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**Year 6 Route Map**

**2021 – 22**

***Creative Arts Route Map***

Adapted from National Society for Education in Art and Design and Gareth Webb, School Support Consultant resources

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| **GENERATING IDEAS** |
| Independently develops a range of ideas which show curiosity, imagination and originality. |
| Systematically investigates, researches and tests ideas. |
| **DEVELOPING, PLANNING AND COMMUNICATING IDEAS** |
| Communicates their ideas through detailed labelled drawings. |
| Develops a design specification. |
| Explores, develops and communicates aspects of their design proposals by modelling their ideas in a variety of ways. |
| Plans the order of their work, choosing appropriate materials, tools and techniques independently. |
| **KNOWLEDGE AND UNDERSTANDING** |
| Describes, interprets and explains the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. |
| Uses technical vocabulary and techniques for modifying the qualities of different materials and processes. |
| **MAKING** |
| Independently takes action to refine their technical and craft skills in order to improve their mastery of materials and techniques. |
| Independently selects and effectively uses relevant processes in order to create successful and finished work. |
| **WORKING WITH EQUIPMENT AND MATERIALS** |
| Selects appropriate tools, materials and techniques. |
| Uses equipment accurately and safety following appropriate rules. |
| Makes modifications as they go. |
| Achieves a quality outcome. |
| Equipment and working space is left in order. |
| **EVALUATING** |
| Provides a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work. |
| Carries out appropriate tests to identify strengths and areas for development in their evaluation. |
| Evaluates against the original criteria making clear suggestions as to how their product could be improved. |

***Computing Route Map***

Adapted from Purple Mash resources

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| **DIGITIAL CITIZENSHIP** |
| Recognises what is acceptable and unacceptable behaviour looks like when using technology |
| Knows what a digital footprint is |
| Understands safety aspects of blogging |
| **ALGORHTHIMS AND PROGRAMMING** |
| Programs before coding to anticipate variables that will be required to achieve the desired effect |
| Explains what functions are and how they can be created and labelled |
| Explains how to move code from one tab to another |
| Includes buttons to launch other programs or websites |
| Explains that all data is saved in a binary format |
| Relates bits to computer storage |
| Converts numbers to binary using the division by two method |
| Makes use of a variable set to 0 or 1 to control game states |
| **PRESENTING IDEAS** |
| Understand the key features of a blog |
| Create a blog with a specific purpose |
| Posts comments on an existing blog |
| Understands that how information is presented impacts on the audience |
| Assess the effectiveness of a blog |
| **QUESTIONNING AND SEARCHING** |
| Expresses clearly the difference between the internet and the World Wide Web |
| Knows about networks |
| **SPREADSHEETS** |
| Creates a spreasheet to answer a mathematical question relating to probablity |
| Problem solves using the count tool |
| Uses the formala wizard to create formulae |
| Uses a spreasheet to solve a problem |
| Uses a spreasheet to model a real-life situation and come up with solutions |
| **CREATVITY** |
| Maps out a story-based text adventure |
| Splits their adventure-game design into appropriate sections |
| Contrasts a map-based game with a sequential story-based game |
| Creates own text-based avdienture based upon a map |
| Creates a quiz taking into account audience ability level |
| Uses different question types |

***English Route Map***

Adapted from Ros Wilson’s Standards for Reading and Writing Assessments and Cambridge University’s Oracy Skills Framework

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| **WRITING** |
| Spelling is accurate apart from rare technical or obscure words. |
| Uses the full range of punctuation from previous years. |
| Uses colons and semi-colons accurately. |
| Varies font for effect or emphasis. |
| Uses conjunctions, adverbs and prepositions to show time, cause, sequence and mode, often to open sentences. |
| Uses a range of techniques to interact with the reader including action, dialogues, aside, comment and tension. |
| Adapts writing for any given purpose always showing awareness of audience. |
| Sustains a convincing viewpoint. |
| Uses varied sentence structures. |
| Uses pertinent and precise detail. |
| To begin to develop a personal voice in writing that can be identified across genres. |
| **READING** |
| Uses quotations and text references to support ideas. |
| Summarises information across a range of texts. |
| Infers and deduces messages, moods, feelings and attitudes and references ideas in the text. |
| Evaluates relationships between characters. |
| Discusses how inferences may differ depending on the experiences of the reader. |
| Talks about how a structure supports the writer’s theme or purpose. |
| Explains in detail how the author has used different language features. |
| Identifies and explains the writer’s viewpoint making reference to the text. |
| **ORACY** |
| Is aware of their voice and body language when speaking or listening to others. |
| Alters vocabulary in light of a specific audience. |
| Is able to give well-structured and organised speech on a subject of their choice with notes made to support their delivery. |
| Uses rhetoric, irony and metaphor in speech. |
| Critically examines the ideas and views expressed by others. |

***Humanities Route Map***

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| **HISTORY** |
| **CHRONOLOGY** |
| Places current period of study on timeline. |
| Sequences up to ten events on a timeline. |
| Uses relevant dates and term. |
| **RANGE AND DEPTH OF KNOWLEDGE** |
| Recognises that not everyone shares the same views and feelings about an event. |
| Writes an explanation about a past event using cause and effect to support their work. |
| Knows key dates, characters and events of a time studied. |
| **INTERPRETATION** |
| Links sources and tries to work out how conclusions were drawn. |
| Considers ways to check the accuracy of a source. |
| Has an awareness that different evidence will lead to different conclusions. |
| **ENQUIRY** |
| Recognises primary and secondary sources. |
| Finds gaps in sources and offers ideas for how to find out about omissions. |
| Brings knowledge together in a fluent account. |
| **GEOGRAPHY** |
| **LOCATIONAL KNOWLEDGE** |
| Locates continents, neighbouring countries and bordering seas of countries being studied. |
| Identifies the main regions of Egypt including some main cities. |
| Studies how land use changes over time. |
| **PLACE KNOWLEDGE** |
| Compares a region of the UK with a region in Egypt. |
| Understands some of the reasons for similarities and differences. |
| **UNDERSTANDING** |
| Discusses the distribution of natural resources. |
| Understands key aspects of physical geography including volcanoes. |
| **SKILLS** |
| Uses six- figure grid references. |
| Knows what latitude and longitude are. |

PLEASE SEE KNOWLEDGE ORGANISERS FOR KEY FACTS TO LEARN

**Loughborough Amherst School**

***Year 6 Languages Route Map***

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| **FRENCH** |
| **KNOWS** |
| The days and months of the year |
| Christmas traditions |
| The Alphabet |
| The names for different pets |
| Easter traditions |
| The names of countries |
| **CAN** |
| Say hello and greet people |
| Say their name, age and date of birth |
| Name and use appropriate colours |
| Name the different members of their family |
| Say what they like and dislike |
| Describe their physical appearance and personality. |

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| **SPANISH** |
| **KNOWS** |
| Some countries in the world that speak Spanish |
| About the weather and climate across the Spanish speaking world |
| How to respond to classroom instructions |
| What different countries are in Spanish |
| About the festival ‘Las Fallas’ |
| What happens at Easter in Spain |
| **CAN** |
| Describe the items in their pencil case |
| Tell the o’clock and half past time |
| Say when their birthday is |
| Name the date for the day |
| Say where they live and what is in their town |
| Give simple opinions about where they live |
| Say what they do in town |
| Give simple directions around the town |
| Describe nationalities and flags using correct adjectival agreement |
| Say where they go on holiday and what clothes to pack |
| Write a post card about their holiday |

***Maths Route Map***

Adapted from White Rose Maths Resources

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| **KNOW** |
| Numbers and their value up to 10,000,000 and to three decimal places |
| The order of operations to carry out calculations |
| Percentage and decimal equivalent for fractions with a denominator of 2, 3, 4, 5, 8 and 10 |
| Approximate equivalence between miles and kilometres |
| Shapes with the same area can have different perimeters and vice versa |
| Vertically opposite angles are equal |
| Area of a triangle = base x height ÷2 |
| Area of a parallelogram = base x height |
| Names of parts of a circle |
| That the diameter of a circle is twice the radius |
| The conventions for describing using a 2D coordinate grid |
| Mean = sum of data ÷ number of pieces of data |
| **DO** |
| Round any whole number to a required degree of accuracy |
| Use negative numbers in context |
| Solve addition, subtraction, multiplication and division multi-step problems in context |
| Multiply up to 4 digit by 2 digit numbers using the formal written method |
| Multiply and divide numbers with up to three decimal places by 10, 100 and 1000 |
| Use long division to divide numbers up to 4 digits by a two-digit number rounding or giving remainders as fractions as appropriate |
| Use simple formulae |
| Generate and describe linear number sequences |
| Express missing number problems algebraically |
| Simplify fractions |
| Write a fraction in its lowest term |
| Compare and order fractions including fractions greater than 1 |
| Add and subtract fractions and mixed numbers with different denominators |
| Multiply simple pairs of proper fractions |
| Divide proper fractions by whole numbers |
| Calculate decimal fraction equivalents |
| Solve problems involving the calculation of percentages |
| Solving missing angle problems involving triangles, quadrilaterals, angles at a point and angles on a straight line |
| Calculate the volume of cubes and cuboids |
| Make nets of 3D shapes |
| Use coordinates in all four quadrants |
| Draw and translate simple shapes on the coordinate plane and reflect them in the axes |
| Interpret and construct pie charts and line graphs |
| Calculate and interpret the mean as an average of a set of discrete data |

***Music Route Map***

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| **KNOWLEDGE** |
| Music is influenced by current affairs, conflicts and other world events. |
| Music can be used as a means of protest. |
| Music carries emotion and power. |
| Understand how pop music evolved. |
| Major, Minor, Pentachordal and Modal scales create different styles of music |
| **SKILLS** |
| Can use prior knowledge of scales, chords and rhythms to analyse new music |
| Can use prior knowledge of scales, chords and rhythms to write new music |
| Sings a range of music from Afro-American spirituals to current pop music. |
| Plays keyboards to create our own 12bar blues. |
| Sings or plays increasingly complex music from notation and from memory |
| Sings or plays fluently and accurately in ensemble with other musicians |

***PE Route Map***

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| **PHYSICAL ME** | |
| Performs skills in pressure situations and effectively makes adjustments to technique when required.  Performs a wide range of advanced skills with consistency and accuracy in pressurised situations. | |
| **Games** | **Gymnastics** |
| Dribbles effectively around obstacles. Shows precision and accuracy when sending and receiving. | Performs a range of rolls showing different entrances and exits.  Performs combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy. |
| Performs skills with accuracy, confidence and control.  Combines and performs skills with control, adapting them to meet the needs of the situation. | Performs actions, shapes and balances clearly, consistently and fluently, with good body tension and extension. |
| Plays shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. | Plans and performs with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. repeats accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body. |
| **Dance** | **Athletics** |
| Performs a variety of dance styles with accuracy and consistency. | Shows strength, stamina and speed when running, jumping and throwing, know rules, judge events. |
| Explores, improvises and chooses appropriate material to create new motifs in a chosen dance style. | Performs against their peers and tries to achieve a personal best in all events. |
| Responds to a range of stimuli, improvising freely using a range of controlled movements and patterns. |  |
| **PERSONAL ME** | |
| Demonstrates resilience and choose to revisit and reinforce learning. Attends clubs outside of the classroom. | |
| Demonstrate growth mind-set and desire to improve. Shows a commitment to self-reflection and acknowledge areas of improvement, seeking opportunities to work develop themselves. | |
| Extends compositional skills incorporating a wider range of dance styles and forms.  Composes, develops and adapts motifs to make dance phrases and use these in longer dances. | |
| **SOCIAL ME** | |
| Accepts and takes a role most suited to the team/group skills. Inspires and enthuses others. | |
| Empowers others using effective communication skills. Supports, includes and develops others in their class. Seeks advice to enhance performances. | |
| **COGNITIVE ME** | |
| Critically analyses and evaluates quality of performance, prioritising learning and action that will lead to improvement. Copes with multiple information source and solves complex problems. | |
| Shows a high level of awareness and anticipation in changing situations. Calculates the risk versus outcome to inform actions. | |
| Plays recognised version of net games showing tactical awareness and knowledge of rules and scoring. | |
| Plays using skills which meet the needs of the situation. Chooses when to pass or dribble, so that they keep possession and make progress towards the goal. | |
| **CREATIVE ME** | |
| Changes a game plan in response to opponent’s actions. Choreographs for themselves and/or others. | |
| Demonstrates flair and imagination to create the unexpected. Explores and creates original solutions to problems. | |
| **HEALTHY ME** | |
| Adapts general fitness exercise programme to suit specific needs. Explains the benefits of a balanced health and fitness programme. | |
| Evaluates, adapts and develops a fitness training programme. Identifies and names specific muscles that exercises develop. | |

***PSHCE Route Map***

*Adapted from PSHE Association*

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| **HEALTH AND WELLBEING** |
| How to plan healthy meals that include nutritionally rich food |
| The contribution of sleep to a healthy lifestyle and the benefit of routine |
| Good hygiene habits are important for everyone and can limit the spread of infection |
| How medicines, used responsibly, contribute to health |
| How to seek support if worried about their health |
| To recognise warning signs about mental health and wellbeing and how to seek support |
| Problem solving strategies for dealing with emotions and change. |
| That, for some, gender identity does not correspond with their biological sex |
| That female genital mutilation is against British law and what to do if they think someone is at risk |
| How hygiene routines change during puberty and how to maintain personal hygiene and where to get help and information about this. |
| How reproduction and birth is part of the human lifecycle |
| How to assess risk and strategies to stay in different environments |
| The importance of keeping personal information private including online and how to react if worried |
| Basic first aid techniques |
| Understand why people choose to use or not use legal drugs and the mixed messages in the media. |
| Know about organisations for further advice regarding legal and illegal drugs |
| **RELATIONSHIPS** |
| Recognise what it means to ‘know someone online’ and how this is different to face-to-face |
| Know what discrimination is and how to challenge it |
| Know about consent in different situations bot giving permission and seeking it |
| Recognise the importance of self-respect |
| Discuss and debate issues being able to respect other people’s view points and constructively challenge those they disagree with |
| **LIVING IN THE WIDER WORLD** |
| Recognise reasons for rules and laws and consequences of not adhering to them |
| Know what diversity is and its benefits |
| Know what prejudice is and how to recognise and act upon behaviours or actions which discriminate against others |
| Recognise the positive and negative uses of the internet and social media |
| How to assess the reliability of online information |
| How data is shared and used online |
| Know what is appropriate to share on social media |
| Know different ways of keeping track of money |
| Know about the risks involved in gambling |
| Identifies ways that money can impact on people’s feelings |
| Know that there are a broad range of job options and people often have more than one job in their lifetime |
| Discuss stereotypes in the workplace |
| Identifies the kind of job they might like, the skills that might be needed and possible routes into it |

***Religious Education Route Map***

Standards for Primary Religious Education as recommended by Nottingham Roman Catholic Diocese

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| **KNOWLEDGE AND UNDERSTANDING** |
| Describes & shows understanding of some religious sources beliefs, ideas, feelings & experiences, making links between them. |
| Uses religious terms to show an understanding of many different liturgies. |
| Shows some understanding of how religious belief shapes life in different ways. |
| **LIVING FAITH** |
| Shows how their own and others’ decisions are informed by beliefs and values. |
| Engages in some discussion about questions of life, in light of religious teaching. |
| **SKILLS** |
| Expresses different points of view. |
| Uses sources to support some points of view. |
| Arrives at judgements. |

PLEASE SEE KNOWLEDGE ORGANSIERS FOR KEY FACTS TO LEARN

***Science Route Map***

Adapted from ISEB resources

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| **PLANNING AND PREDICTING** |
| Considers how scientists combine evidence from observation and measurements with creative thinking to suggest new ideas and explanations for phenomena. |
| Makes predictions based on scientific knowledge and understanding. |
| Suggest methods of testing which include fair testing and how to collect evidence ensuring that it is sufficient and appropriate. |
| **INVESTIGATING AND OBSERVING** |
| Carries out a fair test identifying key factors to be considered. |
| Makes a variety of relevant observations and measurements using apparatus effectively. |
| Decides when observations and measurements need to be checked, by repeating, to give more reliable date. |
| Select information from a range of sources. |
| **RECORDING, ANALYSING AND EVALUATING** |
| Communicates findings effectively using ICT and charts / graphs / tables as appropriate. |
| Identifies trends and patterns and comments on results that do not appear to fit the pattern. |
| Provides explanations for differences in observations and measurements. |
| Draws conclusions and communicates these using appropriate scientific language. |
| Makes practical suggestions for improving methods in their work giving suggestions. |
| **KNOWLEDGE** |
| Gives an explanation as to how fossils are formed names common fossils. |
| Knows who Mary Anning is and what she is famous for. |
| Knows who Charles Darwin is and about the process of natural selection. |
| Describes in their own words what is meant by selective breeding. |
| Knows what all vertebrate groups have in common. |
| Knows what the term ‘cold- blooded’ means and what an exoskeleton is. |
| Explains the differences between insects and spiders. |
| Sorts animals using key headings, branching and number keys. |
| Knows how static electricity is formed. |
| Creates a simple series circuit. |
| Knows the circuit symbols and can use these to make and draw circuits. |
| Knows what luminous and opaque mean. |
| Describes what is happening when we see a reflection. |
| Knows the seven colours of the light spectrum in order. |
| Explains what the Law of Reflection is. |
| Gives examples of acid, alkali and neutral solutions. |
| Knows what the term indicator means. |
| Knows the definition of melting point and boiling point. |
| Describes what insulation is and when it is useful, giving real life examples. |
| Knows what the greenhouse effect is. |
| Gives examples of thermal conductors. |
| Knows what a microbe is and the three main types. |
| Knows how infections in wounds are caused. |
| A simple history of antibiotics. |
| How microbes affect food. |
| How microbes can be helpful. |