

EPS Endpoints

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 6

HISTORY	GEOGRAPHY	SCIENCE
Describe and explain when the Elizabethan era was? Describe what Elizabeth I was like? Discuss some of the issues Elizabeth faced during her reign? Explain some of the reasons for exploration and trade in the Elizabethan era? Talk about Francis Drake's successful circumnavigation of the world? Give their own viewpoints and opinions on events in history? Provide some of the reasons for the invasion of the Spanish Armada? Explain the outcome of the invasion of the Spanish Armada? Discuss the different viewpoints of the people involved? To empathise and think about what it must have been like to live in a place where there was an outbreak of the plague. How would the inhabitants have felt? Compare daily life for the different classes by looking at education, employment, food, health and medicine, and crime and punishment. To give opinions –would you like to have lived in this era? Explain your reasoning. Can children give their own opinions about the various Elizabethan leisure activities? Can children talk about the similarities and differences between Elizabethan leisure activities and modern-day leisure activities. Can children give their own opinions about the significance of the achievements of Queen Elizabeth and the Elizabethan era? Explain and locate Central America and describe and explain its natural features. Identify and describe the features of the ancient cities and explain why they lay undiscovered for a thousand years. Describe and explain features of the city and reach a judgement about what its purpose was. Describe and explain the terraced system of farming used by the ancient Maya. Identify the purpose of each artefact and reach a judgement about what they suggest about the day to day life of ordinary Maya people. Describe and explain the different theories surrounding why the ancient Maya abandoned their cities and reach a judgement about which is most probable To understand chronology and the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Place events, artefacts and historical figures on a time line using dates. To use appropriate historical vocabulary, using dates, time period, era, change and chronology. To use literacy, numeracy and computing skills to a good standard in order to communicate about the past. Use sources and research evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.	Explain what trade is and why it has been important to countries around the world for thousands of years; Compare and contrast the United Kingdom's main imports from and exports to China and reach a judgement about the relative importance of what we choose to buy and sell as a country; Explain why trade may not always be fair and evaluate the potential benefits to the producer and consumer of people around the world becoming <i>Fair Trade</i> farmers; Explain in basic terms the main causes of global warming; Empathise with the circumstances of people in different parts of the world already impacted by climate change and evaluate the ways in which they are adapting to changes in the weather; Explain what countries around the world have agreed to do to combat the causes of climate change and reach a judgement about what they, their families and school might do to contribute. Identify, describe and explain how the course of a river changes from source to mouth and the importance of rivers as an element in the water cycle and also for wildlife and human activities; Identify, describe and explain how the River Thames at the Isle of Dogs in London has changed since the time of Henry VIII and reach a judgement as to how these changes have affected the local area;	WORKING SCIENTIFICALLY • Plan different fair experiments; recognise why controlling variables is important and explains choices. • Take accurate, repeated measurements using scientific equipment. • Record data using: Labelled scientific diagrams/Classification keys/Tables/Bar charts/Line charts. • Draw conclusions and describe causal relationships in results. • Present findings in a written report and in an oral presentation. Vocabulary – variables, measurements, accuracy, precision, comparative and fair test, causal relationship, degree of trust, support, refute ideas, systematic, quantitative measurements. ELECTRICITY Identify whether or not a lamp, light or buzzer will work in a simple series circuit, based on whether or not it is part of a complete loop with a battery. 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. Recognise and explain about some common conductors and insulators, and associate metals with being good conductors. ROCKS Compare and group together different kinds of rocks on the basis of their appearance and physical properties: Igneous, sedimentary, metamorphic rocks Evaluate the effects of physical and chemical weathering. Describe how fossils are formed when things that have lived are trapped Recognise and explain how soils are made from rocks and organic matter. LIVING THINGS & EVOLUTION Discuss the evidence which shows how living things have changed over time, identify a range of factors which can result in extinction of a species. Identify how adaptation may lead to evolution, and explain some reasons why evolution is important for survival in different environments. Recognise and explain why offspring of the same species can vary and are not always identical to their parents Describe what classification is, knowing that living things can be classified. Recognise that fossils provide information about living things from millions of years ago..
ART & DESIGN	DESIGN AND TECHNOLOGY	COMPUTING
Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Express and articulate a personal message through sculpture. Analyse and study artists' use of form Deepen knowledge and understanding of using line when drawing portraits. Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. Understand how artists manipulate materials to create texture. Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Make personal investigations and record observations in sketchbooks. Develop personal, imaginative responses to a theme.	I can use market research to inform my plans and ideas. I can follow and refine my plans. I can justify my plans in a convincing way. I can show that I consider culture and society in my plans and designs. I can evaluate my products against my own design specification and intended user's criteria. I can carry out appropriate tests on my product and use the results to evaluate how well my product works. I can work within a budget. I can work hygienically and safely when preparing and designing food products. I can use a variety of sewing techniques to combine different fabrics and shapes. I can create mechanical systems including pulleys, levers and CAMS. I can use Computer Aided Design (CAD) when creating a product	•Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. •Use sequence, selection and repetition in programs; work with variables and various forms of input and output. •Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. •Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. •Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. •Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information •Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact

CORE SKILLS		
Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
READING	WRITING	MATHS
<i>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. Even though pupils should now be able to independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex texts.</i> WORD READING 1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 2. Read age-appropriate books with confidence and fluency DISCUSSION ABOUT BOOKS 1. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 2. Recommending books that they have read to their peers, giving reasons for their choices 3. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 4. Learning a wider range of poetry by heart 5. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 6. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 7. Reading books that are structured in different ways and reading for a range of purposes 2A VOCABULARY AND UNDERSTANDING 1. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 2. Asking questions to improve their understanding 2B KEY ASPECTS AND EVENTS 1. Retrieve and record information from non-fiction 2C IDENTIFICATION OF MAIN THEMES 1. Identify and discussing themes and conventions in and across a wide range of writing 2. Summarise main ideas from more than one paragraph 2D INFERENCES 1. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 2E PREDICTIONS 1. Predicting what might happen from details stated and implied 2F SEQUENCES 1. Identify / explain how information / narrative content is related and contributes to meaning as a whole 2G LANGUAGE STRUCTURE AND PRESENTATION 1. Identify / explain how meaning is enhanced through choice of words and phrases, structure and presentation 2H COMPARISONS 1. Make comparisons across texts that are accurate and appropriate	COMPOSITION: APPLYING VOCABULARY, GRAMMAR AND PUNCTUATION <i>Pupils can write for a range of purposes and audiences (including a short story), selecting language that shows awareness of the reader**</i> 1. different verb forms and tenses mostly accurately** 2. colons used to introduce lists 3. semi-colons within lists 4. bullet points to list information 5. hyphens to avoid ambiguity (man-eating shark/man eating shark, recover/re-cover) 6. mostly correct use of passive voice 7. mostly correct use of modal verbs (could, would, will, might, can etc) 8. coordinating and subordinating conjunctions 9. adverbs to add detail; prepositional phrases; expanded noun phrases 10. wide range of clause structures, sometimes varying their position in the sentence 11. a range of punctuation used, commas**, inverted commas**, brackets**, commas for clarity** 12. some correct use of semi-colons to separate two unequal value clauses 13. some correct use of colons; dashes; hyphens COMPOSITION: STRUCTURING AND ORGANISING <i>Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</i> 1. linked ideas across paragraphs using a wide range of cohesive devices** 2. conventions of particular genres are adhered to consistently** 3. figurative language and stylistic features 4. settings and characters* and atmosphere** described in detail COMPOSITION: PLANNING, DRAFTING, EVALUATING, EDITING AND PROOF READING Writing demonstrates features of selected form, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing and the recording of ideas of pupils' own reading 1. planning sessions select grammatical structures and vocabulary for purpose** 2. self and peer evaluations propose changes to grammar and vocabulary to improve consistency, enhancing effect and clarifying meaning 3. evaluation and editing ensures consistency and correct tense choices, including subject – verb agreement 4. writing is proof-read for spelling and punctuation errors 5. integrated dialogue conveys character and advances the action** TRANSCRIPTION: SPELLING 1. the National Curriculum Years 5 and 6 spellings are spelt mostly correctly and use a dictionary to check uncommon words or ambitious vocabulary** TRANSCRIPTION: HANDWRITING 1. legibility, fluency and speed are maintained through correct joining choices**	Round any whole number to a required degree of accuracy. Decide which methods to use when solving multi-step problems involving addition, subtraction, multiplication and division, using estimation to check answers. Divide numbers up to 4 digits by a one- or two-digit whole number using the appropriate formal written methods of short and long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate. Identify common factors, common multiples and prime numbers. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions and divide a proper fraction by a whole number, writing answers in their simplest form. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Understand and use algebraic notation to solve simple problems. Use, read and write 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 to up to three decimal places. Choose and use the appropriate formula for finding the area of 2-D shapes, including parallelograms and triangles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in triangles, quadrilaterals and regular polygons. Draw 2-D shapes using given dimensions and angles. Draw and translate simple shapes on the coordinate plane, in all four quadrants, and reflect them in the axes.

MUSIC	PHYSICAL EDUCATION	LANGUAGES
Know and can sing/rap three songs off by heart: To perform • Sing or play from memory confidently. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato (repeated rhythm) to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). To compose • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. To transcribe • Devise non-standard symbols to indicate when to play and rest. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. To describe music • Use a wide range of musical vocabulary when listening to music. pitch, dynamics, tempo, timbre, texture, sense of expressive solo, lyrics, melody, occasion, rounds, harmonies, accompaniments drones, cyclic, combinations, patterns • Describe how lyrics often reflect the cultural context of music and have social meaning.	Dance • I can develop sequences in a specific style. • I can choose my own music and style There are a wide range of opportunities where dance and drama can be linked to cross curricular themes – e.g. Drama – Walls and barricades – GAMES • I can play to agreed rules. • I can explain rules. • I can umpire. • I can make a team and communicate plan • I can lead others in a game situation GYMNASTICS • I can combine my own work with that of others. • I can link sequences to specific timings. ATHLETICS: • I can demonstrate stamina. Outdoor and adventurous: • Plan route & series of clues for someone else • I can plan with others taking account of safety and danger.	Understand and say a complex sentence to present own ideas using a bi-lingual dictionary or similar including e.g. positive, negative, noun, pronoun adjectives, verb, adverbial phrase, definite/indefinite article with less support. Ask and answer with more confidence a variety of questions engaging in a short conversation/exchange using familiar language. Understand the gist of a simple unfamiliar text; maybe using a dictionary. Follow and understand a familiar song, factual text or story with more complex language using the context to work out unfamiliar words. Apply phonic knowledge to read aloud unfamiliar words and pronounce some unfamiliar words using this. Read aloud confidently unfamiliar words with an increasing degree of accuracy Write sentences demonstrating a good grasp of grammatical concepts encountered applying the rules of adjectival agreement with increasing accuracy.
RE	PSHE	VALUES
Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues Appreciate and appraise varied dimensions of religion. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives	Myself & My relationships – Characteristics of safe and happy relationships, Can differentiate between friendship difficulties and bullying, Can compromise & manages positive and negative change, Can understand impact of stereotypes on others RSE – understands puberty, ways to conceive a baby and different families Citizenship Understand rules and responsibility linked to personal safety including online Know how own behaviour affects others Knows how to contribute to change in school Developing awareness of rights & responsibilities of children and adults Healthy Lifestyles Knows use of safe medicines and drug misuse Recognises 'false' news Can use Early Warning signs to judge how safe they feel and knows action to take Knows how to report abuse or neglect Knows of range of changes in friendships and has some strategies to deal with this including transition points Economic Wellbeing Know there are different ways to gain money, Knows what money is used for and understand taxes Sees link between earning and buying Can see role of charities	BRITISH VALUES: • Democracy • Rule of Law • Individual Liberty • Respect & Tolerance SCHOOL VALUES: Ambitious, Creative, Resilient, High expectations, Positive attitude, Persevere, Responsibility, Respect. School Vision: Empowering and preparing for success in a changing world. Link Learning through topics and subjects. Ensure progression of skills and knowledge. Consolidate & revise skills and knowledge. Reinforce Key specific vocabulary. 

