

Art & Design

- Work from a variety of sources including observation, photographs and digital images.
- **Perspective and Composition** - Begin to use simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
- Explore the roles and purposes of artist Escher
- 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 to use in their work.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt and annotate their work according to their views and describe how they might develop it further.

Music

- Sing or play from memory with confidence.
- Take turns to lead a group.
- Maintain own part in a round/ sing a harmony/ sing accurately with awareness of what others are singing.
- Compose and perform melodies using five or more notes.
- Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.
- Know how the dimensions of music are sprinkled through songs and pieces of music.
- Use musical vocabulary confidently to describe music.
- Describe different purposes of music in history/ other cultures

Computing Programming

Program more complex variables.

- Create and refine a series of commands (algorithm) and procedures to control or simulate physical systems combining inputs, output and sensing devices.
- Design, write and debug a game for a given audience.
- Understand what happens when changes are made to code.

Digital Literacy

- Use the origin of information, web address, author and linked pages to make a decision about whether information is trustworthy.
- Understand what 'Plagiarism' means and that it is important to acknowledge sources from the internet.
- Skim and select information in websites, checking for bias and different views.
- Understand domain names and URL's

Online Safety

- Search safely for appropriate images and videos online, understanding safety filters and avoiding advertising pop-ups.

Modern Languages

Les Vetements

- Identify and name a range of clothes items.
- Describe clothes items using size and colour adjectives.
- Ask for clothes items and identify prices.

Ma Journee

- Use verb phrases to talk about daily routines.
- Link daily activities to times.

Intercultural Understanding

- Explain what a stereotype is and recognise stereotypical images of people (link to PSHE Anti-Bullying Week)

- Develop understanding of masculine and feminine.
- Develop understanding of cognets and near cognets.
- Begin to identify plurals.
- Extend sentences using a range of connectives.
- Use a wider range of opinion phrases, including negatives.
- Develop understanding of numbers beyond 100.



Year 6 Brilliant Britain

Attitudes to Learning:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
 - Motivation and Curiosity
- Self-confidence and Esteem
 - Independence

PSHE-& RHE

Democracy

Respect & Communication

Self-Confidence & Esteem

Democracy in Britain 1 - Elections

Understand and describe what democracy is.

Me and My Relationships & Valuing Differences

Respect & Communication

Advertising friendships

Explain the difference between a friend and an acquaintance;

Describe qualities of a strong, positive friendship;

Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

Solve the friendship problem

Recognise some of the challenges that arise from friendships;

Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.

Working together

Demonstrate a collaborative approach to a task;

Describe and implement the skills needed to do this.

History - WW1

- Uses timelines to place events, periods and cultural movements from around the world (Including previously taught topics). Develop chronologically secure knowledge of the events and periods of time studied.
- Develop chronologically secure knowledge of the events and periods of time studied. e.g. the events that led to the outbreak of the First World War.
- To understand how armed forces personnel in wartime made the decision to sign up and how they communicated with friends & family once at war. (Local history links)
- To explore and reason about what life was like in the trenches.
- Recognise and explore the details of the Christmas Truce and the feelings of soldiers from both sides and how these differed from those of the generals.
- Demonstrate a more informed knowledge of the sinking of the Lusitania and how the sinking affected the course of the war.
- Form own opinions about historical events in the past and how these have been represented in different ways.
- Understand that one event/ person can have multiple consequences that impacts on many countries and civilisations e.g. the assassination of Franz Ferdinand/the zeppelin raid)
- To understand how propaganda was used to influence people's views and how this may have been different to more accurate views of events.
- Investigate their own lines of enquiry by posing historically valid questions to answer e.g. How did people feel during the zeppelin raids?
- Evaluates the usefulness and accurateness of different sources of evidence.
- Explore the life and evaluate the achievements of a significant individual (Walter Tull) and compare to a local hero who died (how are they remembered through war memorials and museums etc).
- Explore and devise own opinions about the use of animals in WW1.
- Construct responses to historical questions, discussions, debates and hypotheses that involve generating and organising relevant historical information.
- Use a variety of historical terms and concepts: research, evidence, primary, secondary, source, hypothesis, influence, point of view, impact, comparison, implications, propaganda, persuade, interpretations, cause and effect.

Anti-Bullying

Fake book friends

Know the legal age (and reason behind these) for having a social media account;

Understand why people don't tell the truth and often post only the good bits about themselves, online;

Media manipulation

Define what is meant by the term stereotype;

Recognise how the media can sometimes reinforce gender stereotypes;

Recognise that people fall into a wide range of what is seen as normal;

Religious Education *British Values link

Christianity Church

Analyse Christian beliefs that Jesus was gifted to the Earth to be a guide to Christians.

Describe and explain what Advent means to Christians.

Explore the various church services that Christians attend at Christmas.

Research the lives of Jesus, Mary, John the Baptist and the old testament prophets and make links to Advent.

Describe how a Christian prepares for Christmas.

Discuss what celebrations we have experienced and reflect on why they were important.

Consider the preparations involved school celebrations and discuss why we have them.

Reflect on giving and receiving gifts, discuss whether they are always grateful for the gifts they receive.

Discuss who they would like to organise a celebration for and explain why.

Discuss and debate personal beliefs about the Christian teachings of Christmas

Buddhism

- analyse Buddhist beliefs and teachings about how to be content
- explain Buddhist beliefs and values contained within the story of Prince Siddhartha
- Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths
- describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist.
- consider the importance of daily meditation in Buddhism
- discuss the meaning of contentment – is it the same as happiness, or something different?
- raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy?
- ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of
- discuss the potential barriers to their happiness and what they can do to overcome these (pshe)

Physical Education

Sports Leadership

- Understand the qualities of an effective Sports Leader
- Work collaboratively to plan and develop a range of outdoor physical games and activities.
- Evaluate own and others' activities and suggest ways to improve.
- Work co-operatively to take part in Sports Leader Assessment Day.

Games

- Develop consistency in forehand and backhand shots with a partner.
- Understand the basic principles of attack and apply them to a net/wall game.

Athletics

- Develop running techniques over short and long distances.
- Choose appropriate running technique and speed for different events.
- Develop a range of throwing techniques.
- Combine jumps in a sequence.
- Investigate how exercise affects the pulse rate. (link to Science skills)
- Compare performances with previous ones to improve personal best.
- Evaluate own and others' performances, suggesting ways to improve.

Geography

- Begin to use six figure grid references: use latitude and longitude on atlas maps. (FS)

Science

Light Knowledge

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Skills

- Refine a scientific question to make it testable i.e. Ask a testable question which includes the change and measure variables - e.g. *what would happen to ... if we changed ...?* e.g. *What affect would we have on ... if we ...?* e.g. *How would exercise affect the pulse rate?*
- Explore and research more abstract systems / functions / changes / behaviours and record their understanding of these (e.g. *the relationship between diet, exercise, drugs, lifestyle and health; evolutionary changes; how light travels*)
- Independently ask a variety of scientific questions and decide the type of enquiry needed to answer them
- Articulate understanding of the concept using scientific language and terminology when describing abstract ideas, observations and findings (linked to the Y6 PoS)
- Record data and results of increasing complexity using scientific diagrams and labels, recognised symbols, classification keys, tables, bar and line graphs, and models.
- Make decisions about how to present and explain their findings through talk, in written forms or in other ways (e.g. using technology)
- Independently plan investigations and explain planning decisions
- Make, and act on, suggestions to control/reduce risks to themselves & others
- Use equipment fit for purpose to take measurements which are increasingly **accurate** and precise
- Identify **evidence** that refutes or **supports** their ideas
- Independently form a conclusion which draws on the **evidence** from the test to say why something happened (scientific language linked to Y6 PoS)

Living things & their habitats Knowledge (seasons week)

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms#, plants and animals
- give reasons for classifying plants and animals based on specific characteristics (Maths link)
- Find out about the work of Carl Linnaeus, a pioneer of classification

Skills

- Recognise the importance of classification to the scientific world and form a conclusion from their sorting and classifying
- Compare and contrast more complex processes, systems, functions
- Construct a classification key / branching database using more than two items
- Compare and contrast things beyond their locality and discuss advantages/disadvantages, pros/cons of the similarities and difference
- Use classification systems, keys and other information records [databases] to help classify or identify things.