

Religious Education *British Values link

Christianity – Jesus

- retell the events leading up to and including the death of Jesus
- explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life
- explain how and why Christian individuals and communities might celebrate the events of Holy Week
- use religious vocabulary to describe and explain the Eucharist
- explain different Christian beliefs about the Eucharist and its importance
- consider how people might mature and become stronger through overcoming difficulties
- consider the value of being part of a community on the 'journey of life'
- raise questions and discuss the extent to which they agree that 'suffering makes you stronger'
- discuss own experiences and attitudes towards the importance of having companionship on the journey of life

Islam

- analyse the Five Pillars of Islam and how they are linked
- explain how the beliefs and values of Islam might guide a person through life
- explain the importance of the Ummah for Muslims and that this is a community of diverse members
- describe and explain the importance of Hajj, including the practices, rituals and impact
- explain how a person might change once becoming a hajji
- consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage
- discuss the various events that might happen on the journey of life and how people might change over the course of their life*
- consider what support people might need on life's journey
- ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed*



Year 6 Wonderful World

Attitudes to Learning:

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

Art & Design

- Develop a painting from a drawing.
- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
- **Colour** - Mix and match colours to create atmosphere and light effects.
- Be able to identify and work with complementary and contrasting colours.
- Start to develop their own style using tonal contrast and mixed media.
- Use fabrics to create 3D structures.
- Use different grades of threads and needles.
- Experiment with batik techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects
- Adapt and annotate their work according to their views and describe how they might develop it further. 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.
- Explore the roles and purposes of artists Escher and Heleen Cornet and Henri Rousseau.
- 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

Geography - South American country- e.g Brazil

- On a world map locate the main countries in South America.
- Identify the main environmental regions, key physical and human characteristics, and major cities in South America.
- Compare a region in UK (Lancashire) with a region in S. America (Brazil) with significant differences and similarities.
- Understand some of the reasons for similarities and differences (climate, biomes, religion, economy, plants and vegetation, land use)
- Explore urbanisation in Brazil.
- Explore and understand the principles of fair trade linked to Brazil (chocolate and coffee)
- Describe and understand the economic activity and trade links of fair trade including fair/ unfair distribution of resources (PSHE)
- Describe and understand biomes and vegetation belts.
- Choose the most appropriate map/ globe for a purpose including thematic maps. (Land use, economy, vegetation)
- Make predictions and develop conclusions about people, places and geographical issues.
- Develop their views and attitudes to critically evaluate responses to global issues and events. (Brazil- slums, poverty, Rio De Janeiro)

Modern Languages

Les Transports

- Talk about forms of transport.
- Ask and talk about how to get to different destinations.
- Talk about plans for a trip.
- Use understanding of number and money, to 'buy' tickets for a trip.

Les Sports

- Talk about sports they like and dislike.
- Give opinions about sports.
- Talk about and understand details for a sporting event.

- 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.

Design and Technology

- Use the correct vocabulary appropriate to the project
- Create 3D products using patterns pieces and seam allowance
- Understand pattern layout
- Decorate textiles appropriately (often before joining components)
- Pin and tack fabric pieces together
- Join fabrics using over sewing, back stitch and blanket stitch
- Make quality products
- Plan the sequence of work
- Record ideas using annotated diagrams
- Combine modelling and drawing to refine ideas
- Devise step by step plans which can be read / followed by someone else
- Develop one idea in depth

PSHE & SRE

Keeping myself safe

Explain the difference between a safe and an unsafe secret;

Identify situations where someone might need to break a confidence in order to keep someone safe.

Explain how drugs can be categorised into different groups depending on their medical and legal context;

Demonstrate an understanding that drugs can have both medical and non-medical uses;

Explain in simple terms some of the laws that control drugs in this country.

Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;

Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.

Business and Enterprise

Recognise and explain that different jobs have different levels of pay and the factors that influence this;

Explain the different types of tax (income tax and VAT) which help to fund public services; Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method;

Describe the costs that go into producing an item;

Explain what is meant by the term interest

Mathematics Y5 Measurement Solve problems involving money using decimal notation.

.

Physical Education

Games

- Dribble, pass, receive and shoot using a range of equipment.
- Select and apply tactics when playing different Invasion Games.
- Evaluate which tactics are similar across different games.
- Create own Invasion Games.
- Select and apply tactics to outwit their opponents.

Gymnastics

- Develop understanding of Counter Balance and Counter Tension.
- Perform a group sequence of 8-10 elements and adapt to the apparatus.
- Identify which sequences were performed with fluency, accuracy and consistency.

Music

- Play more complex instrumental parts and maintain an independent part in a small group.
- Refine and improve own/ others' work.
- Improvise using 5 notes of the pentatonic scale using quality not quantity of notes.
- Create music reflecting given intentions and record using formal notation.
- 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

Online Safety (PSHE)

- Identify secure servers (padlock such as internet banking).
- Understand and can discuss the need to use privacy settings on social networking sites.
- Know everything posted online can be seen, used and may affect others.(PSHE)
- Understand the potential risks of providing personal information online both inside and outside of school and also that of sharing other people's information without permission.

Multi Media

- Use visual media from different sources (photos, video, graphics or animation) to enhance a presentation or communicate an idea.
- Evaluate and improve work, as part of a design process.
- Choose appropriate software, techniques and features for task and audience.
- Use appropriate ICT resources to compose music or sounds to accompany a presentation.
- Publish an audio production online.
- All work adheres to copyright rules and acknowledge sources where necessary.

Science

Electricity Knowledge

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Skills

- 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)
- Use observations to suggest a further (testable or research) question.
- Make a hypothesis where they say how one thing will affect another and give a reason for their suggestion with a developing understanding of the scientific concept
- Identify variables to change, measure and keep the same in order for a test to be fair
- Identify patterns in results collected and describe them using the change and measure variables (causal relationships) (e.g. as we increased the number of batteries the brightness the bulb increased)

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.