

## Y6 Afternoon Curriculum Subject Criteria

Science	Technology (Comp.)	Music	Art	Geography	History	Engineering (DT)
<b>Living Things</b>	<b>Programming</b>	<b>Skills and Processes</b>	<b>Subject Content</b>	<b>Locational Knowledge</b>	<b>Subject Content</b>	<b>Design</b>
I can classify a variety of living things into broad groups using observable characteristics (e.g. invertebrates [insects, spiders, snails and worms] & vertebrates [fish, amphibians, reptiles, birds and mammals]).	I can create and edit programming algorithms to allow two systems, sprites or avatars to interact.	I can play a range of tuned instruments.	I can use my sketch books to record observations and use it to review and revisit ideas.	I can use maps to locate the countries of South America.	I can extend my chronological knowledge beyond 1066 by studying a historical event that acted as a significant turning point in post-1066 British history (based on WWII).	I can compare and contrast the designs of at least two inventors/designers/engineers solving the same design problem.
I can use classification keys to identify specific organisms.	I can use a wide range of sensing, control, sound, motion and variable codes to program a system/sprite and overcome a problem.	I can recognise how to use music to accompany poetry/P.E./actions/dance.	I can improve my mastery of the following art and design techniques: - Drawing - Painting - Sculpture	I can identify key geographical features and regions of South America including human (e.g. cities) and physical (e.g. mountain ranges, seas, lakes and rivers) features.	I can conduct a local history study centred on a site dating from a period beyond 1066 (based on WWII).	I can create an annotated design featuring measurements and exploded diagrams to show detail.
<b>Humans</b>	I can detect and correct bugs within my code.	I can improvise/compose music for a range of purposes using instruments / ICT software.	I can research the work of a range of great artists / architects / designers from history.	I can identify the position and significance of different time zones (centred on Prime/Greenwich meridian).	I can research and present information on a non-European society that provides contrasts with British history (Mayan / Mesoamerican civilisations).	I can model a prototype of my design.
I can identify and name the main parts of the human circulatory system.	I can use a process of test → evaluate → refine to improve my programmes.	<b>Matters</b>	<b>Aims</b>	<b>Place Knowledge</b>	I can identify where and when early civilisations appeared around the world (to include an in depth study of the achievements of one).	I can use the internet to calculate the cost of making a product.
I can outline the effects of diet and drug abuse on our bodies.	<b>Networks &amp; communication</b>	I understand and use the term 'tone'.	I can produce creative work, exploring my ideas and recording my experiences.	I can identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (local) and a region from South America.	<b>Historical concepts</b>	<b>Making</b>
I can describe how water and nutrients from our food is transported around the body.	I can share content using: - email attachments - uploading to shared space	I understand and use the term 'pitch'.	I can evaluate and analyse creative works using the language of art, craft and design techniques.	<b>Human and Physical</b>	I can frame historically valid questions.	I can explore the different movements achieved with a variety of cams.
<b>Evolution</b>	I can work collaboratively using online forums, e-portfolios, apps and blogs.	I understand and use the term 'notes'.	I can develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	I can describe and understand key aspects of: - rivers - the water cycle (review & expand from Y4 science).	I can select and organise information to create a structured account of a historical event (e.g. extended writing, detailed timeline etc.).	I can use construction kits to make and modify my own designs.
I can explain why offspring are normally similar but not identical to their parents.	I can use a wide range of search techniques to acquire information (e.g. using filters / Boolean terms to restrict searches).	<b>History of Music</b>	<b>Materials</b>	and identify examples of relevant regions within South America. <b>PHYSICAL</b>	I can understand the methods of enquiry, including how evidence is used to make historical claims.	<b>Evaluating</b>
I can explain how a variety of species are adapted to survive their environments.	I can describe how search results are selected and ranked.	I can compare the work of a historical & contemporary composer.	Pencil Paint Brushes (different thickness) Pens Clay Fabric Natural/reclaimed materials Charcoal Plaster	I can describe and understand key aspects of 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.	I can understand how and suggest reasons why contrasting arguments and interpretations of the past have been constructed.	I can evaluate the impact of famous designs and explain how they have helped to shape the world.
I can use fossil evidence to show how living things change over thousands/millions of years.	<b>ICT</b>	<b>Skills and Processes</b>	<b>Vocabulary</b>	<b>HUMAN</b>	I can understand how and why change occurs in history, why and how things stay the same and analyse trends.	I can carry out appropriate tests to assess the success of my design.
I can explain how a species evolves to become better adapted to their environment.	I can select the appropriate software/resources to present information.	I can play a range of tuned instruments.	Colour Texture Tone Scale Tint Shade			I can suggest ways to improve my design / the design of others.
<b>Light</b>	I can formulate a question and design and use a spreadsheet or database to collect data to answer that question.					<b>Cooking and Nutrition</b>
I can describe the way in which light moves (straight lines).	I can use formulae in spreadsheets to present and analyse data.					I can identify UK seasonal foods and link this to recipes.
I can describe sight in terms of objects reflecting light into the eye.						I can compare foods for their nutritional content.
I can explain why shadows are formed in terms of the way in which light moves.						

<p><b>Electricity</b></p> <p>I can investigate the effects of increasing the number/voltage of cells in a circuit on the brightness of a lamp.</p>	<p>I can link sound, images, text, transitions, hyperlinks and html code into presentations.</p>		<p><b>Techniques</b></p> <p><b>Malleable</b> Construct, manipulate, join, papier mache, slabs, coils, slips, patterns</p> <p><b>Textile</b> Collage, knot, fray, fringe, twist, plait, cut, appliqué, dye, weave, print, stitch, join, batik, create 3D structure, use different grades of thread and needles</p> <p><b>Print</b> Rub, roll, create pattern, impress, relief, overlay, add other media</p> <p><b>Collage</b> Fold, crumple, tear, overlap, layer</p> <p><b>Paint</b> Layer, mix, scrape, texture, colour wash, create atmosphere/light/shade effects</p> <p><b>Digital</b> Record, create on screen, manipulate images</p>	<p><b>Geographical Skills and Fieldwork</b></p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>I can identify and describe reasons for and results of historical events, situations and changes studied in the past.</p>	<p>I can demonstrate</p> <ul style="list-style-type: none"> <li>- Accurate measuring</li> <li>- Accurate weighing</li> <li>- Mixing wet and dry ingred.</li> <li>- Rubbing in fat</li> <li>- Beating</li> <li>- Rolling out</li> <li>- Kneading</li> <li>- Decorating / piping</li> </ul>
<p>I can use universal symbols to represent simple circuits in diagrams.</p>	<p>I can critically evaluate my own work and the work of others.</p>			<p>I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p>	<p>I can identify and explain similarities and differences between societies from different historical periods (i.e. economically, politically, socially etc.).</p>	<p>I can safely demonstrate</p> <ul style="list-style-type: none"> <li>- griddling (e.g. blinis)</li> <li>- boiling (e.g. an egg)</li> <li>- roasting (e.g. peppers)</li> <li>- toasting</li> </ul>
<p><b>Working Scientifically</b></p>	<p>I can outline the 'SMART' model of keeping safe when sharing information online.</p>			<p>I can 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>	<p>I can understand why some events, individuals, situations and changes are considered significant.</p>	<p>Suggested dishes:</p> <ul style="list-style-type: none"> <li>- Shaped bread</li> <li>- Pizza</li> <li>- Calzone</li> <li>- Cobbler</li> <li>- Soup</li> <li>- Flavoured bread (e.g. focaccia)</li> <li>- Fruit bread &amp; savoury salad</li> <li>- Gingerbread structures</li> <li>- Fruit pie (e.g. frangipan pear tart) &amp; homemade custard</li> </ul>
<p>I can use a wide variety of equipment to make accurate measurements in standard units (including repeat readings).</p>	<p>I know how to report online problems including cyberbullying.</p>					<p>I can calculate costings when scaling recipes up/down.</p>
<p>I can identify variables, make predictions, map methods and produce labelled diagrams.</p>	<p>I can demonstrate a responsible use of social networking sites.</p>					
<p>I can record data using labelled diagrams, classification keys, tables, scatter graphs and bar/line graphs.</p>	<p>I can articulate how information sharing carries a responsibility.</p>					
<p>I can draw conclusions, identify relationships and present findings.</p>						
<p>I can identify evidence used to support or refute an argument/theory.</p>						
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