



Art

- I can explain why I have chosen specific techniques to create my art.
- I can explain the style of my work and how a famous artist has influenced it.

World War

2

History

- I can summarise the main events from a specific period in history, explaining the order in which key events happened
- I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint
- I can identify and explain my understanding of propaganda
- I can describe a key event from Britain's past using a range of evidence from different sources
- I can suggest why there may be different interpretations of events
- I can suggest why certain events, people and changes might be seen as more significant than others
- I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings
- I can suggest relationships between causes in history.

Geography

- I can define geographical questions to guide my research.
- I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles, the equator, North and South Hemispheres.
- I can name the largest desert in the world.
- I can name the three major climate zones
- I can explain how time zones work and calculate time differences around the world.

Music

- I can use a variety of different musical devices in my composition (including rhythm).
- I can analyse features within different pieces of music.
- I can sing in harmony confidently and accurately.

Design Technology

- I can follow and refine my plans.
- I show that I can test and evaluate my products.
- I can evaluate my product against clear criteria.

Year 6 Spring



RE

- Christianity.
- I can express the feelings I have when I think about situations or things I would like to last forever.
- I can make links between different Christian beliefs and their views on whether anything is ever eternal.
- I can reflect on my own beliefs about whether anything is eternal.
- I can explain how the influence people have had on me has affected what I see as important.
- I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.
- I can give my opinion as to whether Christianity is a strong religion now and say why I think this

MFL

- I can understand a short story or factual text and note the main points.
- I can use the context to work out unfamiliar words.

Computing

I can identify the purpose of writing a blog
I can identify the features of successful blog writing
I can plan the theme and content for a blog
I understand how to write a blog
I understand the effect upon the audience of changing the visual features of a blog
I understand the importance of regularly updating the content of a blog
I understand how to contribute to an existing blog
I can peer-assess blogs against the agreed success criteria.
To find out what a text adventure is.
To plan a story adventure.
To make a story-based adventure.
To introduce map-based text adventures.

Science

- I can report findings from enquiries in a range of ways.
- I can explain causal relationships in an enquiry.
- I can classify living things into broad groups according to observable characteristics and based on similarities & differences, including microorganisms, plants and animals.
- I can identify and name the main parts of the human circulatory system.
- I can describe the function of the heart, blood vessels and blood.
- I can discuss the impact of diet, exercise, drugs and life style on health.
- I can describe the ways in which nutrients and water are transported in animals, including humans.
- I can describe how living things have been classified.
- I can give reasons for classifying plants and animals in a specific way.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- I can use the outcome of test results to make predictions and set up a further comparative fair test.

PE

- I can explain the full rules of a game to a partner
- I can make a team plan and communicate it to others
- I can lead others in a game situation
- I can change my tactics in a game to improve my team's performance
- I can make a team plan and communicate it to others
- I can lead others in a game situation
- I can play in different positions during a game.
- I can change my tactics in a game to improve my team's performance
- I can work creatively and imaginatively with a partner to compose motifs and structure simple dances
- I can perform to an accompaniment expressively and sensitively
- I can perform dances fluently and with control whilst working with a partner
- I can explain how dancing keeps me healthy