

Year 6 End of Year Expectations – Foundation Subjects



Subject	Pupils:
Art and Design	<ul style="list-style-type: none"> • make visual notes to capture, consolidate and reflect upon the artists studied, making independent decisions about how to present work • understand that we can transform 2d drawings into 3d objects using the grid system to scale up the image and transfer it onto card. • use collage to add tonal marks to a “flat image”. • explore their passions, hopes and fears and what makes them to build portraits, which explore aspects of their background, experience, culture and personality. • explore combinations and layering of media (physical or digital). • use a variety of materials to design, make and construct a scaled piece of furniture bringing their personality and character to the piece and letting their nature inform the choice of materials and shapes they use. • understand we may all have different responses in terms of our thoughts and the things we make. appreciate we may share similarities and differences but that all responses are valid.
Computing	<ul style="list-style-type: none"> • explore variables to design and code a game. • answer questions using spreadsheets to organise and calculate data. • plan, develop and evaluate 3D computer models of physical objects. • develop a project using a Crumble device. • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • (nb online safety is taught throughout the year but does not form part of this assessment judgement)
Design and Technology	<ul style="list-style-type: none"> • generate innovative ideas by carrying out research. • develop skills of threading needles and joining textiles using a range of stitches. • create and modify a computer control program (Crumble) to enable their electrical product to respond to changes. • apply their understanding of computing to program, monitor and control their products. • write a step-by-step recipe, including a list of ingredients, equipment and utensils. • critically evaluate the quality of the design, the manufacture, functionality, innovation shown and fitness for intended user and purpose, considering others’ opinions.
Geography	<ul style="list-style-type: none"> • locate North America on a world map and name countries and capitals. • identify a range of physical and human features of North America and compare to the UK. • name and locate key topographical features of the United Kingdom (including hills, mountains, coasts and rivers). • use fieldwork to observe, measure and present the human and physical features in the local area (using a range of methods including sketch maps, plans and graphs, digital technologies).
History	<ul style="list-style-type: none"> • develop a secure knowledge of British and world history and be able to place different periods chronologically on a timeline. • suggest suitable sources of evidence for historical enquiries and draw conclusions from its scrutiny • describe in detail a number of aspects of the past. • identify key themes and describe areas of continuity and change. • show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

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<p>Modern Foreign Languages - French</p>	<ul style="list-style-type: none"> • understand the main points and some of the detail from a short-spoken passage. • use familiar words and sentence structures to construct new sentences. • in their writing, use some regular nouns in the singular and plural form with the appropriate article. • in their writing , use simple adjectives correctly to match a noun.
<p>Music</p>	<ul style="list-style-type: none"> • sing confidently and expressively as a group or alone. • perform confidently in a round or part song using voices or instruments. • understand elements of traditional musical notation (eg time signature, bars, flats and sharps) • compose music for a range of purposes using chords, melody, rhythm, timbre, dynamics, structure
<p>Physical Education</p>	<ul style="list-style-type: none"> • carry out and create warm-ups and cool-downs safely and effectively. • in athletics, perform and apply a variety of skills and techniques confidently, consistently and with precision. • take part in competitive games with a strong understanding of tactics and composition. • think ahead and create a plan of attack or defence. • apply knowledge of skills for attacking and defending. • develop fielding strategies to prevent the opposition from scoring. • demonstrate strong and controlled movements throughout a dance sequence. • combine flexibility, techniques and movements to create a fluent sequence. • thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. • when swimming, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • perform simple safety in water
<p>Personal, Health and Social Education including Relationships and Sex Education</p>	<ul style="list-style-type: none"> • explain how their choices can have an impact on people in the immediate community and globally • explain ways in which difference can be a source of conflict or a cause for celebration • explain different ways to work with others to help make the world a better place • explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others • identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control • identify why looking after themselves both physically and emotionally is very important • understand the changes that happen during puberty and recognise respect and consent
<p>Religious Education</p>	<ul style="list-style-type: none"> • show detailed knowledge and understanding of what a pilgrimage is and why pilgrimage can be important today. • show similarities and differences between the religions studied in relation to pilgrimage, meaning and significance. • demonstrate detailed knowledge and understanding of the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans and the impact of these teachings • raise and explore questions, express their own opinions and use sound reasons to back them up and appreciate that some may hold different opinions • demonstrate more detailed knowledge and understanding of belief, authority, expressions of belief and impact of belief in Christianity.