

Year 6 Skills Progression

Art and Design	Exploring and developing ideas (ONGOING)	Evaluating and developing work (ONGOING)	Drawing	Painting
	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 	<ul style="list-style-type: none"> • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Show an awareness of how paintings are created (composition).
	Printing	Textiles/collage	3 D form	Breadth of study
	<ul style="list-style-type: none"> • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work. 	<ul style="list-style-type: none"> • Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

Design and Technology	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products (inc-food)	Evaluating processes and products
	<ul style="list-style-type: none"> Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques 	<ul style="list-style-type: none"> Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Pin, sew and stitch materials together create a product Achieve a quality product 	<ul style="list-style-type: none"> Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved

Geography	Geographical enquiry		Direction/Location	Drawing maps	Representation
	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it 		<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. 	<ul style="list-style-type: none"> Use/recognise OS map symbols; Use atlas symbols.
	Using maps	Scale/Distance	Perspective	Map Knowledge	Style of map
<ul style="list-style-type: none"> Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) 	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales. 	<ul style="list-style-type: none"> Draw a plan view map accurately. 	<ul style="list-style-type: none"> Confidently identify significant places and environments 	<ul style="list-style-type: none"> Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe. 	

French	Listening and Speaking/Oracy	Reading and Writing/Literacy	Grammar
	<ul style="list-style-type: none"> • manipulate familiar language to present ideas and information in simple sentences; • present a range of ideas and information, using prompts, to a partner or a small group of people; • present a range of ideas and information, without prompts, to a partner or a group of people. • say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; • manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; • use a wider range of descriptive language in their descriptions of people, places, things and actions. • engage in a short conversation using a range of simple, familiar questions; • ask and answer more complex questions with a scaffold of responses; • express a wider range of opinions and begin to provide simple justification; • converse briefly without prompts. • say a longer sentence using familiar language; • use familiar vocabulary to say several longer sentences using a language scaffold; • refer to everyday activities and interests, recent experiences and future plans; • vary language and produce extended response. • pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; • appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; • start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; • adapt intonation, for example to mark questions and exclamations. 	<ul style="list-style-type: none"> • read and show understanding of simple sentences containing familiar and some unfamiliar language; • read and understand the main points from short, written material; • read and understand the main points and some detail from short, written material. • write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; • manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; • use a wider range of descriptive language in their descriptions of people, places, things and actions. • use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); • use a bilingual dictionary to identify the word class; • use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. • read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; • appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; • start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; • adapt intonation for example to mark questions and exclamations in a short, written passage. • write a simple sentence from memory using familiar language; • write several sentences from memory with familiar language with understandable accuracy; • replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. 	<ul style="list-style-type: none"> • identify word classes; • demonstrate understanding of gender and number of nouns and use appropriate determiners; • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; • name and use a range of conjunctions to create compound sentences; • use some adverbs; • demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; • explain and use elision; state the differences and similarities with English; • recognise and use the simple future tense of a high frequency verb; compare with English; • recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; • recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); • recognise and use a range of prepositions; • use the third person plural of a few high frequency verbs in the present tense; • name all subject pronouns and use to conjugate a high frequency verb in the present tense; • recognise and use a high frequency verb in the perfect tense; compare with English; • follow a pattern to conjugate a regular verb in the present tense; • choose the correct tense of a verb (present/perfect/imperfect/future) according to context.

History	Chronological understanding	Knowledge and understanding of Events, People and Changes in the Past	Historical Interpretations	Historical Investigations	Presenting, Organising and Communicating
	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Show an awareness of the concept of propaganda Confidently use the library and internet for research 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms Plan and present a self-directed project or research about the studied period

RE	Beliefs and teachings (from various religions)	Rituals, ceremonies and lifestyles (from various religions)	How beliefs are expressed	Time to reflect and personal growth	Values (in your own life and others lives)
	<ul style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society. 	<ul style="list-style-type: none"> explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; show an understanding of the role of a spiritual leader. 	<ul style="list-style-type: none"> explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others. 	<ul style="list-style-type: none"> recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively. 	<ul style="list-style-type: none"> explain why individuals and communities may have similar and differing values; show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; express their own values while respecting the values of others.

Music	Singing songs with control and using the voice expressively.	Listening, Memory and Movement.	Controlling pulse and rhythm
	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others. • Sing a round in two parts and identify the melodic phrases and how they fit together. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. 	<ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion (play by ear). • Create dances that reflect musical features. • Identify different moods and textures. • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features. 	<ul style="list-style-type: none"> • Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats. • Subdivide the pulse while keeping to a steady beat.
	Exploring sounds, melody and accompaniment.	Control of instruments	Composition
	<ul style="list-style-type: none"> • Skills development for this element are to be found within 'Control of instruments' and 'Composition'. 	<ul style="list-style-type: none"> • Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds. 	<ul style="list-style-type: none"> • Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

Computing	Algorithms		Computational thinking		Problem solving	Networks: knowledge and understanding	Networks: using and applying
	<ul style="list-style-type: none"> Produce algorithms independently using logical and appropriate structures to organise and record data. 		<ul style="list-style-type: none"> Create flowcharts and other diagrams to explain how a process or model works 		<ul style="list-style-type: none"> Independently problem solve and model situations and processes, by understanding and explaining the impact of changing variables and rules within a model. 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of how networks work by describing the types of service offered (e.g. through email, www, ftp and video conferencing). 	<ul style="list-style-type: none"> Design and create/use a range of programs to accomplish given goals
	Digital literacy: knowledge and understanding		Digital literacy: using and applying		E-safety: personal knowledge and understanding	E-safety: responsibilities	Data: knowledge and understanding
<ul style="list-style-type: none"> Take account of accuracy and potential bias when searching for and selecting information. 		<ul style="list-style-type: none"> Evaluate and improve presentations in the light of discussion, marking and audience response. 		<ul style="list-style-type: none"> Find, report and flag buttons in commonly used sites and name sources of help (e.g. Childline and Cybermentors).Find a Click-CEOP button and explain to parents what it is for. 	<ul style="list-style-type: none"> Discuss scenarios involving online risk. State the source of information found online. Act as a role model for younger children. 	<ul style="list-style-type: none"> Explain that changing the numerical data affects a calculation. 	<ul style="list-style-type: none"> Create data collection forms and enter data from these accurately. Make graphs from the calculations on their spreadsheet. Sort and filter information

PSHE	Health and wellbeing				
	Healthy lifestyles (physical wellbeing)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs alcohol and tobacco
	<ul style="list-style-type: none"> • H1. how to make informed decisions about health • H2. about the elements of a balanced, healthy lifestyle • H3. about choices that support a healthy lifestyle, and recognise what might influence these • H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle • H5. about what good physical health means; how to recognise early signs of physical illness • H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. • H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle • H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn 	<ul style="list-style-type: none"> • H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing • H17. to recognise that feelings can change over time and range in intensity • H18. about everyday things that affect feelings and the importance of expressing feelings • H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; • H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations 	<ul style="list-style-type: none"> • H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • H26. that for some people gender identity does not correspond with their biological sex • H27. to recognise their individuality and personal qualities • H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking • H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 	<ul style="list-style-type: none"> • H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming • H38. how to predict, assess and manage risk in different situations • H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe • H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) • H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about 	<ul style="list-style-type: none"> • H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break • H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others • H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); • H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

	<ul style="list-style-type: none"> • H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it • H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed • H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) • H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer • H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online • H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health 	<ul style="list-style-type: none"> • H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others • H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult • H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • H24. problem-solving strategies for dealing 	<ul style="list-style-type: none"> • H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹ • H34. about where to get more information, help and advice about growing and changing, especially about puberty • H35. about the new opportunities and responsibilities that increasing independence may bring • H36. strategies to manage transitions between classes and key stages 	<ul style="list-style-type: none"> • H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact • H43. about what is meant by first aid; basic techniques for dealing with common injuries² • H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say • H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³ 	<ul style="list-style-type: none"> • H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
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PSHE	Relationships				
	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
	<ul style="list-style-type: none"> • R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others • R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart • R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another 	<ul style="list-style-type: none"> • R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face • R13. the importance of seeking support if feeling lonely or excluded • R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them 	<ul style="list-style-type: none"> • R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour • R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support • R21. about discrimination: what it means and how to challenge it 	<ul style="list-style-type: none"> • R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns • R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • R26. about seeking and giving permission (consent) in different situations • R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret 	<ul style="list-style-type: none"> • R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online • R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships • R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

	<ul style="list-style-type: none"> • R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability • R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty • R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice 	<ul style="list-style-type: none"> • R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R16. how friendships can change over time, about making new friends and the benefits of having different types of friends • R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary 		<ul style="list-style-type: none"> • R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) 	<ul style="list-style-type: none"> • R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
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PSHE	Living in the wider world				
	Shared responsibilities	Communities	Media literacy and digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	<ul style="list-style-type: none"> • L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws • L2. to recognise there are human rights, that are there to protect everyone • L3. about the relationship between rights and responsibilities • L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 	<ul style="list-style-type: none"> • L6. about the different groups that make up their community; what living in a community means • L7. to value the different contributions that people and groups make to the community • L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced 	<ul style="list-style-type: none"> • L11. recognise ways in which the internet and social media can be used both positively and negatively • L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results • L13. about some of the different ways information and data is shared and used online, including for commercial purposes • L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information • L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation 	<ul style="list-style-type: none"> • L17. about the different ways to pay for things and the choices people have about this • L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' • L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) • L20. to recognise that people make spending decisions based on priorities, needs and wants • L21. different ways to keep track of money • L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe • L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations • L24. to identify the ways that money can impact on people's feelings and emotions 	<ul style="list-style-type: none"> • L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life • L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them • L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) • L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid • L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • L31. to identify the kind of job that they might like to do when they are older • L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)