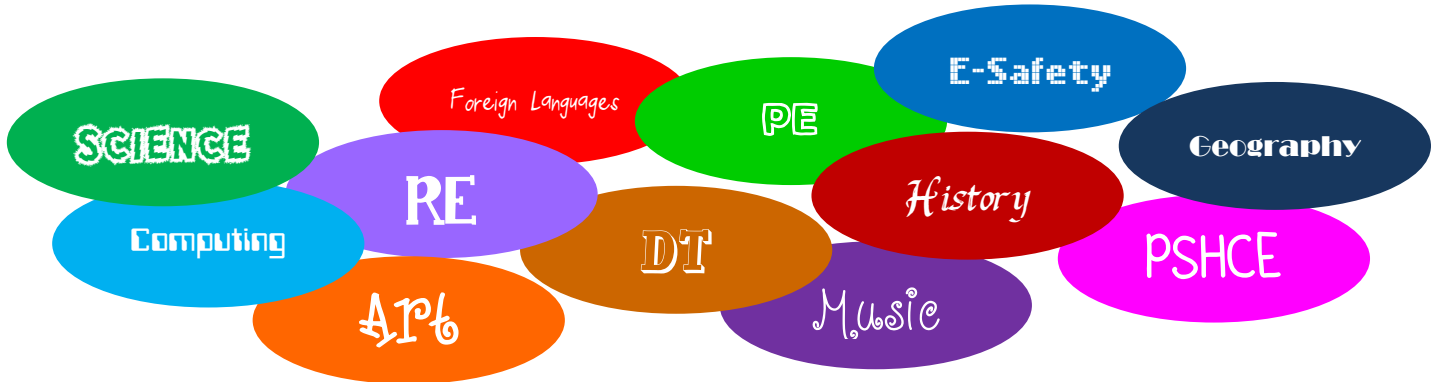# Age-related expectations
Year Six

SCHOLES
Scholes (Elmet)
Primary School

In the tables below, you'll find a list of
end of year expectations for…

SCIENCE · Foreign Languages · PE · E-Safety · Geography · Computing · RE · DT · History · Art · Music · PSHCE

We offer a relevant, purposeful, enjoyable curriculum which promotes the **core skills** of oral and written communication; application of maths and the **supporting skills** of information technology; working with others; improving own learning and performance; problem solving; thinking skills.

We use the following terms to help us think about our curriculum:
Core skills
Stemming from English and Maths, the skills of oral and written communication and the application of maths are central to life and central to learning. English and Maths are taught as discrete subjects whilst Science and the foundation subjects are usually taught as part of a topic.
Drivers
'Drivers' are typically Science, History or Geography themes which provide the main content for a topic.
Enrichers
'Enrichers' are the arts and other subjects which enhance and broaden the learning experiences for our children.
Health and SMSC
Scholes Elmet Primary is a happy and healthy place to learn. We want to promote, through topics and in lots of other ways, children's health and their social, moral, spiritual and cultural (SMSC) development.

The expectations listed below are based on **The national curriculum in England Key stages 1 and 2 framework document** (Department for Education, 2013). This sets out what teachers need to teach and what children are expected to learn, both for the core subjects (English, Maths and Science) and the foundation subjects. Here, we look at **Science and the foundation subjects**. We also include two additional areas which we consider important:
PSHCE (which stands for Personal, Social, Health, Citizenship and Economic Education, not a statutory subject, but one acknowledged in the National Curriculum: "All schools should make provision for …PSHE") and **E-Safety**.

At Scholes Elmet Primary, we have set out the expectations for each year group. Sometimes, you'll find examples of additional challenges, too.

Age-related expectations: **Year Six**

Drivers Science, History and Geography act as the 'drivers'
of most of our topics in school;
they provide the main content for a topic.

SCIENCE

Science

Working scientifically

Can your child plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?

Can your child take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?

Can your child record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?

Can your child use test results to make predictions to set up further comparative and fair tests?

Can your child report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written form such as displays and other presentations?

Can your child identify scientific evidence that has been used to support or refute ideas or arguments?

Animals, including humans

Can your child describe the ways in which nutrients and water are transported within animals, including humans?

Can your child identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?

Does your child recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?

Living things and their habitats

Can your child describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals?

Can your child give reasons for classifying plants and animals based on specific characteristics?

Evolution and inheritance

Does your child recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?

Does your child recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?

Can your child identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?

Light

Can your child recognise that light appears to travel in straight lines?

Can your child 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?

Can your child 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?

Can your child use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?

Electricity

Can your child associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit?

Can your child 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?

Can your child use recognised symbols when representing a simple circuit in a diagram?

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History

| History |
|---|
| Can your child place features of events and people from past societies and periods in a chronological framework? |
| Can your child summarise the main events from a specific period in history, explaining the order in which key events happened? |
| Can your child explain how Britain has had a major influence on world history? |
| Can your child describe what Britain may have learnt from other countries and civilisations through time gone by and more recently? |
| Can your child recognise and describe differences and similarities / changes and continuity between different periods in history? |
| Can your child describe a key event from Britain's past using a range of evidence from different sources? |
| Can your child investigate how an aspect or theme has changed over time in the local area and offer their views about this change? |

Examples of additional challenge
Can your child appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?
Can your child trace the main events that define Britain's journey from a mono- to a multi-cultural society?
Can your child suggest why certain events, people and changes might be seen as more significant than others?
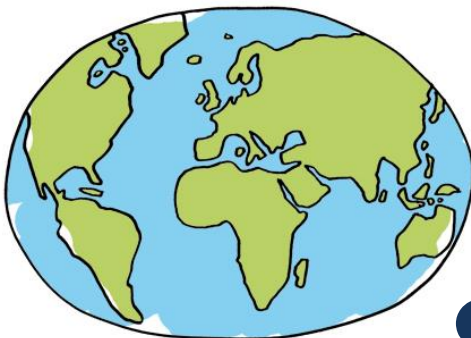
Geography

Geography
Does your child have an understanding of the British Isles (ie the physical geography, including its surrounding islands) and the United Kingdom (ie the political geography) and can your child explain the difference?
Can your child name and locate UK, European and international locations using an atlas, map and digital mapping, with awareness of land-use patterns over time?
Does your child know the position and significance of latitude and longitude?
Can your child explain time zones (including day and night)?
Can your child compare a region in the UK with a region in North or South America?
Can your child use maps, aerial photos, plans and web resources to describe what a locality might be like?
Does your child show understanding of human geography (eg economic activity, trade links, distribution of natural resources) and physical geography (eg climate zones, biomes, vegetation belts)?
Can your child use four and six figure grid references and OS maps to answer questions?
Can your child use fieldwork to answer questions about the local area using a range of methods?
With regard to the main ethnic groups in the UK and at Scholes, is your child aware of reasons why people may have moved to the UK?

Examples of additional challenge
Can your child define geographical questions to guide their research?
Does your child understand the term sustainable development?

Age-related expectations: Year Six
Enrichers are the arts and other subjects which
enhance and broaden topics and the other learning experiences
for our children.

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Computing

Computing
Can your child combine sequences of instructions and procedures to control a device eg turn it on and off?
Can your child design a solution by breaking a problem up?
Can your child design algorithms that use repetition and 2-way selection?
Can your child work with variables?
Can your child explore 'what if' questions by planning different scenarios for controlled devices?
Using logical reasoning, can your child look at an algorithm and make an accurate prediction, explaining why he/she believes something will happen?
Can your child use logical reasoning to detect and correct errors in increasingly complex algorithms?
Does your child have an increasing understanding of computer networks, including the internet, and the opportunities they offer for communication and collaboration?
Can your child select, use and combine software on a range of digital devices increasingly effectively?
Can your child use a range of technology for a specific project (eg create and use programs and content)?
Can your child analyse and evaluate information?
E-safety and digital literacy *(a guide to these points is included below)*
Can your child use the internet and other technology safely and critically?
Can your child recognise what is personal information and keep it private?
Does your child know what to do if they are concerned when they use the internet and other technology?
Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?
Does your child use technology appropriately, effectively and efficiently?

Art and Design

Art and design
Can your child explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles)?
Showing increasing knowledge, confidence and experiences, can your child investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts?
Can your child combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions?
Does your child record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do?
Using ideas from the points above, can your child design and make images / artefacts for different purposes?
Can your child adapt and improve their own work to realise their intentions?
Can your child comment on similarities and differences between pieces of art, including art from different periods and cultures?
Does your child show increasing awareness of art and design in the world around them eg architecture, graphic design?

Design and Technology (DT)

Design and technology (DT)

Can your child research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose, aimed at particular individuals and groups?

Can your child generate, develop and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design?

When making, can your child select from and use a wider range of tools and equipment to perform practical tasks? (eg cutting, shaping, joining, finishing)

When making, can your child select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their functional properties and aesthetic qualities?

Can your child investigate and analyse a range of existing products?

Can your child evaluate their ideas and products against their own design criteria and consider the views of others to improve their work?

Can your child understand how key events and individuals in design and technology have helped change the world?

Can your child apply their understanding of computing to program, monitor and control their products?

Can your child understand and use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages)?

When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level: diet; food origins; food choice; food labelling; food safety? (see Change 4 Life Core Competencies)

When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age-appropriate level? (see Change 4 Life Core Competencies)

Music

Music

While performing from memory and from simple notations, can your child show awareness of their own contribution (eg leading others, taking a solo part and/or providing rhythmic support)?

Can your child improvise melodic and rhythmic phrases as part of a group performance?

Can your child compose by developing ideas, beginning to use musical devices (eg melody, rhythms, chords, structures)?

Can your child review and evaluate different music, including music from different periods, cultures and from great composers, with reference to specific musical features eg pitch, tempo, structure?

Does your child show increasing awareness of music in the world around them eg advertising, dramas?

Can your child evaluate how the venue, occasion and purpose affects the way a piece of music is created?

Foreign Languages

Foreign Languages

Can your child speak and listen effectively in a range of contexts (ie listen attentively with understanding; engage in conversations; speak in sentences; use correct pronunciation)?

Can your child read carefully and show understanding of words, phrases and simple writing?

Can your child begin to write with accuracy (ie phrases from memory; adapting phrases to create new meaning; growing awareness of grammar)?

Does your child appreciate and make links with patterns and sounds in songs and rhymes?

Can your child broaden their vocabulary and develop their ability to understand new words?

Age-related expectations: Year Six

Health and SMSC We want to promote, through topics and in other ways, children's health and their social, moral, spiritual and cultural (SMSC) development.

Personal, Social, Health, Citizenship and Economic Education (PSHCE)

Personal, social, health and citizenship education (PSHCE)

Can your child reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth?

Can your child recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce)?

Can your child assess the element of risk or possible risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances?

Can your child state the basic facts and laws about alcohol, tobacco and legal and illegal drugs?

Can your child demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience)?

Can your child recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways?

Can your child assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc)?

Can your child discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer)?

Does your child understand the role of the media in presenting information to the public and appreciate that information can be interpreted in different ways?

Can your child demonstrate understanding of key citizenship concepts, for example, democracy, government, justice, laws, diversity, identities and communities, power and authority, sustainable development?

Can they, through investigation of topical issues, problems and events, analyse and evaluate a range of sources of information, including ICT and the media?

Can your child present and develop ideas and views through group and class discussion and debate?

Can your child negotiate, decide and take part in responsible actions, both in school and in the wider community?

Physical Education (PE)

Physical education (PE)

Can your child remember, refine and repeat sequences with a sense of style and artistic intention?

Does your child constantly choose and develop a range of movement patterns?

Does your child practise and perform, with control and accuracy, a range of actions and balances in sequences?

Can your child link actions and balances together so that they flow, using different compositional ideas?

Does your child consistently select the right shots or tactics to be successful in a game?

Can your child choose and use combinations of skills with confidence, accuracy and consistency in most games?

Does your child demonstrate higher levels of strength, stamina and fluidity of movement in a variety of activities?

Can your child consistently identify strengths and weaknesses in own and others' work, occasionally leading activities?

Can your child help others to improve performance through demonstration and using appropriate words or tips?

Can your child swim at least 25m?

Can your child use a range of strokes effectively?

Can your child warm up independently and effectively?

Religious Education (RE)

Religious education (RE)
Based on the Leeds Syllabus for Religious Education, 2015-2020
Can your child describe and understand links between a range of stories and other aspects of religions and communities, responding thoughtfully?
Can your child describe, reflect and make connections between different features of the religions and other world views?
Can your child observe and understand varied examples of religions and other world views so they can explain, with reasons, their meanings and significance for the choices people make?
Can your child discuss and present thoughtfully views on challenging questions about belonging, meaning, purpose, truth?
Does your child discuss and respond, with clear consideration, to ethical questions, including what is right and wrong, just and fair?
Can your child consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect?

Religious Education (RE)

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E-Safety and digital literacy

These expectations are based on a two year cycle so similar expectations apply in Y5 and Y6.
Parents / carers should support their child to be safe when using technology, whether computers, tablets, phones or gaming devices.
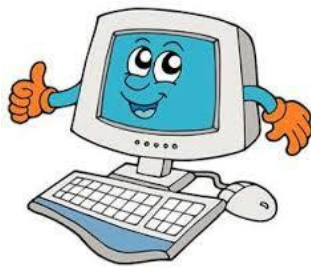The expectations act as an indicator for children's attainment in computing, but we've listed them separately here, under Health and SMSC (Social, Moral, Spiritual and Cultural development), because there is such a big overlap

E-safety and digital literacy
Can your child use the internet and other technology safely and critically?
Can your child understand how search results are selected and ranked?
Can your child competently use the internet as a search tool?
Can your child recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion (eg wikis, blogs)?
Can your child recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?
Does your child understand that the outcome of internet searches at home may be different than at school?
Does your child understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?
Can your child recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?
Can your child use knowledge of the meaning of different domain names and common website extensions (eg .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?
Does your child know the difference between online communication tools used in school and those used at home?
Can your child use appropriate strategies for finding, critically evaluating, validating and verifying information. eg using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?
Can your child recognise what is personal information and keep it private?

Does your child understand that if they make personal information available online it may
be seen and used by others and is extremely difficult to remove?
Does your child understand the benefits of developing a 'nickname' for online use?
Does your child understand that some malicious adults may use various techniques to make contact and elicit personal information?
Does your child know that content put online is extremely difficult to remove?
Does your child understand they should not publish other people's pictures or tag them on the internet without permission?
Does your child understand that online environments have security settings, which can be
altered, to protect the user?
Can your child create strong passwords and manage them so that they remain strong?

Does your child know what to do if they are concerned when they use the internet and other technology?
Does your child know how to report an incident of cyber-bullying?
Can your child identify when emails should not be opened and when an attachment may not be safe?
Does your child understand that some messages may be malicious and know how to deal with this?
Does your child understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?
Does your child know what to do if they discover something suspicious, malicious or inappropriate?
Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?
Does your child understand the need for rules to keep them safe when exchanging learning and ideas online?
Does your child recognise that cyber-bullying is unacceptable?
Can your child use technology in ways which minimises risk eg responsible use of online discussions, etc?
Does your child know how to respond if asked for personal information or feel unsafe about content of a message?
Does your child know that it is unsafe to arrange to meet unknown people met online?
Can your child reference information sources?
Can your child recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?
Does your child understand that copyright exists on most digital images, video and recorded music?
Does your child use technology appropriately, effectively and efficiently?
Can your child discuss the positive and negative impact of ICT use in theirs and their friends' and family's lives?
Can your child explain and demonstrate how to use email safely?
Does your child understand that some material on the internet is copyrighted and may not be copied or downloaded?
Can your child independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?