain how religious beliefs shape the lives of individuals and communities</p> <p>Explain the practices and lifestyles involved in belonging to a faith community</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles</p> <p>Show an understanding of the role of a spiritual leader</p> <p>Explain some of the different ways that individuals show their beliefs</p> <p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings</p> <p>Explain their own ideas about the answers to ultimate questions</p> <p>Explain why their own answers to ultimate questions may differ from those of others</p> <p>Explain why different religious communities or individuals may have a different view of what is right and wrong</p> <p>Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules)</p> <p>Express their own values and remain respectful of those with different values</p>	<p>Design & Technology</p> <p>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p> <p>Convert rotary motion to linear using cams.</p> <p>Use innovative combinations of electronics (or computing) and mechanics in product designs.</p> <p>Write code to control and monitor models or products.</p> <p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Demonstrate a range of baking and cooking techniques.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>Create innovative designs that improve upon existing products.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p> <p>Think with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <p>Make products through stages of prototypes, making continual refinements.</p> <p>Ensure products have a high quality finish, using art skills where appropriate.</p> <p>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p>
<p>PE</p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping...)</p> <p>Work alone or with team mates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy and precision.</p> <p>Use forehand and backhand movements when playing racket games.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game and adapt if necessary.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team and help team members to improve their own performance.</p> <p>Swim over 100 metres unaided.</p> <p>Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>Swim fluently with controlled strokes.</p> <p>Turn efficiently at the end of a length.</p> <p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics activities.</p>	<p>Create complex sequences including a range of movements including: travelling, balances, rotations, bending, stretching and twisting, gestures and linking skills (also flight, springing, swinging, vaults and inversions).</p> <p>Hold shapes that are strong, expressive and fluent.</p> <p>Include set pieces in a sequence choosing the most appropriate linking elements.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Practise and refine the gymnastic techniques used in performances.</p> <p>Use equipment to vault and to swing (remaining upright).</p> <p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take-off and landings when jumping.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Remain positive, even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
<p>PSHE Education</p> <p>Me and My Feelings</p> <p>that sometimes people have conflicting feelings surrounding an issue or situation.</p> <p>some strategies for managing conflicting feelings.</p> <p>that people can be responsible for their own emotional states.</p> <p>about some of the things that people can do to keep their emotional states 'in balance'.</p> <p>that there are different ways to communicate feelings.</p> <p>ways of telling how someone else is feeling.</p> <p>that change is part of everyone's life experience.</p> <p>a vocabulary of feelings for change.</p> <p>some strategies for managing change.</p> <p>about feelings that children may have about moving to secondary school.</p> <p>have strategies for managing their feelings about moving to secondary school.</p> <p>that preparation can help individuals to cope more effectively with change.</p> <p>about some preparations that they can make for starting secondary school.</p> <p>to reflect on and celebrate what they have achieved in KS2.</p> <p>Me and Making a Positive Contribution</p> <p>to reflect on moral issues –global distribution of wealth, fairness and greed- and understand other people's experiences.</p> <p>about the work of the Fair Trade foundation.</p> <p>about how values underpin belief and action.</p> <p>that different people may hold different values to them and therefore have different viewpoints.</p> <p>to contribute their views and opinions to a debate.</p> <p>to take account of human rights in making judgements about moral issues.</p> <p>about how the media present information on current moral issues.</p> <p>to form, express and evaluate opinions on moral issues.</p> <p>about stories in the media which illustrate local, national or international cooperation.</p> <p>about some of the challenges to achieving cooperation and ways to overcome these.</p> <p>about how and why laws are made in a democracy.</p> <p>about the role of Parliament and MPs.</p> <p>that there are different levels of government including local and national</p> <p>Me and Medicines and Drugs</p> <p>about how people's perception of risk changes as they grow up.</p> <p>that the level of a 'risk' can be different for different people.</p> <p>about the difference between risks and hazards and long and short term harm.</p> <p>about why rules are made and why they might be broken.</p> <p>about the risks and consequences of breaking rules.</p> <p>strategies to help themselves to keep the rules.</p> <p>about the difference between long and short term harm.</p> <p>about the reasons why young people start to smoke.</p> <p>about dependency and addiction.</p> <p>about the problems associated with giving up smoking.</p> <p>about the impact of alcohol on behaviour.</p> <p>to weigh up risks of different decisions in a given situation.</p> <p>that alcohol affects one's ability to recognise a 'critical moment'.</p> <p>to critically assess how the media presents information.</p> <p>about what skills may help in situations involving drugs.</p> <p>Me and Keeping Safe</p> <p>to judge 'responsible' and 'not so responsible' outcomes.</p> <p>to apply skills of decision making.</p> <p>how strong emotions can affect ability to judge situations accurately and how to manage these emotions positively.</p>	<p>about the importance to keeping safe of finding out facts and weighing up conflicting reports.</p> <p>to be able to identify reliable sources of information.</p> <p>about the main accidents affecting children of their age and how risks can be minimised.</p> <p>the skills needed to minimise the risk of accidents.</p> <p>about what causes accidents.</p> <p>about how seemingly safe situations can get out of hand and the skills of predicting and coping with this.</p> <p>to recognise the language of persuasion.</p> <p>strategies to resist negative pressure and persuasion, including managing feelings.</p> <p>to judge what to do to stay safe in a range of circumstances.</p> <p>skills for staying safe in a range of circumstances</p> <p>Me and My Relationships</p> <p>about the personal skills of leadership.</p> <p>the qualities of an effective leader.</p> <p>to value the different aspects of their personality and the personalities of others.</p> <p>strategies for resisting persuasion from special friends or from a larger friendship group.</p> <p>a vocabulary of feelings to deal with being left out of a group and strategies for dealing with these feelings.</p> <p>the importance of 'image' and being part of the 'group', the influence of the media and especially advertising.</p> <p>about the impact of group image and the pressure to conform which this can cause.</p> <p>about their preferred styles of conflict resolution.</p> <p>about the skills needed for active listening and effective communication</p> <p>to put these skills into practice.</p> <p>to put their conflict management skills into practice.</p> <p>about ways of building strong relationships with people within networks</p> <p>about tensions which may arise within networks and positive ways of resolving these tensions.</p> <p>Me and Growing and Changing</p> <p>about ways that people may in appearance, personality and relationships as they grow and grow up and ways that they may stay the same.</p> <p>a vocabulary of feelings associated with change.</p> <p>to assess risks in trying to grow up too soon.</p> <p>about letting the growing up process take its course and what this means.</p> <p>about the responsibilities of parenthood and the problems for girls and boys of becoming very young parents.</p> <p>to deepen their understanding of what it means to be responsible and to take on</p> <p>Me and My Healthy Lifestyle</p> <p>about criteria for evaluating healthy lifestyles.</p> <p>that there are a range of ways of living a healthy lifestyle; to recognise and show respect for diversity in their communities.</p> <p>the skills to evaluate and reflect upon healthy lifestyles, including their own.</p> <p>to evaluate their own healthy lifestyles and set goals to improve their own health.</p> <p>that developing a healthy lifestyle now is an investment for their future health and recognising the importance of their own contribution.</p> <p>the difference between eating a 'balanced diet' and 'dieting'.</p> <p>about stereotyping in the media surrounding body image and diets.</p> <p>to recognise and challenge stereotyping.</p> <p>about body types which influence the main characteristics of how our bodies look.</p> <p>that it is possible to be healthy and attractive whatever body type you are and that you cannot turn one type into another by dieting.</p> <p>about the link between emotions and health.</p> <p>ways of recognising 'low moods'.</p> <p>some strategies for managing emotional states and keeping a healthy mind.</p> <p>about the importance of exercise for having a healthy heart now and as an investment for the future.</p> <p>about the affects of exercise on the body physically and emotionally.</p>

The skills for each subject for the whole year are listed on this year group skills map. The skills chosen for each term, most of which will be taught through projects in a cross-curricular theme, are highlighted when they are covered. The subject skills maps provide details of where support and extension can be provided for children where needed. Some skills will be an ongoing focus throughout the year.

Autumn: Blue Spring: Pink Summer: Green Ongoing: Yellow