



St. Michael's CE Primary School

Key Skills Curriculum Map Year 6: A



Art	Drawing and Painting	Printing
	Selects appropriate media and techniques to achieve a specific outcome.	Create prints with three overlays. Work into prints with a range of media, e.g. pens, colour pens and paints.

Computing	Information Technology	Computer Science	Digital Literacy
	<p>Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools (e.g. using non-linear presentation tools such as Prezi).</p> <p>Select tools which they can use to help them achieve a specific aim and justify these choices to others.</p> <p>Understand the importance of evaluation and adaptation of individual features to enhance the overall product.</p> <p>To continue to use, search, enter data into their own databases.</p>	<p>Design and create a simple program that completes a given task including controlling or simulating a physical system.</p> <p>Use decomposition (breaking up code into smaller parts) to make debugging easier and quicker.</p> <p>Use variables in my coding.</p> <p>Understand how search engines order their results.</p> <p>Use selection (IF statements) to alter the way my programs run.</p> <p>Explain how increasingly complex algorithms work.</p>	<p>Recognise acceptable/unacceptable behaviour online and am confident in reporting.</p> <p>Recognise trustworthy sources of information on the internet.</p> <p>Use the internet to communicate (email, video conferencing, blogs, forums) or collaborate (wikis, collaborative editing).</p>



	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
Design Technology	<p>To generate ideas through brainstorming and identify a purpose for their product.</p> <p>To draw up a specification for their design.</p> <p>To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>To use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Model their ideas using prototype and pattern pieces</p>	<p>To use a wider range of appropriate material, tools and techniques.</p> <p>To measure and mark out accurately.</p> <p>To use different tools and equipment safely and accurately To cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>To evaluate a product against the original design specification.</p> <p>To evaluate it personally and seek evaluation from others.</p> <p>Evaluate how learning from science and Mathematics can help design and make products that work.</p>	<p>To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.</p> <p>To have a basic understanding of how food is grown, reared or caught in the UK.</p> <p>To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source.</p> <p>Use a range of techniques when such as peeling and chopping.</p> <p>To weigh and measure dry ingredients and liquids accurately.</p>



	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Geography	Know more about the features of a variety of places around the world from local to global.	Understand more about the links between different places and that some places depend on each other.	<p>Describe and begin to explain geographical patterns and a range of physical and human processes.</p> <p>Recognise that these interact to affect the lives and activities of people living there.</p> <p>Understand how people can both improve and damage the environment.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	<p>Make appropriate use of dates and specialist terms.</p> <p>Compare significant features from time periods and understand how Britain has influenced and been influenced by the wider world.</p>	<p>Identify features of and make links between past societies and periods.</p> <p>Understand about beliefs, behaviour and characteristics of people.</p> <p>Compare one aspect of life with the same aspect in another period.</p> <p>Attempt to explain historical concepts such as causation of events.</p>	<p>Recognise primary and secondary sources.</p> <p>Evaluate sources and identify those that are useful to the task.</p> <p>Show awareness of different viewpoints.</p>	<p>Use historical terminology which is mostly accurate.</p> <p>Plan and carry out individual investigations.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p>
History Topics				
	<ul style="list-style-type: none"> • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. 			



	Listening	Performing	Composing
Music	<p>Identify the tempo and Dynamics using musical vocabulary accurately.</p> <p>Identify instruments by timbre if appropriate (Female, Electric etc).</p> <p>Identify Calls & Responses</p>	<p>Accurately play correct notes on tuned instruments.</p> <p>Perform with increasing dexterity.</p> <p>Sing with expression, dynamics and sustain longer notes.</p>	<p>Compose rhythms and notes individually in sections of music.</p> <p>Compose as a class, judging if a note 'sounds' right or in time.</p>

	Games	Dance	Gymnastics	Athletics
PE	<p>Dribble effectively around obstacles.</p> <p>Show precision and accuracy when sending and receiving.</p> <p>Perform skills with accuracy, confidence and control.</p> <p>Combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Play shots on both sides of the body and above their heads in practises and when the</p>	<p>Explore, improvise and combine movements.</p> <p>Create structure in sections of dance using a range of movement patterns.</p> <p>Understand why dance is good for fitness.</p> <p>Comment on their own work and the work of others.</p>	<p>Combine and perform gymnastic actions, shapes and balances fluently.</p> <p>Develop their own sequences demonstrating control and balance.</p> <p>Understand why warming up and cooling down is important.</p> <p>Evaluate their own work and the work of others and suggest ways to improve.</p>	<p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing.</p> <p>Develop flexibility, strength, technique, control and balance through athletics.</p> <p>Can sustain pace over short and longer distances.</p> <p>Able to run as part of a relay team working at their maximum speed.</p> <p>Can perform a range of jumps and throws demonstrating increasing</p>



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	<p>opportunity arises in a game use different ways of bowling.</p> <p>Play competitive games (modified where appropriate) showing tactical awareness of attacking and defending and some knowledge of rules and scoring.</p> <p>Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success.</p>			<p>power and accuracy.</p> <p>Are able to identify key strengths of a performer when running, jumping and throwing.</p>
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Science	Working Scientifically	
	<p>Can plan different types of scientific enquiries to answer questions.</p> <p>Can recognise and control variables.</p> <p>Can take measurements using a range of scientific equipment with increasing accuracy.</p> <p>Can take repeat readings and measurements where appropriate.</p> <p>Can record data using scientific diagrams and labels, keys, tables, bar and line graphs.</p> <p>Can use test results to make predictions.</p> <p>Can set up further comparative and fair tests (based on predictions).</p> <p>Can make a conclusion based on a test.</p> <p>Can explain results from an enquiry.</p> <p>Can report findings from an enquiry both orally and in writing.</p>	
	Science Topics	
	Living things and their Habitats	Properties and Changes of Materials
	<p>Illustrating Lifecycles</p> <p>Living things and their habitats</p> <ol style="list-style-type: none"> i. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ii. Describe the life process of reproduction in some plants and animals 	<p>Materials Consultants</p> <p>Properties and Changes of Materials</p> <ol style="list-style-type: none"> ii. Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal) iii. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic



	Earth and Space	Light
	<p>Space</p> <p>Earth and space</p> <ol style="list-style-type: none"> i. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system ii. Describe the movement of the Moon relative to the Earth iii. Describe the Sun, Earth and Moon as approximately spherical bodies iv. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p>Theatre Lighting Technicians</p> <p>Light</p> <ol style="list-style-type: none"> i. Recognise that light appears to travel in straight lines ii. 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 iii. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>(Lifecycles)</p> <ul style="list-style-type: none"> • explore the part that flowers play in the life cycle of flowering plants
	Electricity	Revision block
	<p>Electric Art</p> <p>Electricity</p> <ol style="list-style-type: none"> i. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ii. 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 iii. Use recognised symbols when representing a simple circuit in a diagram 	<p>To consolidate learning over the year.</p>



	Language Skills
Languages	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and conjugation of high- frequency verbs: key features and patterns of the language; how to apply these? For instance, to build sentences: and how these differ from or are similar to English.</p>