



Year 6 Key Skills: 'What was won and lost during World War 2?'

History

- Can they say where a period of history fits on a timeline?
- Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
- Can they summarise how Britain has had a major influence on world history?
- Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
- Can they identify and explain their understanding of propaganda?
- Can they describe a key event from Britain's past using a range of evidence from different sources?

Computing

- Can they create a sophisticated multimedia presentation?
- Can they confidently choose the correct page set up option when creating a document?
- Can they confidently use text formatting tools, including heading and body text?
- Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)?

Art and Design

Drawing

- Do their sketches communicate emotions and a sense of self with accuracy and imagination?
- Do they compare their methods to those of others and keep notes in their sketch books?
- Can they explain why they have combined different tools to create their drawings?
- Can they explain why they have chosen specific drawing techniques?

Science Light

- Can they recognise that light appears to travel in straight lines?
- Can they 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 they 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 they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?
- Can they make a prediction with reasons?
- Can they use information to help make a prediction?
- Can they use test results to make further predictions and set up further comparative tests?
- Can they explain why a measurement needs to be repeated?
- Can they suggest how to improve their work and say why they think this?

PE

Gymnastics

- Do they combine their own work with that of others?
- Can they link their sequences to specific timings?

Music

- Can they evaluate how the venue, occasion and purpose effects the way a piece of music is created?
- Can they analyse features within different pieces of music?
- Can they compare and contrast the impact that different composers from different times will have had on the people of the time?

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