



# Year 6 Key Skills: 'Which was the best decade?'

<b>History</b> <ul style="list-style-type: none"> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> <li>• Can they pose and answer their own historical questions?</li> </ul>		
<b>Computing Algorithms and Programs</b> <ul style="list-style-type: none"> <li>• Can they explain how an algorithm works?</li> <li>• Can they detect errors in a program and correct them?</li> <li>• Can they use an ICT program to control a number of events for an external device?</li> <li>• Can they use ICT to measure sound, light or temperature using sensors and interpret the data?</li> <li>• Can they explore 'what if' questions by planning different scenarios for controlled devices?</li> <li>• Can they use input from sensors to trigger events?</li> <li>• Can they check and refine a series of instructions?</li> </ul>	<b>Design and Technology</b> <b>Textiles</b> <ul style="list-style-type: none"> <li>• Can they use a range of information to inform their design?</li> <li>• Can they use market research to inform plans?</li> <li>• Have they thought about how their product could be sold?</li> <li>• Have they given considered thought about what would improve their product even more?</li> <li>• Can they justify design in relation to the audience?</li> <li>• Does their product meet all design criteria?</li> <li>• Do they think what the user would want when choosing textiles?</li> <li>• How have they made their product attractive and strong?</li> <li>• Can they make up a prototype first?</li> <li>• Can they use a range of joining techniques?</li> </ul>	<b>Art and Design Painting</b> <ul style="list-style-type: none"> <li>• Can they explain what their own style is?</li> <li>• Can they use a wide range of techniques in their work?</li> <li>• Can they explain why they have chosen specific painting techniques?</li> </ul> <b>Sketch Books</b> <ul style="list-style-type: none"> <li>• Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li> <li>• Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>• Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago?</li> <li>• Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?</li> <li>• Can they give reasons why offspring are not identical to each other or to their parents?</li> <li>• Can they explain the process of evolution and describe the evidence for this?</li> <li>• Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?</li> <li>• Can they explain, in simple terms, a scientific idea and what evidence supports it?</li> <li>• Can they identify scientific evidence that has been used to support to refute ideas or arguments?</li> </ul>	<b>PE Dance</b> <ul style="list-style-type: none"> <li>• Can they develop imaginative dances in a specific style?</li> <li>• Can they choose their own music, style and dance?</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>• Can they perform using notation?</li> <li>• Can they take the lead in a performance?</li> <li>• Do they recognise that different forms of notation serve different purposes?</li> <li>• Can they use different forms of notation?</li> </ul>

