

Name: _____ Class: _____

Band 6 — Religious Education

Learning about religion—Beliefs and teachings



b b+ w w+ **S** s+

- ☐ Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.
I can use the correct words and phrase when discussing belief and religion

Band 6 — Religious Education

Learning about religion—Religious practices and lifestyles



b b+ w w+ **S** s+

- ☐ Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.
I can explain how and why religions have different views on how people should live their lives.

Band 6 — Religious Education

Learning about religion—Ways of expressing meaning



b b+ w w+ **S** s+

- ☐ Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.
I can talk about the different sacred books of religions and how they are sometimes linked.

Band 6 — Religious Education

Learning from religion—Human identity, personality and experience



b b+ w w+ **S** s+

- ☐ Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.
I can discuss my views about religions and how people should live their life.

Band 6 — Religious Education

Learning from religion—Questions of meaning and purpose



b b+ w w+ **S** s+

- ☐ Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.
I can explain my personal views about a range of important religious issues and discuss the views of others.

Band 6 — Religious Education

Learning from religion—Values and commitments

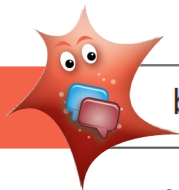


b b+ w w+ **S** s+

- ☐ Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues
I can argue intelligently about religion and belief.

Name: _____ Class: _____

Band 6 — Languages Listening



b b+ w w+ **S** s+

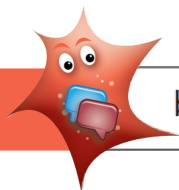
- ☐ Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.

I can understand the main points and some details from spoken passages on a range of subjects.

- ☐ Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.

I can use my knowledge of spelling to help me read unfamiliar words.

Band 6 — Languages Speaking



b b+ w w+ **S** s+

- ☐ Engage in longer conversations, asking for clarification when necessary.

I can discuss a topic with others giving my own ideas and asking for help when I need it.

- ☐ Create his/her own sentences using knowledge of basic sentence structure.

I can create my own extended sentences.

- ☐ Use pronunciation and intonation effectively to accurately express meaning and engage an audience.

I can use the way I speak to make my meaning clear and keep my audience interested.

Band 6 — Languages Reading



b b+ w w+ **S** s+

- ☐ Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.

I can understand the main points and some details from a text which includes unfamiliar language.

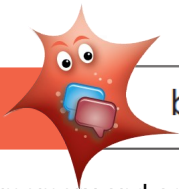
- ☐ Attempt to read a range of texts independently, using different strategies to make meaning.

I can try to read and understand a range of different texts using clues to help me.

- ☐ Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.

I can use words and phrases I have learnt from reading and from dictionaries.

Band 6 — Languages Writing



b b+ w w+ **S** s+

- ☐ Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.

I can write several phrases and sentences from memory and can change them to express my own ideas.

- ☐ Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.

I can choose the best adjectives to describe people, places and things and the right verb to describe an action.

- ☐ Begin to use some adverbs.

I am beginning to use some adverbs.

Name: _____ Class: _____

Band 6 — Languages Grammar



b

b+

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s

s+

☐
☐

Know how to conjugate a range of high frequency verbs.

I know the different forms of a variety of verbs and when to use each form.

☐
☐

Understand how to use some adverbs in sentences.

I understand how to use some adverbs in sentences.

☐
☐

Have an awareness of similarities and differences in grammar between different languages.

I know that different languages have different rules about grammar.

Name: _____ Class: _____

Band 6 — PE (POS)

Dance



b b+ w w+ **S** s+

- ☐ Confidently and consistently create and perform dances which use a variety of styles.
I can make up and perform dances with different styles confidently.
- ☐ Use a wide range of dance components in compositions.
I can put a wide range of dance skills in sequences and routines.
- ☐ Link sequences together to create an extended routine with a clear beginning, middle and ending.
I can combine sequences to make a longer dance with a clear beginning, middle and end.
- ☐ Effectively communicate improvements which enhance the performance of a routine.
I can explain clearly how to make a routine better.

Band 6 — PE (POS)

Games

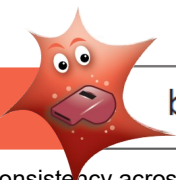


b b+ w w+ **S** s+

- ☐ Demonstrate confident control of equipment in opposed situations whilst moving at speed.
I can control equipment in a game against other people or a team when I am moving quickly.
- ☐ Combine relevant skills and techniques with accuracy within the context of a competitive game.
I can choose and use the correct skills in a game against other people or other teams.
- ☐ Successfully apply principles suitable for attacking and defending in the context of a competitive game.
I can affect a game by using attack and defence skills successfully.
- ☐ Collaborate as a team to effectively execute tactics.
I can work as part of a team to achieve a collaborative goal.

Band 6 — PE (POS)

Gymnastics



b b+ w w+ **S** s+

- ☐ Balance, jump, travel and turn with accuracy and consistency across a range of apparatus and in a variety of spaces.
I can work on different apparatus and spaces using accurate and consistent balances, jumps, movements and turns.
- ☐ Perform controlled and fluent sequences on the floor and using apparatus.
I can move with control and fluency over a variety of different spaces and apparatus.
- ☐ Employ sustained and complex balances and ambitious movements which increase challenge.
I can challenge myself by choosing more complex balances and movements.
- ☐ Effectively communicate improvements which add challenge to a sequence.
I can change a group sequence to make it more challenging.

Name: _____ Class: _____

Band 6 — PE (POS)

Athletics



- ☐ Demonstrate strength, technique and control to maximise performance when running, sprinting, throwing and jumping.
I can gain the best results by using strength, technique and control when running, sprinting, throwing and jumping.
- ☐ Analyse and improve appropriate technique in order to maximise strength and agility when competing.
I can analyse my own technique and improve it to get better results.
- ☐ Successfully combine techniques in athletic activities.
I can use more than one technique successfully when completing an athletics event.

Band 6 — PE (POS)

Swimming



- ☐ Swim competently, confidently and proficiently over a distance of at least 25 metres .
I can swim over 25 metres.
- ☐ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
I can swim using a range of strokes effectively.
- ☐ Perform safe self-rescue in different water-based situations.
I can make myself safe in the water in different situations .

Band 6 — PE (POS)

Evaluating Performance



- ☐ Understand how they have improved in different physical activities and sports in order to achieve his/her personal best.
I can analyse and improve my own performance in a range of activities and sports to reach a personal best.
- ☐ Evaluate and recognise his/her own success.
I can explain what I have done and how well I have achieved.

Name: _____ Class: _____

Band 6 — Music



b

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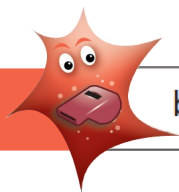
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- ☐ Sing as part of an ensemble with full confidence and precision.
I can sing as part of an ensemble with full confidence and precision.
- ☐ Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.
I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and Expression.
- ☐ Create a simple composition and record using formal notation.
I can create a simple composition and record it using formal notation.
- ☐ Develop a deeper understanding of the history and context of music.
I can develop a deeper understanding of the history and context of music.
- ☐ Appropriately discuss the dimensions of music and recognise them in music heard.
I can appropriately discuss the dimensions of music and recognise them in music heard.
- ☐ Listen with attention to detail and recall sounds with increasing aural memory and accuracy.
I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.
- ☐ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.
- ☐ Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.
I can deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.
- ☐ Improvise and compose music for a range of purposes using the inter-related dimensions of music.
I can improvise and compose music for a range of purposes using the inter-related dimensions of music.

Name: _____ Class: _____

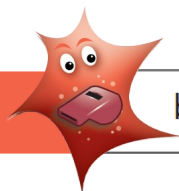
Band 6 — Physical Education Swimming



b b+ w w+ **S** s+

- ☐ Swim 10m wearing clothes.
I can swim a minimum of 10m wearing everyday clothes.
- ☐ Exit the water without using steps.
I can climb out of the pool without using the steps.
- ☐ Swim 25m using any stroke.
I can swim a minimum of 25m using any efficient stroke.
- ☐ Perform a range of movements in deep water demonstrating confidence and competence.
I can do a sequence of rolls, twists and turns in deep water with confidence.

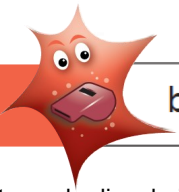
Band 6 — Physical Education Health and fitness—Diet and hygiene



b b+ w w+ **S** s+

- ☐ Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer.
I can explain how a typical diet is broken down into the various vitamins and minerals and say whether it is healthy or not.
- ☐ Identify how different food should be eaten for nutritional purposes.
I know that different foods give us different benefits and how these should be combined for a healthy diet.
- ☐ Explain the effect that high cholesterol has on the human body.
I know that high cholesterol can cause our bloodstreams to narrow or get blocked and this can be very harmful.
- ☐ Understand that endorphins are released during exercise and that these are linked with happiness.
I know when I exercise my body produces chemicals called endorphins which make my body feel good.
- ☐ Explain the different parts of sleep and why this is important for the body.
I know that sleep helps my physical and emotional health and that there are two main types of sleep (REM / Non-REM).

Band 6 — Physical Education Health and fitness—Healthy bodies



b b+ w w+ **S** s+

- ☐ Using scientific vocabulary, explain what happens to our bodies during and after exercise.
I can explain the effect of exercise on my body using scientific language.
- ☐ Explain the difference between good bacteria and bad bacteria.
I can explain how some bacteria helps my body and other bacteria can be harmful.

Name: _____ Class: _____

Band 6 — Physical Education

Health and fitness—Healthy mind

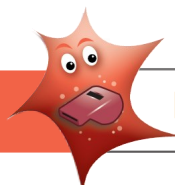


b b+ w w+ **S** s+

- ☐ Set achievable personal goals and successfully reflect on these, perhaps setting 'next steps'.
I can set achievable goals and know the steps to take to achieve them.
- ☐ Explain the various aspects of mental health.
I know that 'mental health' is about feeling good about myself, having good friends and family and being focussed on what I want to achieve.
- ☐ Understand different levels of confidence and its effect on life.
I know that some people are more confident than others and confidence levels can effect performance.
- ☐ Understand emotional intelligence.
I know how to control and influence my feelings.

Band 6 — Physical Education

Health and fitness—Personal and social

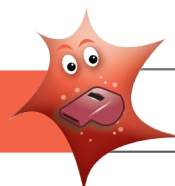


b b+ w w+ **S** s+

- ☐ Understand that 'being healthy' incorporates body, mind and lifestyle.
I understand that 'being healthy' includes looking after my mind and body and having a healthy lifestyle.
- ☐ Identify the impact of a good social life on happiness.
I know that if I have good friends and do the activities I enjoy I am likely to be happier.
- ☐ Recognise his/her role in keeping his/her immediate environment safe and healthy and offer suggestions.
I can suggest ways that I can help provide a safe and healthy environment.

Band 6 — Physical Education

Skills—Acquiring and developing skills



b b+ w w+ **S** s+

- ☐ Perform a 'drop-kick'.
I can drop a football and kick it accurately, as it bounces upwards.
- ☐ Perform a 'basketball dribble'.
I can do a 'basketball' dribble, bouncing a ball between a row of cones, controlling the bounces with my fingers.
- ☐ Strike a ball with a range of bats for accuracy and distance.
I can hit a ball using a range of different bats both accurately and for distance.

Name: _____ Class: _____

Band 6 — Physical Education

Skills—Applying skills and using tactics



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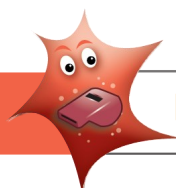
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- ☐ When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.

I can plan a course of actions against an opponent based on my strengths and their weaknesses.

Band 6 — Physical Education

Skills—Evaluating and improving performance



b

b+

w

w+

s

s+

- ☐ Analyse, modify and refine skills and techniques and how these are applied.
- I can perform better by taking into account my own previous tactics and also how successful they were.*

- ☐ Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.
- I can advise others in my team of the best strategy based on the combined strengths and weaknesses of everyone.*

Name: _____ Class: _____

Band 6— Art and Design Learning



b

b+

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w+

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s+

- ☐ **Select ideas based on first hand observations, experience or imagination and develop these through open ended research.**
I can select ideas based on first hand observations, experience or imagination and develop these through open ended

- ☐ **Refine his/her use of learnt techniques.**
I can improve my use of techniques I have been taught.

- ☐ **Adapt his/her own final work following feedback or discussion based on their preparatory ideas.**
I can change and improve my own final work following feedback on my first thoughts and designs.

- ☐ **Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.**
I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.

- ☐ **Explain and justify preferences towards different styles and artists.**
I can explain and justify my preferences towards different styles and artists.

Band 6— Art and Design Techniques



b

b+

w

w+

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s+

- ☐ **Begin to develop an awareness of composition, scale and proportion in their work.**
I can explain how I have used composition, scale and proportion in my work.

- ☐ **Use simple perspective in their work using a single focal point and horizon.**
I can use simple perspective in their work using a single focal point and horizon.

- ☐ **Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.**
I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.

- ☐ **Produce intricate patterns and textures in a malleable media.**
I can produce intricate patterns in a malleable media.

- ☐ **Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.**
I can use different techniques, colours and textures in my artwork and explain the choices I have made.

- ☐ **Create intricate printing patterns by simplifying and modifying sketchbook designs.**
I can create intricate printing patterns by simplifying and modifying sketchbook designs.

- ☐ **Follow a design brief to achieve an effect for a particular function.**
I can follow a design brief to achieve an effect for a particular function.

Name: _____ Class: _____

Band 6— Design and Technology Cooking and Nutrition



b b+ w w+ **s** s+

- ☐ Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.
I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet.
- ☐ Use information on food labels to inform choices.
I can use information on food labels to inform choice.
- ☐ Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills.
I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills.

Band 6— Design and Technology Processes



b b+ w w+ **s** s+

- ☐ Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.
I can use research I have done into famous designers and inventors to inform my designs.
- ☐ **Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.**
I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- ☐ Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.
I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities.
- ☐ Use technical knowledge accurate skills to problem solve during the making process
I can use my technical knowledge and accurate skills to problem solve during the making process
- ☐ **Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made.**
I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made.
- ☐ Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.
I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.
- ☐ **Apply his/her understanding of computing to program, monitor and control his/her product.**
I can apply my understanding of computing to program, monitor and control my products.

Name: _____ Class: _____

Band 6 — History

Historical enquiry



b

b+

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w+

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s+

- ☐ Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- ☐ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- ☐ Understand how our knowledge of the past is constructed from a range of sources.
I can understand how our knowledge of the past is constructed from a range of sources.
- ☐ Make confident use of a variety of sources for independent research.
I can make confident use of a variety of sources for independent research.

Band 6 — History

Understanding of events, people and changes



b

b+

w

w+

s

s+

- ☐ Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.
I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.
- ☐ Note connections, contrasts and trends over time and show developing appropriate use of historical terms.
I can note connections, contrasts and trends over time and show some use of historical terms.
- ☐ Describe changes in Britain from the Stone Age to the Iron Age.
I can describe changes in Britain from the Stone Age to the Iron Age.
- ☐ Describe the Roman Empire and its impact on Britain.
I can describe the Roman Empire and its impact on Britain.
- ☐ Describe Britain's settlement by Anglo-Saxons and Scots.
I can describe Britain's settlement by Anglo-Saxons and Scots.
- ☐ Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- ☐ Describe a local history study.
I can describe a local history study.
- ☐ Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.
I can describe a study of an aspect or theme in British history beyond 1066.
- ☐ Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
I can describe the achievements of the earliest civilizations and a deeper knowledge of one of them.
- ☐ Describe a study of Ancient Greek life and achievements and their influence on the western world.
I can describe a study of Ancient Greek life and achievements and their influence on the western world.
- ☐ Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
I can describe a non-European society that provides contrasts with British history.
- ☐ Use evidence to support arguments.
I can use evidence to support arguments.



Name _____ Class _____

Band 6 - Science

Working Scientifically



b

b+

w

w+

S

S+

- ☐ Plan different types of scientific enquiries to answer their own or others questions, including recognising and controlling variables where necessary (Year 6 focus).
I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- ☐ Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 6 focus).
I can take accurate measurements, using a range of scientific equipment, taking repeat readings when appropriate.
- ☐ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 6 focus).
I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- ☐ Use test results to make predictions to set up further comparative and fair tests (Year 6 focus).
I can use test results to make predictions to set up further comparative and fair tests.
- ☐ Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 6 focus).
I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- ☐ Identify scientific evidence that has been used to support or refute ideas or arguments (Year 6 focus).
I can identify scientific evidence that has been used to support or refute ideas or argument.
- ☐ Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.
I can describe and evaluate my own and other people's scientific ideas using evidence from a range of sources
- ☐ Group and classify things and recognise patterns.
I can group and classify things and recognise patterns.
- ☐ Find things out using a wide range of secondary sources of information.
I can find things out using a wide range of secondary sources of information.
- ☐ Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.
I can use scientific language and ideas to explain, evaluate and communicate my methods and findings.

Band 6 - Science

Animals Including Humans



b

b+

w

w+

S

S+

- ☐ Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- ☐ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions.
- ☐ Describe the ways in which nutrients and water are transported within animals, including humans.
I can describe the ways in which nutrients and water are transported within animals, including humans.



Name _____ Class _____

Band 6 - Science

Electricity



b

b+

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s+

- ☐ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
I can show that the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in the circuit.
- ☐ 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.
I can 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.
- ☐ Use recognised symbols when representing a simple circuit in a diagram.
I can draw a diagram using recognised symbols to represent a simple circuit.

Band 6 - Science

Evolution & Inheritance



b

b+

w

w+

S

s+

- ☐ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
I can explain that the kinds of living things that live on the earth now are different from those that inhabited the Earth millions of years ago and that fossils provide this information.
- ☐ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
I can explain that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- ☐ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
I can give examples of how animals and plants are adapted to suit their environment in different ways and can explain that adaptation may lead to evolution.

Band 6 - Science

Light



b

b+

w

w+

S

s+

- ☐ Recognise that light appears to travel in straight lines.
I can show that light appears to travel in straight lines.
- ☐ 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.
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 eye.
- ☐ 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.
I can demonstrate and 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.
- ☐ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
I can demonstrate that light travels in straight lines to show why shadows have the same shape as the objects that cast them.

Band 6 - Science

Living Things & Their Habitats



b

b+

w

w+

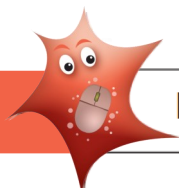
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- ☐ Give reasons for classifying plants and animals based on specific characteristics.
I can give reasons for classifying plants and animals based on specific characteristics.
- ☐ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
I can describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristics and based on similarities and differences.

Name: _____ Class: _____

Band 6—Computing Networks



b b+ w w+ **s** s+

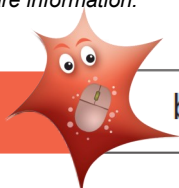
☐

Understand how computer networks enable computers to communicate and collaborate.
I understand how computers are able to communicate and share information.

☐

Begin to use internet services within his/her own creations to share and transfer data to a third party.
I can use and combine services on the internet to share information.

Band 6—Computing Using Computer



b b+ w w+ **s** s+

☐

Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.
I can use more than one piece of software to complete a task..

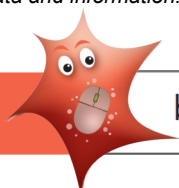
☐

Design and create a range of programs, systems and content for a given audience.
I can design a program for a given audience.

☐

Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.
I can use software to help me analyse and present data and information.

Band 6—Computing E-Safety



b b+ w w+ **s** s+

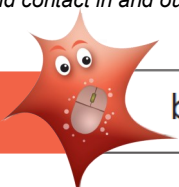
☐

Use technology respectfully and responsibly.
I understand how to protect my computer or device from harm on the internet.

☐

Identify a range of ways to report concerns about content and contact in and out of school.
I understand how to report concerns about content and contact in and out of school.

Band 6—Computing Net Searching



b b+ w w+ **s** s+

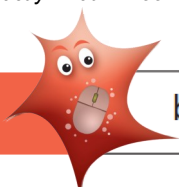
☐

Be discerning when evaluating digital content.
I can recognise trustworthy sources of information on the internet.

☐

Use filters in search technologies effectively and is discerning when evaluating digital content.
I can use a broad range of resources online to find exactly what I'm looking for.

Band 6—Computing Coding



b b+ w w+ **s** s+

☐

Include use of sequences, selection and repetition with the hardware used to explore real world systems.
I can combine software and hardware to solve real life problems.

☐

Solves problems by decomposing them into smaller parts.
I can break code up into related instructions, making debugging easier and quicker.

☐

Create programs which use variables.
I can store and retrieve variables in a program.

☐

Use variables, sequence, selection, and repetition in programs.
I can use loops, variables and IF statements to alter the way my programs run.

☐

Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.
I can use logical thinking to identify and solve potential bugs during coding.



Name _____ Class _____

Band 6 - Maths Number

Number & Place Value



b b+ w w+ **S** s+

- ☐ Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
I can read, write, order and compare numbers up to at least 10,000,000 (ten million) and say the value of each digit.

- ☐ Round any whole number to a required degree of accuracy.
I can round any number to a required degree of accuracy.

- ☐ Use negative numbers in context, and calculate intervals across zero.
I can use negative numbers in context when looking at temperature or money, counting in jumps forwards and backwards through 0.

- ☐ Solve number and practical problems that involve ordering and comparing numbers up to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.
I can solve number and practical problems that involve ordering and comparing numbers up to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.

- ☐ Demonstrate and understanding of place value including decimals e.g $28.13 = 28 + ? + 0.03$.
I can show and understanding of place value including decimals.

Band 6 - Maths Number

Addition & Subtraction



b b+ w w+ **S** s+

- ☐ Perform mental calculations with mixed operations to carry out calculations involving the four operations.
I can mentally calculate using a mix of the four operations.

- ☐ Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left.
I can solve problems with more than one step and operation and explain why I used them.

- ☐ Solve problems involving addition and subtraction.
I can solve addition and subtraction word and practical problems.

- ☐ Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
I can use estimation to check answers to calculations and determine an appropriate degree of accuracy.



Name _____ Class _____

Band 6 - Maths Number

Multiplication & Division



b

b+

w

w+

S

S+



Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

I can multiply numbers of up to 4 digits by a two-digit number using a formal written method.



Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

I can divide numbers of up to 4 digits by a two-digit number using a formal written method of long division, showing remainders, fractions or rounding as appropriate.



Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

I can divide numbers of up to 4 digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate.



Perform mental calculations, including with mixed operations and large numbers.

I can mentally calculate using a mix of the four operations and increasingly large numbers.



Identify common factors, common multiples and prime numbers.

I can identify common factors, multiples and prime numbers.



Use his/her knowledge of the order of operations to carry out calculations involving the four operations.

I can use the order of importance of the four operations when answering questions.



Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and explain why they were suitable.



Solve problems involving addition, subtraction, multiplication and division.

I can solve problems involving addition, subtraction, multiplication and division.



Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

I can use estimating to check answers and problem solving.



Name _____ Class _____

Band 6 - Maths Number Fractions



b

b+

w

w+

S

s+

- ☐ Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
I can use common factors and multiples to simplify fractions and express fractions in the same denomination.
- ☐ Compare and order fractions, including fractions > 1 .
I can compare and order fractions including those bigger than 2.
- ☐ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
I can add and subtract fractions with different denominators and mixed numbers.
- ☐ Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$.
I can multiply simple pairs of proper fractions, writing the answer in the simplest form such as $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$.
- ☐ Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$.
I can divide proper fractions by whole numbers such as $\frac{1}{3} \div 2 = \frac{1}{6}$.
- ☐ Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as $\frac{7}{21}$ and that is equal to $\frac{1}{3}$ and e.g. 0.375 is equivalent to $\frac{3}{8}$.
I can link a fraction with division and work out decimal fractions such as knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that is equal to $\frac{1}{3}$, and 0.375 is $\frac{3}{8}$ as a simple fraction.
- ☐ Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
I can explain the place value of any digit in a number with up to 3 decimal places and multiply or divide these by 10, 100 or 1000.
- ☐ Multiply one-digit numbers with up to two decimal places by whole numbers.
I can multiply numbers less than 10 with up to 2 decimal places by whole numbers.
- ☐ Use written division methods in cases where the answer has up to two decimal places.
I can use written division methods for numbers with up to two decimal places.
- ☐ Solve problems which require answers to be rounded to specified degrees of accuracy.
I can solve problems which require answers to be rounded to specified degrees of accuracy.
- ☐ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. one piece of cake that has been cut into 5 equal pieces can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake.
I can use equivalences between simple fractions, decimals and percentages to help me solve problems.



Name _____ Class _____

Band 6 - Maths

Measurement



b

b+

w

w+

S

s+

- ☐ Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to.
- ☐ Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places.
I can use, read, write and convert between standard units. I can convert measurement of length, mass, volume and time from a smaller unit to a larger unit and vice versa. I can do this using decimal notation up to three decimal places.
- ☐ Convert between miles and kilometres.
I can convert between miles and kilometres.
- ☐ Recognise that shapes with the same area can have different perimeters and vice versa.
I can recognise that shapes with the same area can have different perimeters and vice versa.
- ☐ Recognise when it is possible to use formulae for the area and volume of shapes.
I can recognise when it is possible to use formulae to find the areas or volumes of shapes.
- ☐ Calculate the area of parallelograms and triangles.
I can calculate the areas of parallelograms and triangles.
- ☐ Calculate, estimate and compare the volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units e.g. mm^3 and km^3 .
I can calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3). I can extend this to other units e.g. mm^3 and km^3 .

Band 6 - Maths Geometry

Properties of Shape



b

b+

w

w+

S

s+

- ☐ Draw 2-D shapes using given dimensions and angles.
I can draw 2-D shapes using dimensions and angles I am given.
- ☐ Recognise, describe and build simple 3-D shapes, including making nets.
I can recognise, describe and build simple 3-D shapes, including making nets.
- ☐ Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
I can compare and classify geometric shapes based on their properties and sizes. I can also find unknown angles in any triangles, quadrilaterals or regular polygons.
- ☐ Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
I can illustrate and name parts of circles, including radius, diameter and circumference. I know that the diameter is twice the radius.
- ☐ Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
I can recognise angles where they meet at a point, are on a straight line or are vertically opposite. I can then find any missing angles.



Name _____ Class _____

Band 6 - Maths Geometry

Position & Direction



b

b+

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S

s+

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☐

Describe positions on the full coordinate grid (all four quadrants).

I can describe positions in all four quadrants on a full coordinate graph.

☐
☐

Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.

I can draw and translate simple shapes on the coordinate plane and reflect these in the axis.

Band 6 - Maths

Statistics



b

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S

s+

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Interpret and construct pie charts and line graphs and use these to solve problems.

I can interpret and construct pie charts and line graphs. I can use these to solve problems.

☐
☐

Calculate and interpret the mean as an average.

I can calculate and interpret the mean as an average.

Band 6 - Maths

Ratio & Proportion



b

b+

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w+

S

s+

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Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. e.g find 7/9 of 108.

I can solve problems that involve the relative sizes of two things where the missing number can be found by multiplying or dividing by whole numbers.

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☐

Solve problems involving the calculation of percentages e.g. of measures, such as 15% of 360 and the use of percentages for comparison.

I can solve problems involving the calculation of percentages. I can also use percentages for comparisons.

☐
☐

Solve problems involving similar shapes where the scale factor is known or can be found.

I can solve problems involving shapes where the scale factor is known or can be found.

☐
☐

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

I can solve problems involving unequal sharing and grouping. I can use my knowledge of fractions and multiples to do this.

Band 6 - Maths

Algebra



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b+

w

w+

S

s+

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Use simple formulae e.g. perimeter of a rectangle or area of triangle .

I can use simple formulae.

☐
☐

Generate and describe linear number sequences.

I can create and describe linear number sequences.

☐
☐

Express missing number problems algebraically.

I can record missing number problems algebraically.

☐
☐

Find pairs of numbers that satisfy an equation with two unknowns.

I can find pairs of numbers which complete an equation with two unknowns.

☐
☐

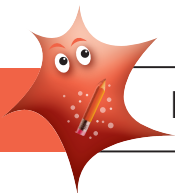
Enumerate possibilities of combinations of two variables.

I can create a list of possibilities of the combination of two variables.



Name _____ Class _____

Band 6 - Writing Spelling



b

b+

w

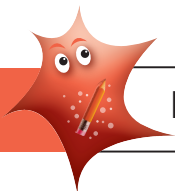
w+

s

s+

- ☐ Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
- ☐ Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
- ☐ Distinguish between homophones and other words which are often confused with reference to (English Appendix 1).
I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.
- ☐ **Use dictionaries to check the spelling and meaning of words.**
I can use dictionaries to check the spelling and meaning of words.
- ☐ Spell most of the year 5 and 6 words correctly (English Appendix 1).
I can spell most words correctly including words that are often misspelt.
- ☐ Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
I can use a dictionary to check the spelling of less common or interesting words I want to use.
- ☐ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).
I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- ☐ Use a thesaurus with confidence.
I can use a thesaurus with confidence.

Band 6 - Writing Handwriting



b

b+

w

w+

s

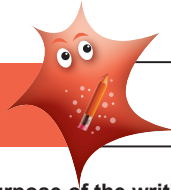
s+

- ☐ Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.
I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.
- ☐ Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.



Name _____ Class _____

Band 6 - Writing Composition



b

b+

w

w+

S

s+

☐
☐

Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).

I can change my writing to fit the audience and change the language and sentence length for the purpose.

☐
☐

Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.

I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.

☐
☐

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.

I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.

☐
☐

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure).

I can write effectively for a range of purposes and audiences, independently using ideas from my own reading.

☐
☐

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).

I can use grammar and vocabulary which is suited to the purpose of my writing.

☐
☐

Draft and write narratives, describing settings, characters and atmosphere.

I can write pieces describing settings, characters and atmosphere.

☐
☐

Integrate dialogue to convey character and advance the action.

I can include dialogue in my writing to convey character and advance the action.

☐
☐

Draft and write by accurately precisising longer passages.

I can draft and write by accurately precisising longer passages.

☐
☐

Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.

I can use different techniques to make my writing flow and link paragraphs.

☐
☐

Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.

I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.

☐
☐

Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.

I can give reasoned feedback on mine and others' work to improve it.

☐
☐

Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).

I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.

☐
☐

Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.

I can mark and edit work to have the correct tense throughout.

☐
☐

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.

I can mark and edit work to have the correct subject and verb agreement.

☐
☐

Distinguish between the language of speech and writing and choosing the appropriate register.

I recognise differences between the language of speech and writing and can choose sensibly.

☐
☐

Proof-read for spelling errors linked to spelling statements for year 6.

I can read work looking for spelling errors and correct them using a dictionary.

☐
☐

Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.

I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.

☐
☐

Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

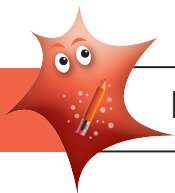
I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.



Name _____ Class _____

Band 6 - Writing

Vocabulary, Grammar & Punctuation



b

b+

w

w+

S

s+

- ☐ **Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.**
I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.
- ☐ Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.
I can understand how words are related by meaning as synonyms and antonyms.
- ☐ **Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).**
I can use the passive to affect the presentation of information in a sentence.
- ☐ Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. 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 can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- ☐ Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.
- ☐ Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.
I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.
- ☐ **Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.**
I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.
- ☐ Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.
I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.
- ☐ **Use the colon to introduce a list and use semi-colons within lists.**
I can use the colon to introduce a list and use semi-colons within lists.
- ☐ **Use bullet points to list information.**
I can use bullet points to list information.
- ☐ Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.
I can use hyphens for clarity e.g. man eating shark or man-eating shark.
- ☐ Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.
I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
- ☐ Use the perfect form of verbs to mark relationships of time and cause.
I can use the perfect form of verbs to mark relationships of time and cause.
- ☐ Use expanded noun phrases to convey complicated information concisely.
I can use expanded noun phrases to explain complicated information simply.
- ☐ Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.
I can use the full range of punctuation I have been taught to enhance meaning and avoid ambiguity.

Name: _____ Class: _____

Band 6— Geography

Geographical skills and fieldwork



b

b+

w

w+

s

s+

- ☐ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- ☐ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.
I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.
- ☐ Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- ☐ Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.
I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links.
- ☐ Use maps, charts etc. to support decision making about the location of places e.g. new bypass.
I can use maps, charts etc. to support decision making about the location of places e.g. new bypass.



Band 6— Geography

Locational knowledge

b

b+

w

w+

s

s+

- ☐ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- ☐ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- ☐ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Name:

Class:

Band 6— Geography

Human and physical geography



b b+ w w+ **s** s+

- ☐ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

- ☐ Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Band 6— Geography

Place knowledge



b b+ w w+ **s** s+

- ☐ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.



Name _____ Class _____

Band 6 - English Reading

Word Reading



b

b+

w

w+

S

S+



Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.
I can read aloud and understand the meaning of the words on the Year 5/6 list.



Band 6 - English Reading

Comprehension

b

b+

w

w+

S

S+



Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.

I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.



Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.

I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions.



Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.

I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing.



Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.

I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.



Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.

I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.



Read age-appropriate books, including whole novels, with confidence and fluency.

I can read whole books, including novels, with confidence.



Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.

I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.



Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.

I can understand how language, structure and presentation contribute to the meaning of a text.



Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

I can talk about how authors use language, including figurative language, and the impact it has on the reader.



Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.

I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.



Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

I can show my understanding of texts and poems through presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.



Provide reasoned justifications for his/her views.

I can fully explain my views with reasons and evidence from the text.



Name _____ Class _____

Band 6 - Spoken Language



b

b+

w

w+

S

S+

- ☐ Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ☐ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- ☐ Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.
I can discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.
- ☐ **Ask specific reasoned questions to improve his/her understanding.**
I can ask specific reasoned questions to improve my understanding.
- ☐ Identify and discuss themes and conventions in and across a wide range of writing with reasoning.
I can identify and discuss themes and conventions in and across a wide range of writing with reasoning.
- ☐ Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.
I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.
- ☐ **Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.**
I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.
- ☐ **Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.**
I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.
- ☐ Pronounce mathematical vocabulary correctly and confidently.
I can pronounce mathematical vocabulary correctly and confidently.
- ☐ Use the whole number system, including saying, reading and writing numbers accurately.
I can use the whole number system, including saying, reading and writing numbers accurately.
- ☐ Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.
I can describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.
- ☐ Describe positions on the full coordinate grid (all four quadrants).
I can describe positions on the full coordinate grid (all four quadrants).
- ☐ Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
I can report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- ☐ Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.
I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.