

# Year 6 End Points

<u>Subject</u>	<u>Objectives</u> What will the children be able to know and do?
History	<p><u>Mayans</u></p> <ul style="list-style-type: none"> <li>To explain who the Mayans were.</li> <li>To locate where the Mayans lived</li> <li>To place the Mayan civilisation on a timeline from Stone Age to present.</li> <li>To compare the Mayans with other ancient civilisations</li> <li>To explain why the Mayans built pyramids</li> <li>To identify some Mayan cultures e.g. sacrifice or games.</li> </ul> <p><u>WW2</u></p> <ul style="list-style-type: none"> <li>To explain the impact of the Blitz in Britain.</li> <li>To judge whether Britain had to go to War in 1939</li> <li>To discuss why it was necessary for children to be evacuated</li> <li>To discuss what life was like on the home front</li> <li>To understand the importance of D-Day as a turning point and a step towards ending WW2</li> <li>To know how the war ended and V-E Day celebrations</li> <li>To explain what the Holocaust was.</li> </ul>
Geography	<p><u>Oceans</u></p> <ul style="list-style-type: none"> <li>Name the 5 Oceans</li> <li>Describe the impact of climate change on the world's oceans</li> <li>Describe how the Oceans and currents have facilitated global trade</li> </ul>

# Year 6 End Points

	<u>America</u> <ul style="list-style-type: none"> <li>Identify the major countries found in the continent of North America</li> <li>Locate the major cities of the USA</li> <li>Identify some major physical features of North America</li> </ul>
	<u>Field Work</u> <ul style="list-style-type: none"> <li>Begin to use six figure coordinates to locate features on a map.</li> <li>Recognise and use OS map symbols and describe features shown on an OS map.</li> <li>Draw and use maps and plan in a range of scales to identify issues that have arisen in our locality.</li> </ul>
	<u>WW2</u> <ul style="list-style-type: none"> <li>Locate the cities impacted by the Blitz across the UK.</li> <li>Locate rural areas where children were evacuated to</li> </ul>
	<u>Migration</u> <ul style="list-style-type: none"> <li>Describe recent global migration patterns.</li> <li>Explain the benefits and disadvantages of migration.</li> </ul>
Art	<p><u>Sculpture</u>  Learn to represent ideas and thoughts on a deeper level, using sculpture to express.  To be expressive and analytical to adapt, extend and justify their work.  Develops skills in using clay including slabs, coils, slips, etc.  Creates sculpture and constructions</p> <p><u>Drawing</u>  To use Henry Moore as a stimulus for drawings using perspective.  Begins to add perspective through single focal points and horizon.  Develop understanding of composition, perspective, focal points  Refine knowledge of scale and proportion  Creates form and texture using a variety of techniques, e.g. shading.</p>

# Year 6 End Points

	<p><b>Painting</b>          Identify great artists and how their work has impacted on art today.          Know who Georgia O'Keeffe was and why she was important          Creates shades and tints using black and white.          Chooses appropriate paint, paper and implements to adapt and extend their work.          Carries out preliminary studies, tests media and materials and mixes appropriate colours.          Shows an awareness of how paintings are created (composition)          Works from a variety of sources, inc. those researched independently.</p> <p><b>Printing</b>          Be confident with printing on paper and fabric.          Be familiar with layering prints.          Alter and modify work.</p>
DT	<p><b>Adventure Maps</b>          Research different types of adventure maps and their purposes.          Understand and analyse design criteria to inform the adventure map.          Create a birds eye plan of your adventure map          Build 3D objects for your adventure map          Understand different joining techniques to attach objects to your adventure map          Create your own adventure map in groups, following the design criteria to fit the purpose.</p> <p><b>Mechanical Cam Toy</b>          Explore and research examples of moving mechanical toys.          Design your own moving toy          Select from and use a wider range of tools (including measuring tools) and equipment to perform practical tasks accurately when building and constructing a frame for a moving toy.</p>

# Year 6 End Points

Evaluate your ideas and products based on the success criteria.

## War Time Menu

Research and explore examples of war time food

Analyse the ingredients used in war time cooking

Design a meal using high protein and carbohydrate for survival of the fittest -using ingredients taken from the war.

Understand and apply the principles of a healthy and varied diet

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

# Year 6 End Points

Computing	<p><b>Computer Science</b>            Understand procedures and use these in programs on scratch.            Using scratch, incorporate selection, variables, input and output to create a program.            Understand the difference between the internet and the world wide web.</p> <p><b>Data Handling</b>            Identify and collect appropriate data.            Refine, search, filter, sort and graph data for purpose in a database or spreadsheet.            Collect and represent data using infographics.</p> <p><b>Media</b>            Combine various forms of media purposefully as part of a project.            Use a CAD application (3D design tool) to create a representation of an object.</p> <p><b>Digital Literacy</b>            Explain how the media influences people and their choices online.            Describe issues online that might make me or others feel worried, uncomfortable or frightened.            Describe some simple ways that help build a positive online reputation.            Identify a range of ways to report concerns about content and contact such as online bullying for both myself and my friends.</p>
R.E.	<p><b>How does growing up bring responsibilities?</b>            Describe the rights and responsibilities that come with growing up.            Understand what a rite of passage is and provide examples of these.            Discuss their own beliefs and ideas and compare these with others.</p> <p><b>What do Christians believe about Jesus' death and resurrection?</b></p>

# Year 6 End Points

	<p>Understand and describe the key events leading up to Holy Week such as Palm Sunday and Maundy Thursday.</p> <p>Understand the terms forgiveness and salvation</p> <p>Suggest reasons why Jesus' death is seen as a sacrifice and as a way of forgiveness.</p> <p><b>What can we learn from the Buddhist way of life?</b></p> <p>Give reasons why Buddhists meditate and spend time thinking deeply and being peaceful</p> <p>Understand that The Buddha often taught through telling stories</p> <p>Explain some of the symbolism used in Buddhism including the wheel of life and lotus flower.</p> <p>Understand why Buddhists respect all living things and how do they show this in their daily lives.</p>
PSHCE	<p><b>Health and Wellbeing</b></p> <p>Describe how we can look after our physical wellbeing and suggest what else we can do to improve how they look after themselves.</p> <p>Describe qualities or values you want to have and create achievable goals.</p> <p>Understand the importance of relaxation and suggest relaxation</p> <p>Understands that technology can have an impact on both physical and mental health</p> <p>Can describe what resilience is, why it's important and some useful resilience strategies..</p> <p>Understands how vaccination works and why it is important to individuals.</p> <p><b>Families and Relationships</b></p> <p>Understand what respect is and how they should be respected.</p> <p>Understand how stereotypes influence our ideas and opinions.</p> <p>Create a resolution guide that includes strategies to manage conflict</p> <p>Understands the term grief and the emotions involved with this.</p> <p><b>Safety and The Changing Body</b></p> <p>Understand reasons for why people may choose to drink alcohol or not.</p> <p>Identify ways to check if a news source is real.</p> <p>Understands how they should behave online and the impact negativity can have.</p>

# Year 6 End Points

	<p>Understands of the menstrual cycle and that a male and female are needed to conceive a baby.          Know that a baby changes in the womb and some requirements during the first months of life.          Understanding how to help someone who is choking.          Know how to help someone who is unresponsive</p> <p><b>Y6 Citizenship</b>          Understands that education is a human right and why education is important.          Identify some environmental issues relating to food and food production.          Understands what prejudice and discrimination are and why and how they should be challenged.          Understands the value of diversity in society, including significant individuals.          Explain the roles and responsibilities of people in government.</p> <p><b>Economic Wellbeing</b>          Understands their responsibilities in keeping money safe in the bank.          Describe what gambling is and some risks associated with it.          Understands that there are a range of jobs that people can do; identify some of these jobs and explain what is required for some jobs.          Understands that there are different routes into careers.</p> <p><b>Identity</b>          Understands the factors which make up identity.          Know that images can be manipulated by the professional media but also by individuals and that they are not realistic.</p>
P.E.	<p><b>Athletics</b></p> <p>Record accurately scores given in variety events          Demonstrate accuracy and good technique when throwing for distance          Show good technique and control for jumping activities          Choose appropriate run up distance as an individual for athletic jumps</p>

# Year 6 End Points

Use appropriate pace for different running distances

## Striking and Fielding

Use a range of tactics for attacking and defending in the role of bowler, batter and fielder

Strike a bowled ball and attempt a small range of shots

Increase accuracy using a range of bowling techniques e.g. overarm

Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting

## Invasion Games

Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking

Make quicker decisions in games (on and off the ball)

Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games

Consistently catch/stop and control a ball

## Gymnastics

Perform increasingly complex sequences

Perform showing awareness of the judging criteria

Compose and practise actions and relate to music

Experience flight on and off of apparatus

Show clarity, fluency, accuracy and consistency in their movements

## Dance



# Year 6 End Points

	<p>Interpret different stimuli with imagination and flair            Work creatively and imaginatively on their own, in pairs and in a group to create simple dances            Use recognised dance actions and adapt to create motifs and movement patterns.</p> <p>OAA</p> <p>Follow instructions accurately            Use written description to identify objects            Refine and adapt ideas in group task            Use information given by others to complete a task and work collaboratively.</p>
Music	<p>Fingal's Cave</p> <p>To appraise the work of a classical composer            To improvise as a group using dynamics, pitch and texture            To create a group composition changing dynamics, pitch and texture.</p> <p>Songs of WW2</p> <p>To use musical vocabulary to identify features of different eras of music            To use knowledge of pitch to develop confidence when singing in parts            To be able to notate a melody using pitches up to an octave</p> <p>Film Music</p> <p>To appraise different musical features in a variety of film contexts            To identify and understand some composing techniques in film music            To play a sequence of musical ideas to convey emotion</p>

# Year 6 End Points

	<p>Theme and variations (Pop Art)</p> <p>To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'</p> <p>To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time</p> <p>To use music notation to create visual representations of TIKITIKI, TI-TIKI and TIKI-TI rhythms.</p> <p>Playing the Ukelele</p> <p>To be confident with playing simple chords</p> <p>Be able to compose melodies using the correct notation and simple chords</p>
French	<p><b>Presenting myself</b></p> <p>Use basic greetings in French, ask how somebody is feeling and reply when asked to me.</p> <p>ask somebody their name in French and reply when asked to me</p> <p>revise numbers 1-10 in French and learn numbers 11-20 in French</p> <p>ask somebody their age and where they live in French and reply when asked to me.</p> <p><b>My family</b></p> <p>Identify the nouns and determiners for several family members in French.</p> <p>Understand how to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French</p> <p>Ask and answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?)</p> <p>Understand how to introduce family members, learning to use 'il/elle s'appelle' (he/she is called).</p> <p><b>The Date</b></p> <p>Say the 7 days of the week in French.</p> <p>Say the 12 months of the year in French.</p> <p>Say numbers 1-31 in French</p> <p>ask and answer the question 'Quelle est la date aujourd'hui ?' (What is the date today?).</p>

# Year 6 End Points

## Do You Have a Pet?

Revise 8 common pets in French with their determiners.

Say 'I have a pet' in French and what my pet is called in French.

Say what pet I do not have in French

integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work

## My Home

Say where I live using the verb 'j'habite' (I live).

say 5 rooms of the house with the correct determiner

say what rooms I do not have in my house using the negative structure

use all my new knowledge in French to describe where I live

## Clothes

Know and say 10 nouns for items of clothing and their determiners.

Understand how to say what I am wearing in French using the verb 'je porte...' (I wear) plus the item of clothing.2 to say 'my' in French.

to use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.