



Sheepscombe Primary School

Our Curriculum Key Performance Indicators

by Year group

Year 6

This document outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including work produced, observations, discussion, performance and summative testing.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Sheepscombe School teaches through a Thematic curriculum. The Overview of the themes for each year can be accessed in a separate document. Teachers plan using a Termly Critical path that serves as a Medium Term Plan, where they ensure that children's interests are followed as well as ensuring there is full curriculum coverage over the course of the year or the Key Stage as outlined in the National Curriculum which can be accessed here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Due to being a small school with mixed age classes, some areas of learning may be taught on a rolling cycle where there is no cross over between year groups. Staff then use daily or weekly plans to support their teaching.

We follow the agreed syllabus for Gloucestershire for R.E which can be viewed here

<https://www.gloucester.anglican.org/category/education/re-syllabus/>

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	SCIENCE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Working Scientifically	Plan different types of scientific enquiries and record data and results of increasing complexity						
	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						
	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						
Animals including Humans	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						
	Describe the ways in which nutrients and water are transported within animals, including humans						
Electricity	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit						
	Use recognised symbols when representing a simple circuit in a diagram						
Evolution and Inheritance	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago						
	Recognise 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						
Light	Recognise that light appears to travel in straight lines and use the idea 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						
	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them						
Living Things and their Habitats	Describe how living things are classified into broad groups according to common observable characteristics						
	Give reasons for classifying plants and animals based on specific characteristics						

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	COMPUTING	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Online Safety	Explain the consequences of what is shared online and of not communicating in a kind and respectful way online. Know how to report any concerns online to an adult						
Programming	Evaluate the effectiveness and efficiency of an algorithm while continually testing the programming of that algorithm						
Programming	Use logical reasoning to detect and correct errors in algorithms and programs						
Multimedia	Combine a range of media, recognising the contribution of each to achieve a particular outcome						
Technology in our lives	Know and discuss ways search results are selected and ranked and to know how information is transported on the internet						
Handling Data	Select the most effective tool to collect data for an investigation and to interpret the data collected						

	FRENCH	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Speaking & listening	Listen to/read an unfamiliar text, using some familiar language, and show understanding of the gist						
Speaking & listening	Read aloud familiar rhymes and songs						
Speaking & listening	Engage in a short conversation using familiar questions and expressing opinions (e.g. likes and dislikes)						
Reading	Read aloud unfamiliar words using knowledge of letters & sounds, including silent letter rules						
Reading	Read and show understanding of a series of sentences that contain some unfamiliar words						
Reading & writing	Use a bilingual dictionary to find the meaning of specific nouns, adjectives and verbs						
Reading & writing	Write and say a range of sentences , manipulating familiar language & using a dictionary for new language						

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	HISTORY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Historical enquiry	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past						
Historical enquiry	When investigating own lines of enquiry by posing questions, choose reliable sources of evidence to answer these, realising that there is often not a single answer to historical questions						
Chronological understanding	Identify and compare changes within and across different periods						

Reading & writing	Write both long and short sentences from memory , with understandable accuracy						
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Chronological understanding	Order significant events, movements and dates on a timeline and understand how some historical events occurred concurrently in different locations i.e. The Early Roman Empire and Celtic Britain						
	GEOGRAPHY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Historical Geographical Interpretation enquiry and fieldwork	Evaluate evidence to choose the most reliable forms and know that people both in the past have a point of view and that this can affect interpretation Follow a short route on an OS map and describe the features on an OS map						
Historical Geographical Interpretation enquiry and fieldwork	Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past Evaluate the usefulness of photos and recordings						
Organisation and enquiry and communication fieldwork	Plan and present a self-directed project or research about the studied period evaluating the sources and information used Design own census, pilot and evaluate it						
Geographical Knowledge and understanding fieldwork	Use 8 points of a compass and 6 figure grid references Make links between some of the features of past societies (e.g. religion, houses, society, technology)						

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Locational knowledge	Identify the position of the Prime/Greenwich Meridian and identify the position of time zones						
Locational knowledge	Locate places on a world map and use atlases to identify mountain regions and weather patterns						
Human and physical geography	Describe aspects of human geography including energy, food, minerals and water						
Human and physical geography	Understand the geographical similarities and differences through a study of human and physical geography of a region in the UK and a region in North America						

	PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Swimming	Swim 25 metres using strokes effectively (children unable to do this will be invited to attend a swimming course)						
Games	Play competitive games, modified where appropriate (e.g. cricket, football, hockey, netball, rounders and tennis) and have a confident understanding of the principles suitable for attacking and defending						
Gym	Show increased flexibility, strength, technique, control and balance [for example, through gymnastics]						
Dance	Perform, create and memorise dance routines using a range of more complex movement patterns						

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Outdoor Adventurous Activities	Confidently take part in outdoor and adventurous activity challenges both individually and within a team (e.g. Pencelli and PGL residential)						
Evaluate performance	Critically compare their performances with previous ones and demonstrate improvement to achieve personal best						
Competition	Communicate, collaborate and compete with each other fairly beginning to organise and referee own games						

MUSIC		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Listening	Use musical language confidently to appraise a piece of music						
	Develop an increasing understanding of the history and context of music						
Performing	Improvise and compose music for a range of purposes using the different musical elements, with increasing confidence using own voice, percussion instruments and tuned instruments						
	Play and perform in a group and alone using voices and instruments with some accuracy, control, fluency and expression						
Composing	Compose using an understanding of music from a range of cultures, times and style using some formal notation including beats in a bar						
Responding and reviewing	Identify features of different types of music. Analyse and compare music						

ART		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning	Select ideas based on first hand observations, experience or imagination and develop these through open ended research						
Learning	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts						
Techniques	Begin to develop an awareness of composition, scale and proportion in their work						
Techniques	Use simple perspective in their work using a single focal point and horizon						

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Techniques	Follow a design brief to achieve an effect for a particular function						
Techniques	Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices						

	DT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cooking and nutrition	Research, plan and prepare and cook a savoury dish, applying knowledge of ingredients and technical skills						
Cooking and nutrition	Use information on food labels to inform choices						
Processes	Use research into famous designers and inventors to inform the design of their own innovative products						
Processes	Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design						
Processes	Apply knowledge of materials and techniques to refine and rework their products to improve its functional properties and aesthetic qualities						
Processes	Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately						

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