



St Ann's Well Academy

A L.E.A.D. Academy

Year Six Curriculum Objectives.

Headteacher: Mrs E Thorne

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English

Transcription – Spelling
<i>Use further prefixes and suffixes and understand the guidance for adding them</i>
<i>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</i>
<i>Continue to distinguish between homophones and other words which are often confused</i>
<i>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</i>
<i>Use dictionaries to check the spelling and meaning of words</i>
<i>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</i>
<i>Use a thesaurus</i>
Handwriting
<i>Write legibly, fluently and with increasing speed by:</i>
<ul style="list-style-type: none"> • <i>Choosing which shape of a letter to use when given choices and deciding whether to join specific letters</i>
<ul style="list-style-type: none"> • <i>Choosing the writing implement that is best suited for a task.</i>
Composition
<i>Plan their writing by:</i>
<ul style="list-style-type: none"> • <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i>
<ul style="list-style-type: none"> • <i>Noting and developing initial ideas, drawing on reading and research where necessary</i>
<ul style="list-style-type: none"> • <i>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i>
<i>Draft and write by:</i>
<ul style="list-style-type: none"> • <i>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i>
<ul style="list-style-type: none"> • <i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>
<ul style="list-style-type: none"> • <i>Précising longer passages</i>
<ul style="list-style-type: none"> • <i>Using a wide range of devices to build cohesion within and across paragraphs</i>
<ul style="list-style-type: none"> • <i>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i>
<i>Evaluate and edit by:</i>
<ul style="list-style-type: none"> • <i>Assessing the effectiveness of their own and others' writing</i>
<ul style="list-style-type: none"> • <i>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i>
<ul style="list-style-type: none"> • <i>Ensuring the consistent and correct use of tense throughout a piece of writing</i>
<ul style="list-style-type: none"> • <i>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</i>
<i>Proof-read for spelling and punctuation errors</i>
<i>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</i>
Punctuation
<i>Using commas to clarify meaning or avoid ambiguity in writing</i>
<i>Using hyphens to avoid ambiguity</i>
<i>Using brackets, dashes or commas to indicate parenthesis</i>
<i>Using semi-colons, colons or dashes to mark boundaries between independent clauses</i>

<i>Using a colon to introduce a list</i>
<i>Use a semi-colon within a list.</i>
<i>Punctuating bullet points consistently</i>
Using ellipsis to link ideas across paragraphs.
Grammar – Word Level
How words are related by meaning as synonyms and antonyms [for example, big, large, little]
To understand the terminology of subject and object.
To understand indefinite pronouns.
Grammar – Sentence Level
<i>Using passive verbs to affect the presentation of information in a sentence</i>
<i>Using the perfect form of verbs to mark relationships of time and cause</i>
<i>Using expanded noun phrases to convey complicated information concisely</i>
<i>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</i>
<i>Using modal verbs or adverbs to indicate degrees of possibility</i>
Linking ideas across paragraphs using cohesive devices: repetition of a word or phrase and grammatical connections.
Use of a wider range of linking adverbs (consequently, furthermore, instead, nonetheless, overall, subsequently).
Use a wider range of subordinating conjunctions (e.g in case, once, provided that, since, whereas)
Use embedded non – finite clauses (The boy, hopping hopefully across the pond, was in a rush.)
Use reported speech. (use of pronoun 'that')
Use figurative language to create effect (alliteration, onomatopoeia, metaphors, similes, personification).
Select from a wide range of imaginative and ambitious vocabulary and can use it precisely.
Grammar – Text Level
<i>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</i>
<i>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</i>
Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Confidently and appropriately use anticipation, suspense and tension to engage the reader.
Use a variety of techniques to conclude work appropriately (e.g. opinion, summary and justification comment).
Accurately and effectively choose from a range of strategies to move a story forward (e.g dialogue, description, action)
Develop characters through the description of settings, dialogue, feelings and emotions.
Spoken Language (Same objectives for years 1-6)
Listen and respond appropriately to adults and their peers
Use relevant strategies to build their vocabulary
Ask relevant questions to extend their understanding and knowledge
Articulate and justify answers, arguments and opinions
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Year Six Curriculum Objectives.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others
Select and use appropriate registers for effective communication.
Reading – Word Reading
<i>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</i>
<i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i>
Reading - Comprehension
<i>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</i>
<ul style="list-style-type: none"> <i>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>
<ul style="list-style-type: none"> <i>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i>
<ul style="list-style-type: none"> <i>Identifying themes and conventions in a wide range of books</i>
<ul style="list-style-type: none"> <i>Recognising some different forms of poetry [for example, free verse, narrative poetry]</i>
<ul style="list-style-type: none"> <i>Using dictionaries to check the meaning of words that they have read</i>
<ul style="list-style-type: none"> <i>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i>
<ul style="list-style-type: none"> <i>Reading books that are structured in different ways and reading for a range of purposes</i>
<ul style="list-style-type: none"> <i>Discussing words and phrases that capture the reader's interest and imagination</i>
<i>Understand what they read, in books they can read independently, by:</i>
<ul style="list-style-type: none"> <i>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i>
<ul style="list-style-type: none"> <i>Asking questions to improve their understanding of a text</i>
<ul style="list-style-type: none"> <i>Predicting what might happen from details stated and implied</i>
<ul style="list-style-type: none"> <i>Identifying how language, structure, and presentation contribute to meaning.</i>
<ul style="list-style-type: none"> <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>
<ul style="list-style-type: none"> <i>Identifying main ideas drawn from more than one paragraph and summarising these</i>
<i>Retrieve and record information from non-fiction</i>
<i>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</i>

Italics – Objective is in the combined Y5/6 Objectives list.

Bold – Objective is stated on the combined Y5/6 Objectives list, but specifically separated out as a Y5 objective in the NC SPAG Appendix.

Yellow – Non-stat NC Content

Maths Objectives

Counting and Ordering
Compare & order numbers up to 10000000
Numbers and more/less
Read and write any number up to 10 000 000
Order decimals with the same amount of decimal places.
Tables and Multiples
Identify common factors, common multiples & prime numbers.
Bonds and Facts
Recall prime numbers up to 50.
Place Value and Rounding
Round any whole number to a required degree of accuracy.
Recognize place value of any number including decimals.
Round decimals with 3 decimal places to the nearest degree of accuracy.
Calculations +/-
Consolidate column addition for whole numbers and apply to problem solving.
Calculations x/÷
Multiply: 4-digit by 2-digit
Divide: 4-digit by 2-digit
Fractions and Percentages
Add & subtract fractions with different denominators & mixed numbers.
Multiply simple pairs of proper fractions, writing the answer in the simplest form.
Divide proper fractions by whole numbers.
Calculate % of whole number.
Time
Consolidate solving time problems using timetables and converting between different units of time.
Shape
Draw 2D shapes using given dimensions and angles.
Build 3D shapes, including making nets.
Find unknown angles in triangles, quadrilaterals and regular shapes, on a straight line and within a circle.
Describe position on a full co-ordinates grid (all four quadrants).
Measures
Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
Convert between miles and kilometres
Calculate the area and perimeter of compound shapes and triangles.
Ratio and proportion
Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
Say ratio and proportion of a given set of objects.

Year Six Curriculum Objectives.

Algebra
Use simple formulae.
Generate and describe linear number sequences
Express missing number problems algebraically

Science Objectives.

All living things and their habitats
I can use my knowledge to describe how living things are classified into broad groups according to common observational characteristics, including micro-organisms, plants and animals.
I can use my knowledge to describe how living things are classified into broad groups according based on similarities and difference, including micro-organisms, plants and animals.
I can give reasons for classifying plants and animals based on specific characteristics.
Animals, including humans
I can use my knowledge to identify and name the main parts of the human circulatory system.
I can describe the functions of the heart, blood vessels and blood.
I understand and recognise the impact diet, exercise, drugs and lifestyle on the way my body functions.
I understand and can describe the ways in which nutrients and water are transported within animals, including humans.
Evolution and inheritance
I understand that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
I understand that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
I identify how animals and plants are adapted to suit their environment in different ways.
I understand that adaptation may lead to evolution.
Light
I know that light appears to travel in straight lines.
I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.
I understand and can explain that we see things because light travels from light sources our eyes or from light sources to objects and then to our eyes.
I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Electricity
I can associate the brightness of a lamp or the volume of a buzzer with the number of voltage of cells used in the circuit.
I can use my knowledge to compare and given reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
I use recognised symbols when representing a simple circuit in a diagram.
Working Scientifically
Investigations – I can recognise when to set up a comparative test and when to set up a fair test.
Investigations – I can identify and explain which variables need to be controlled where necessary.
Investigations – I can plan and set up different types of scientific enquiries.
Measurement – I can choose and use the most appropriate equipment to make measurements with increasing precision.
Measurement – I can take accurate and precise measurements – e.g. N, g, kg, mm, cm, km/h, m / sec etc.

Year Six Curriculum Objectives.

Measurement – I can take repeat readings and understand why we do this.
Recording data – I can record data and results of increasing complexity in using scientific diagrams, labels, classification keys, tables and a variety of graphs.
Reporting – I can report and present my findings from enquiries orally, through writing and displays and other types of presentations.
Results and conclusions – I am beginning to draw scientific conclusions using the results of an enquiry to justify my ideas and answer questions.
I can identify scientific evidence that has been used to support or refute ideas or arguments.

Art Objectives.

Painting
I can select from a range of painting resources according to their properties and my intended outcomes.
I can select a range of brush marks and skilfully apply them according to their function and my intended outcomes.
Colour theory
I understand that different colours have different strengths and this impacts quantity of paint used when mixing colours.
I understand that different colours have different strengths and this impacts on the choice of starting colour when mixing paints.
I can skilfully mix a range of tints and shades.
Autumn Unit - Portraits
I can observe and compare my own facial features measurements against standard measurements (face shape, position and width of eyes and mouth and the position and length of ears and nose).
Summer Unit - Personal Project
I can make observational drawings and sketches driven from my own visual interests.
I can apply the skill of "measuring" to duplicate proportion.
I can apply the skill of shading to represent form.
I can experiment with a range of tools to make marks, patterns and textures in clay.
I can use observational drawing to inform a design suitable to be produced in clay.
I can create a piece of work formed in clay which is embellished with considered and controlled marks.

Computing Objectives.

Information Technology – Word Processing, Presentation and Data
I can use various display features to communicate to an audience and presenting work effectively
I can cut and paste between applications
I can use Word Art
I can work independently to create a multi slide presentation that includes speaker notes.
I can use transition and animation to improve the quality of the presentation.
I can include sounds and moving graphics in the slide.
I can present to a large group or class using the notes made.
I know which formulas to use when I want to change my spreadsheet model
I can make graphs from the calculations on my spreadsheet
I can sort and filter information
I understand that changing the numerical data effects a calculation
Computer Science - Programming
I can use variables in more complex ways, and to manipulate inputs to create useful outputs
I understand about how computers use property values and parameters to store information about objects
Finding Things Out
I understand the importance of choosing key words to find information when using a search engine
I can make more complex searches on the internet e.g. use advance serarch functions in Google (quotations)
I understand that websites such as Wikipedia are made by users (linked to E-Safety)
I understand I need to use strategies to check the reliability of information (cross check with another source such as a book)
I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website.
I recognise issues of copyright and the importance of acknowledging sources
I understand the issues of plagiarism, copyright and data protection in relation to my work.
I recognise issues of copyright and the importance of acknowledging sources
E-Safety
I understand our school's e-safety code of conduct
I have developed an awareness of relevant e-safety issues such as cyber bullying, sexting, grooming, peer pressure, radicalisation.
I understand my role in keeping myself and my peers safe (reporting)
I know what is appropriate to share and am aware of my digital footprint.
I understand that information on the internet can polarise my thinking
I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school.
I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online

Geography Objectives.

Locational knowledge
I can locate counties and cities within the United Kingdom (that were bombed heavily during the blitz).
I can locate (Commonwealth) countries.
I can identify physical and human characteristics (as to for why certain counties or cities they might have been a target).
I can locate where new settlements and explain how land use changed after the Second World War.
Place knowledge
I understand geographical similarities and differences through the study of physical geography.
Human and physical geography
I understand that a biome is a community of plants and animals that have common characteristics for the environment they exist in.
I know that biomes can be found over a range of continents and can name some.
I understand that biomes are distinct biological communities that have formed in response to a shared physical climate.
I can describe and understand key aspects of: biomes – including climate, vegetation and animals found in them.
I understand how, typically, British towns have developed over time (early times to post war and present day)
I understand why and how new towns were built after the Second World War.
I know some of the key human features of a post war town (settlement).
Geographical skills and fieldwork
I can use maps, atlases, globes and digital/computer mapping to locate counties, cities and countries studied

History Objectives.

Chronological understanding
I can place current study on time line in relation to other studies.
I can use relevant dates and terms.
I can sequence up to 10 events on a time line.
Range and depth of historical knowledge
I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
I know key dates, characters and events of time studied (WW2 and Britain since WW2)
Interpretations of history
I can confidently use books and internet for research.
I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion
I am aware that different evidence will lead to different conclusions.
Historical enquiry
I know and can recognise primary and secondary sources.
I can bring knowledge gathered from several sources together in a fluent account.
I can use a range of sources to find out about an aspect of time past.
Historical Study
I know how Britain, and British people, were affected by events during the Second World War.
I know what the Blitz was.
I know how the Blitz impacted Nottingham.
To understand why British people wanted significant changes in the way Britain was governed at the end of the Second World War.
To understand ways in which the creation of the NHS improved the lives of people living in Britain.
To know ways in which the British Empire changed after the Second World War.
To find out about the reasons for, and effects of, migration from Caribbean countries after the Second World War.
I understand about lives of significant individuals in the past who have contributed to national and international achievements – Martin Luther King
I know about the differences between Athens and Sparta and to understand the term 'democracy'.
I know about the beliefs of the ancient Greeks.
I know about ancient Greek warfare.
I know about daily life in ancient Greece.
To know what impact the ancient Greek civilisation had on the modern world.

R.E. Objectives.

Autumn 1 – What is the best way for a Muslim to show commitment to God?
I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives.
Autumn 2 – Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?
I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.
I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.
Spring 1 – Is anything ever eternal?
I can start to show an understanding of the concept of eternity.
I can make links between different Christian beliefs and their views on whether anything is ever eternal.
Spring 2 – Is Christianity still a strong religion 2000 years after Jesus was on Earth?
I can give my opinion as to whether Christianity is a strong religion now and say why I think this.
Summer 1 – Does belief in Akhirah (life after death) help Muslims lead good lives?
I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.
I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
Summer 2 – Does belief in Akhirah (life after death) help Muslims lead good lives?
I can explain two different Muslim interpretations of Jihad and explore their justifications for these.
I can start to explain how my beliefs about right and wrong make a difference to how I see things

Modern Foreign Languages Objectives.

Speaking and listening Listen attentively to spoken language and show understanding by joining in and responding.
I can listen and show understanding of more complex sentences containing familiar words and unfamiliar words.
Speaking and listening Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words
I can read aloud the text of familiar rhymes and songs.
Speaking and listening Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
I can engage in a short conversation using familiar questions and express opinions.
Speaking and listening Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences.
I can manipulate familiar language to present own ideas and information in more complex sentences.
Songs, stories and rhymes Appreciate stories, songs, poems and rhymes in the language.
I can understand the gist of an unfamiliar text using some familiar language.
Reading and writing Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
I can pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.
Reading and writing Read carefully and show understanding of words, phrases and simple writing.
I can read and show understanding of a series of complex sentences using familiar language.
Reading and writing Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.
I can decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.
Reading and writing Describe people, places, things and actions orally and in writing.
I can write and say a complex sentence manipulating familiar language, using a dictionary for new language.
Reading and writing Write words from memory and adapt these to create new sentences, to express ideas clearly.
I can write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.
Grammar

Year Six Curriculum Objectives.

Understand basic grammar appropriate to the language being studied; key features and patterns of the language.

I can use the correct form of the definite article in singular and plural sentences.

I can apply all the knowledge of grammar above to build complex sentences.

Music Objectives.

Year 4, 5 and 6 progressive string instruments.

A. First Access 1	
Internalising	
	I can maintain a pulse, copy a rhythm, play and sing back a short phrase using 2 pitches.
Structural awareness	
	I can follow signals for a basic structure e.g. play - sing – play.
Developing expression	
	I show awareness of loud & soft, long & short.
Solo ensemble playing	
	I can follow hand signals to start and stop as a whole class, opportunities to play individually and in pairs / small groups.
Understanding where music is from.	
	I can play 2 - 3 different styles of music, some may begin to identify key instruments and features.
Technique	
	I can play both pizzicato and arco.
	I hold my bow correctly.
	I play on the correct string through bow control.
	I use open strings and first finger.
	I have the correct posture.

B. First Access 2	
Internalising	
	I can maintain a pulse, copy a rhythm, play and sing back a short phrase using 2-3 pitches with increasing accuracy.
Structural awareness	
	I can follow signals for a structure e.g. AB, ABA.
Developing expression	
	I follow hand signals for loud & soft, long & short.
Solo ensemble playing	
	I follow hand signals for loud & soft, long & short. I can follow hand signals to start and stop as a whole class, opportunities to play individually and in pairs / small groups.
Understanding where music is from.	
	I can play in 4 - 5 different styles of music, some may begin to identify key instruments and features.
Technique	

Year Six Curriculum Objectives.

I have developed bow control for more advanced articulation (e.g. staccato and legato).
I have increased note range.
I can cross between open strings through developed bow control.
I can maintain a pulse, copy a rhythm, play and sing back a short phrase using 2-3 pitches with increasing accuracy.

C: Transition to NQF 1	
Internalising	
	I can maintain a pulse, copy a rhythm, play and sing back a two-bar phrase within the range of a 3 rd .
Structural awareness	
	I can follow signals for a basic structure e.g. AB, ABA. Read basic rhythm notation (semibreve, minim, crotchet, quaver- sleep, stride, walk, running).
Developing expression	
	I demonstrate increasing expression and musicality through singing and playing, developing control and attention to dynamics, articulation, tone and well-shaped phrasing.
Solo ensemble playing	
	I can play short solo phrases with increasing independence.
	I can follow simple performance directions from a conductor, e.g. clear starts and ends of pieces.
Understanding where music is from.	
	I am beginning to identify key instruments and features within a range of pieces of music.
Technique	
	I have Increased note range.
	I can build towards a one octave major scale.
	I have developed bow control to cross between strings both open and fingered.
	I show greater control of dynamics and articulation.
	I show appropriate use of down and up bows.

D: Music Medal Bronze / NQF 1	
Internalising	
	I can maintain an appropriate pulse and sense of rhythm.
	I can copy the rhythm of a short extract, e.g. a simple two bar phrase.
	I can play and sing back a two bar phrase within the range of a 3 rd with increasing accuracy.
Structural awareness	
	I demonstrate understanding of structure through performing and creating music, e.g. Head, riff, break, call & response.
	I follow repeat signs.
	I can read basic pitch notation.
Developing expression	

Year Six Curriculum Objectives.

I demonstrate increasing confidence, expression, skill and level of musicality through singing and playing, e.g. performing a Music Medal bronze piece, being able to use at least two of the following skills: varied dynamics, clear articulation, controlled tone and well-shaped phrasing.
Solo ensemble playing
I can maintain an independent part as a soloist.
I follow performance directions from a conductor, e.g. changes of dynamics, clear starts and stops, change of section.
Understanding where music is from.
I can play music from different traditions, styles and genres and am able to play and create rhythmic and melodic patterns.
Technique
I use a wider range dynamic appropriately.
I have developed bow control for more advanced techniques (e.g col legno, accents etc.)
I have developed posture of left-hand position (i.e. straight wrist for violins/violas and correct thumb/elbow position for cellos etc).

E: Grade 1
Internalising
I can maintain a strong sense of pulse and recognise when going out of time.
I can copy the rhythm of a short extract, e.g. a two bar phrase including syncopation.
I play and sing back a two bar phrase within the range of a 4th.
Structural awareness
I demonstrate understanding of structure through performing and creating music, e.g. head / improvise / head structure in a jazz performance.
I follow repeat, DS, DC and coda signs as appropriate.
Developing expression
I demonstrate increasing confidence, expression, skill and level of musicality through singing and playing, e.g. Performing a Grade 1 piece with appropriate use of dynamics, articulation and phrasing.
Solo ensemble playing
I maintain an independent part in an ensemble and as a soloist.
Understanding where music is from.
I play music from different traditions, styles and genres and be able to play and improvise in an appropriate style.
Technique
I have developed bow control for more advanced techniques (e.g slurs and broken slurs) slurring across strings.
I have increased dexterity of left hand for faster tempi.
I demonstrate consistent intonation.
I demonstrate fingered string crossing 4th Vln/vla.

P.E. Objectives

Personal – Take Responsibility for My Learning
I can create my own learning plan and revise that plan when necessary.
I can accept critical feedback to make changes.
Social – Lead Others
I can involve others and motivate those around me to perform better.
Cognitive – Analyse Performance
I can review, analyse and evaluate my own and others' strengths and weaknesses.
I can read and react to different game situations as they develop.
Physical – Apply with Consistency
I can effectively transfer skills and movements across a range of activities and sports.
I can perform a variety of skills consistently and effectively in challenging or competition situations.
Creative – Variety and Disguise
I can effectively disguise what I am about to do next.
I can use variety and creativity to engage an audience.
Health and Fitness – Plan My Own Fitness
I can explain how individuals need different types of fitness to be more effective in their activity/role/event.
I can plan and follow my own basic fitness programme.
Hand Ball
Pass and Receive - I can strategically send using a push and overhand pass with good accuracy and receive using a variety of catches fluently against an opposing team.
Shoot - I can tactically shoot using different styles of shots (vertical jump shot) with accuracy and power against an opponent.
Move - I can maintain a good space and use tactical positioning with and without a ball when attacking and defending to good effect.
Basketball
Pass and Receive - I can strategically send and receive a chest pass, bounce pass and overhead pass with good accuracy against an opposing team.
Shoot - I can shoot using different techniques with accuracy up to 3m against a defender in a game.
Move - I can maintain a good space and manipulate a basketball in different directions at varied speed to gain a tactical advantage in a game.
Hockey
Pass and Receive - I can strategically use a variety of passes with precision and varying power, receive the ball confidently by 'trapping' and tackle safely.
Shoot - I can shoot using different techniques with power and accuracy to outwit a defender in a game.
Move - I can maintain a good space and manipulate a ball with a hockey stick at varied speeds around more complex obstacles to gain a tactical advantage in a game.
Tennis
Serving - I can strike a ball with good control using a tennis racket over a barrier at varying distances to hit a target zone accurately to outwit an opponent.

Year Six Curriculum Objectives.

Sending and Receiving - I can strike the ball with control forehand and back hand to make a continuous rally and begin to vary power and precision to outwit an opponent.
Movement and Gameplay - I know some simple rules of tennis and move my body in the game strategically to strike the ball and defend.
Tag Rugby
Pass and Receive - I can make successional back passes with a rugby ball in a team confidently while moving under pressure.
Attack - I can use a variety of attacking techniques to help my team score a try.
Defend - I can use a variety of defending techniques to help my team win the ball from the opposing team.
Athletics
Run - I can accelerate to run at speed for 50ms, have a good hurdling technique and sustain a run for 15minutes to beat a personal best and coach others.
Throw - I can use good techniques and create my maximum power in a variety of throws to beat a personal best and give advice to coach others.
Jump - I use technique to create my maximum power do a standing long jump, speed bounce (1min) and static high jump to beat a personal best and give advice to coach others.
Dance
Performance and musically - I can perform confidently in time and adapt my expression, posture and energy to a range of music.
Choreography - I can create and link varied movements together using choreographic devices (e.g. unison) to form complex sequence and improve my ideas by listening to others.
Movement and expression-speed, levels and shape - I can dynamically link varied styles of movements to show energy, emotion and confidence to a range of music.
Swimming
Distance - I can swim competently, confidently and proficiently over 25m.
Strokes - I can use a range of strokes effectively (for example front crawl, breaststroke and back stroke).
Self-Rescue - I can perform safe self-rescue in different water-based situations.