

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 (PSHE, Geog)

- 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*

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 Journée

- 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 Festivals of Colour

Attitudes to Learning:

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

Geography

- On a world map locate the main countries in Nepal
- Identify the main environmental regions, key physical and human characteristics, and major cities in Nepal.
- Compare a region in UK (Lancashire) with a region in Nepal with significant differences and similarities.
- Understand some of the reasons for similarities and differences (climate, biomes, religion, economy, plants and vegetation, land use)
- Describe and understand biomes and vegetation belts.
- Make predictions and develop conclusions about people, places and geographical issues. (Earthquakes)
- Begin to use six figure grid references: use latitude and longitude on atlas maps. (FS)
- Map how land use has changed and the movement of people over time in Nepal due to aspects such as natural disasters, war.
- Develop their views and attitudes to critically evaluate responses to global issues and events. (Nepal). **Sustainability - How has Nepal's land use been affected by deforestation? What impact does this have on the country?**

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.
- 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
- 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.

Design and Technology

- Use bradawl to mark hole positions
- Use hand drill to drill tight and loose fit holes
- Cut strip wood, dowel, square section wood accurately to 1mm
- Join materials using appropriate methods
- Stiffen and reinforce complex structures
- Link with Remembrance – construct memorials.
- 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
- Use research information to inform decisions
- Use appropriate finishing techniques for the project
- Refine their product – review and rework/improve
- Research and evaluate existing products
- Consider user and purpose
- Identify the strengths and weaknesses of their design ideas
- Understand how key people have influences design

PSHE & RHE

Diversity – What makes us different?

Self-Confidence, Esteem & Curiosity

Valuing differences

Demonstrate ways of showing respect to others, using verbal and non-verbal communication.

Tolerance and respect for others

Understand and explain the term prejudice;

Identify and describe the different groups that make up their school/wider community/other parts of the UK;

Describe the benefits of living in a diverse society;

Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

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.

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;

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.
- Select and apply tactics to outwit their opponents.

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.

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.

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
- Explore and research more abstract systems / functions / changes / behaviours and record their understanding of these
- 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 (Maths link)
- give reasons for classifying plants and animals based on specific characteristics.
- 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.