

Gresham Pup



Learning

Year

Learner

arning and feedback across subjects and use

ve through managing tasks without direc-
breaking tasks into manageable sections.

and well planned argument when debating
ws of others.

, manage risky situations and see the posi-
ning.

towards my learning because I know it can

encourage higher level thinking (e.g. eval-
ers on in their learning.

the lead and how to maintain a positive

y own beliefs are being challenged.

apply these to my work in order to im-
be used to build and strengthen teams or

or constantly changing and challenging sit-

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ational

ng Better	I'm Really Getting It
People in one country or group are affected by what people in other countries or groups do.	
I can explain how my own actions and the actions of others and how they have made better or worse what we all do. I'm just not sure I can give examples of how this happens between groups of people who live a long way from each other.	I can explain how almost everything I do has an effect on my friends and family; sometimes good and sometimes not so good. I can also explain how what they do has an effect on me, too. I can explain how the local area where I live is affected by what others do and how what we all do affects other areas nearby. I can give examples of how this works between countries or between people who live a long way from each other.
People work together for mutual benefit.	
I can give examples of how my friends and I work better together than when we work on our own. I can think of ways in which this happens in the world, too. I'm still not sure I can give examples of how this might happen between countries or people who live a long way from each other.	I can give examples of how when people work together the result is often better for everyone than when people work on their own. I can think of when this happens in school, in the area in which I live, between people who live quite a long way from each other and between people who live in different countries.

Prov

Reflectiveness

Independence

Communication

Risk Taking

Resilience

Questioning

Collaboration

Empathy

Creativity

Perseverance

5 Writer

create specific effects.

narrative and non- narrative writing.

information in writing.

presentational devices correct to the text type.

signal a change in subject, time, place or

and other words which are often confused.

7.

sometimes varying their position within the sen-

and audiences, selecting language that shows

of the first person in a diary; direct address in in-

structures that reflect what the writing requires, doing

ey character and advance the action .

(e.g. conjunctions, adverbials of time and place,

graphs.

throughout my writing

urately.

semi-colon within lists.

correctly.

e.

/Y5/Y6 word lists.

ICT and Co

I'm Getting Used To It

I'm Getting

**Be able to select which programs or apps
the most effective a**

My teacher helps me to use different programs or apps to present information. I'm not sure which tools in the program or app I should use to present my information, and need support to make or insert images, sound, video, tables or links. My teacher shows me what to do and also tells me what information to include.

I can use some different apps independently to present my information. I have to ask my teacher something as I do not use all the different program or app. Some to decide what in clud

**Be able to design and write programs to
sequence, selection and re**

I can design and write a program to control events with some help. My program has a sequence of simple commands and I can include a repeat or loop block. If my program does not work the way I want it to I know that I have to debug it. I can sometimes find why it is not working but need help to fix the problem. I find it hard to find and fix any bugs in my programming.

I can sometimes design a program to control events independently, but sometimes need help. My program has a sequence of commands with repetition or loop and some selection (if instruction). I can sometimes find why it is not working but need help to fix the problem.

Computing

Getting Better

I'm Really Getting It

Record and present their findings

I can record and organise all the information I have found out in one place and reflect on my results. I can interpret and explain what I think my findings mean and I usually get this right. I am confident in drawing conclusions from my learning. I can present my findings in a program or app that I have used before and explain why I chose this particular program or app.

I realise that sometimes information or results I find are incorrect. I'm not sure if the information or results I find are correct, so I check with my teacher or other children. I am beginning to understand how search results are selected and I try and reason why. When I am searching for information, I know that it is important to always check the information and results I find as they may not be valid. I know some ways to check this and it helps to improve the quality of my findings as a result. I can explain how I have checked whether my findings are valid. I understand how search results are selected and ranked and I use this knowledge when I am searching for information.

Check the validity of their findings

I can collect information or data from different sources that are usually relevant and put it all together in a way that enables others to read, understand and analyse it. I have strategies to make sure I don't repeat the same thing twice and that I have included all the relevant information.

I can collect information or data from different sources together in a way that enables others to read and understand. I don't repeat things or include important information.

Use different forms of information and data from different sources

I can collect information or data from a wide range of sources that are usually relevant and put it all together in, in a way that enables others to read, understand and analyse it. I have strategies to make sure I don't repeat the same thing twice and that I have included all the relevant information.

I can collect information or data from a wide range of sources that are usually relevant and put it all together in, in a way that enables others to read, understand and analyse it. I have strategies to make sure I don't repeat the same thing twice and that I have included all the relevant information.

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Year 6 Writing

and **form** for the purpose and audience of

reader, e.g. asides, opening hooks and

structures and lengths.

paragraphs with a range of cohesive devices.

choices according to text type and audience.

ly, identifying key information.

ly, in a range of text types.

most formal writing to express a wish

or impact and effect.

es and length to suit the purpose and

poses and audiences, selecting the appropriate language, characterisation, structure).

of speech and writing and choose the

control over levels of formality, particularly and vocabulary to achieve this.

nt at key stage 2 correctly (e.g. semi-formal), when necessary, use such punctuation and avoid ambiguity.

A

I'm Getting Used To It	I'm Getting
Be able to use a wide variety of materials to express emotions, observations and experiences.	
I can use different types of art and materials to show something I have seen or experienced. I have to ask my teacher for help to use art to show how I feel. Sometimes, my teacher tells me how to change my ideas to make my work better.	I can use different materials to show something I have seen or experienced. I can tell my teacher how I have used materials. Sometimes my work shows out the way I want to. My teacher or a friend helps me to make my work better.
Be able to communicate through art.	
I have some ideas to communicate with art. My teacher helps me to work with materials as I am not sure which ones to use. My teacher often tells me what type of art I should make.	I can use different materials to communicate, including drawing, painting and sculpture. I would like to use different materials. I often use the materials I like.

ology

ng Better	I'm Really Getting It
wants and opportunities with informed d products	
asks me to solve a g something I have My teacher tells s good and would m. I can usually product.	When my teacher asks me to solve a problem by making something I have different ideas. My teacher tells me that my ideas are good and would solve the problem. I can usually make my products.
on to suggest solutions to problems	
find information things and can do teacher helps me ation to get ideas problems.	I know where to find information about different things and can do this by myself. I can use this information to give me ideas to solve problems.
use step-by-step plans	
oy-step plan to use o make a product. rything I will use will do things in. things in the wrong cher helps me to ge it.	I can make a step-by-step plan to use in the classroom to make a product. I always write down everything I will use and how I am going to do things. I write these things in the order that I am going to do them. I use my plan to make something and my teacher says my work is good.
ols and materials with some accuracy	
nt materials and ngs. I sometimes d have to change y teacher helps o this.	I can use different materials and tools to make things. My work usually looks how I want it to and I don't need any help from my teacher.
eir own work and improve on it	
to see if it is good ange it to make it e ideas about how , but my teacher me that my ideas ometimes when I hink my work was before.	I can test my work to see if it is good or if I need to change it to make it better. I have ideas about how to improve my work and when I try them out they do make my work better.

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Reader

ts are **structured** and **presented**.

ventions in different text types.

ext.

ents of **fact** and **opinion**.

with **confidence**, **fluency** and **intona-**
uding whole novels).

words in context.

rt/ explain and justify using evidence

from the details stated and implied.

ation/narrative **content is related** and
whole.

ng is enhanced through choice of

e text.

more than one paragraph.

rmation/key details from fiction and

Geogr

I'm Getting Used To It

I'm Gettin

Be able to use and interpret glob

I can find some places on a world map or the globe if someone helps me. I find it hard to use different maps to find the same place and to explain what each map shows. My teacher says I can answer some of his/her questions about each map correctly.

I can find places o get different type from a map. I can find places on anot stand that different a map covers large lan

Be able to explain how places are linked t

I can explain how I am linked to different parts of the world through the things I use or the people I know.

I can talk about son linked through th different people an need. I need a bit o why these move

Be able to communicate their knowledge

riety of

I don't always understand what I have to do. I find it difficult to think of what to say, write, or draw without help from my teacher. My teacher tells me that I can give information in at least one way.

My teacher tells m mation in more tha by myself most o teacher sometimes details or find out r

Geography

Getting Better	I'm Really Getting It
Ability to answer geographical questions	
I can work by myself to find and record evidence to answer questions. My teacher tells me what I need to collect to answer a question and have my own ideas about how I am going to do this. I can explain all of my ideas to my teacher.	I usually work by myself to find and record evidence to answer questions. I can identify what information I need to collect to answer a question and have my own ideas about how I am going to do this. I can explain all of my ideas to my teacher.
Ability to use their knowledge and understanding to explain them	
I can identify geographical patterns in different types of information. I can give reasons for these patterns. I am happy to explain my ideas to my teacher, who says that I show a good understanding of the work.	I can identify geographical patterns in different types of information. I can give reasons for these patterns. I am happy to explain my ideas to my teacher, who says that I show a good understanding of the work.
Ability to use geographical vocabulary to describe and interpret soundings	
I can use most of the time to describe some geographical features. My teacher says I could use more words which would help me explain my ideas in more detail.	My teacher says I show a very good understanding of the geographical words I use. I can explain what they all mean and know how to use them.
Ability to use techniques to gather information	
I can think of ways I can gather information and I write these down. My teacher suggests some ideas which make me use my plan to gather the information I need.	I can work by myself to gather information. I usually write down what I am going to do and when I show my teacher he/she says that my plan is good. I use my ideas to collect the information I need.
Ability to use a variety of scales using symbols and keys	
I can draw maps using some symbols to show what places and features are. I put these into a key. My teacher says I can improve my maps.	I can make maps and plans by myself. I use symbols and key to show what the symbols mean. I draw my maps to the scale shown. My teacher says my maps include everything I need to show.

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Year 6 Reading

the **grammatical features** for effect.

Structural devices used to organise a text.

text and **summarise** it succinctly.

Themes across a complete text.

Historical and cultural impact on the **themes** in a text.

Analysis of themes in longer novels.

Comparison of different writers with evidence and analysis.

Range of literature and non-fiction texts, including drama.

Impact on a reader.

Events during the events of a longer novel.

Themes and characters across a text.

Analysis of themes, characters and structure in texts by the writer.

Argument in a text and present an alternative view.

Evidence from the text to justify it; (*Point, evidence, explanation*).

Response to others' points of view using evidence; (*Point, evidence, explanation*).

Skills, **scanning and text marking** to find and

Science

I'm Getting Used To It

I'm Getting Better At It

Be able to conduct scientific investigations

I know that when we investigate in science, we start by asking some questions which we then see if we can answer. I am beginning to be able to think of questions on my own which we can then investigate, but most of the time my teacher or other people help me.

I know that when we investigate in science we start by asking some questions which we then see if we can answer. I can now think of a number of questions to ask and most of the time everyone thinks they are good, though, even though sometimes we can't really answer the questions in our investigations in our class.

Be able to choose an appropriate way of working

I know that it is important to think about the way we do our investigations. I usually get some help from my teacher or someone else. They help me make sure that my ideas can actually be carried out.

When I'm working on an investigation I try to think about the best way to make sure that it works. I ask the question and then I think about the best way to do it with the equipment we have. Sometimes we need help from the teacher, but these days, especially when we are working about how to improve our investigations, I can usually do it myself.

Be able to make systematic and accurate measurements

I never guess when taking measurements during our investigations. But I do need help to make sure that my measurements are accurate. I need to be reminded to check my measurements by doing them a second time.

I try my best to make accurate measurements as I can, but I still need help from the teacher. Sometimes I remember to check my measurements, but I still need to be reminded to look at the measurements. I am beginning to see the importance of checking with each other.

Be able to explain and justify their predictions

When I am doing an investigation I can make predictions, carry out an investigation, record my findings and say what I think we have found out. I can't always explain what I mean when someone asks me about this.

When I am doing an investigation I can make predictions, carry out an investigation, record my findings and say what I think we have found out. I can explain what I mean when someone asks me about this. I can explain each of these I can understand what I mean. I sometimes get confused trying to explain what I mean, but I can explain what fits together.

Be able to record and communicate their findings in an appropriate medium and the appropriate scientific language

I know that I need to make a record of what I do. I also know that this will help others see what I have done. But when I look at what I have written or drawn I can't always make sense of it. My teacher and my friends find it hard to make sense of it, too.

I know that I need to make a record of what I do. I also know that this will help others see what I have done. My teacher sometimes helps me to make my work easier to understand. I know that this gives me more scientific language that I can use.

History

Getting Better	I'm Really Getting It
Use information from a range of sources to answer questions about the past from a range of sources	
I use a range of different sources of information to answer most of the time I am answering my questions. Some help to talk about what is the most useful. I use these ideas again.	I feel quite happy using many different sources of information to answer my questions. I have a good idea of what sources are going to be the best ones to use, and I am able to include a detailed answer for my work.
Explain the causes and results of historical events, situations and periods they have studied	
I can offer many different ideas from different descriptions of why some things happened in the past. I remember things from other units and use these ideas again.	I can offer many different ideas from different activities and from my own learning. I can sometimes see a pattern in the reasons why things have happened. I can usually see a connection between an event and something that changed after it.
Explain how the host country affects the lives of the people living there now	
I use what I already know about my host country and add to this with my own research. I feel that I have quite a good idea about what happened in the past in the country we live in now and how this has affected the lives of people here today.	I use what I already know about my host country and add to this with my own research. I feel that I have quite a good idea about what happened in the past in the country we live in now and how this has affected the lives of people here today.
Explain how the history of one country affects that of another	
I am able to suggest many different ways how the history of one country is linked with another. I can suggest whether the link might be a good or a bad one. I can also describe different types of links.	I am able to suggest many different ways how the history of one country is linked with another. I can suggest whether the link might be a good or a bad one. I can also describe different types of links.
Explain changes in the periods they have studied	
Organise historical information into a logical framework	
I am able to place historical things about events, people and changes in the right order. I use things I already know about to make my decisions. I am usually right when I check my work. I don't really need any help from my teacher to do this.	I am able to place historical things about events, people and changes in the right order. I use things I already know about to make my decisions. I am usually right when I check my work. I don't really need any help from my teacher to do this.

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