

Religious Education *British Values link

Christianity God

- explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God
- explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)
- analyse the importance of Christian rites of passage as an expression of faith and commitment
- use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies
- discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life
- consider the value of celebrating landmarks in life – for individuals and communities*
- ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change* (PSHE)
- discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life*

Hindu Dharma

- analyse Hindu beliefs about samsara, karma and moksha and how these are linked
- explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'
- explain how belief in reincarnation and the law of karma might affect the way a Hindu lives
- describe and explain the four ashramas (stages of life) in the life of a Hindu
- explain how a person might change as they move from one ashrama to the next
- consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama
- discuss the special milestones that we might celebrate during a person's lifetime*
- discuss how our rights, responsibilities and relationships with others might change as we go through life *
- ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future* (PSHE)

Computing

Programming

- Create a text based adventure.
- Refine a program based on end user feedback.

Data Handling

- Select the most effective tool to collect data for an investigation.
- Use ICT to create and modify charts quickly and easily.
- Interpret and check data collected for accuracy and plausibility.

Online Safety

- Talk about the dangers of spending too long online or gaming.
- Know everything posted online can be seen, used and may affect others.



Year 6

Inspirational People
In our genes/DNA
(Darwin, Rosalind Franklin)

Attitudes to Learning:

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

Geography

- Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
- Understand that purpose, scale, symbols and style are related.
- Know that different scale OS maps use some different symbols.
- Use the scale bar on maps.
- Read and compare map scales.
- Make a simple scaled drawing of the local area.

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.
- 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.

History

- Uses timelines to place events, periods and cultural movements from around the world (Including previously taught topics)
- Understand how some historical events (within key historical periods) occurred concurrently in different locations across the world
- Start to explain the importance of an event using the following criteria: significance individually, regionally, nationally or globally
- Understand that one event/ person can have multiple consequences that impacts on many countries and civilisations
- Form own opinions about historical events in the past and how these have been represented in different ways.
- Investigate their own lines of enquiry by posing historically valid questions to answer
- Evaluates the usefulness and accurateness of different sources of evidence.
- Reason and justify how some events, people and changes are judged as more significant than others.
- 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:

Music

- Learn about performance skills and building confidence.
- Present a musical performance to an audience, demonstrating knowledge and understanding throughout.
- Use voice, sounds, technology and instruments in creative ways.
- Know how the dimensions of music are sprinkled through songs and pieces of music.
- Use musical vocabulary confidently to describe music.
- Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.
- Describe different purposes of music in history/ other cultures.

<p>Physical Education</p> <p>Games</p> <ul style="list-style-type: none"> Consistently catch a swing pass in Rugby. Choose when to pass and when to run with the ball. Work as a team to solve a tactical problem, through designing a unique Invasion Game. Adapt an Invasion Game to include positions and attack/defence options. Select and apply tactics to outwit their opponents. <p>Outdoor & Adventurous – Orienteering (Forest School Link)</p> <ul style="list-style-type: none"> Match map symbols to their names. Keep a map 'set' when moving around a simple course. Run safely with a map around a simple orienteering course. Begin to navigate using 6 figure grid references. Use a map to navigate and find corresponding control markers. Record information accurately at a control marker. <p>Dance - Performance</p> <ul style="list-style-type: none"> Explore, improvise and perform actions in the style of a range of characters. Use expression, travel, stillness, jumps, turns and gesture in the style of a range of characters and in response to stimuli. Explore movements incorporating use of a prop. Convey mood using different actions, dynamics and space. Plan creatively and perform collaboratively in groups to a larger audience. 	<p><u>PSHE & RHE</u></p> <p><u>Money & Enterprise</u></p> <p><u>Independence/ teamwork & Co-operation</u></p> <p><u>Jobs and taxes</u></p> <p>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;</p> <p><u>What's it worth?</u></p> <p>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 <i>interest</i></p> <p><u>Growing & Changing</u></p> <p><u>Resilience & Perseverance</u></p> <p><u>Joe's story (part 1)</u></p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met.</p> <p><u>Helpful or Unhelpful? Managing change</u></p> <p>Describe things that have changed for them in the last year. Share thoughts and reflections of challenges and change.</p> <p><u>Is this normal?</u></p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Know where someone could get support if they were concerned about their own or another person's safety.</p> <p>Letter Home</p>	<p>Modern Languages</p> <p>On Va Faire La Fete</p> <ul style="list-style-type: none"> Talk about forms of transport and link with places/destinations. Describe people and clothes. Order food in a café, including asking for and paying the bill. Give extended opinions about food. <p>Intercultural Understanding</p> <ul style="list-style-type: none"> Explain what a stereotype is and recognise stereotypical images of people. (PSHE Link?) Compare French and English stereotypes. 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.
<p>Science</p> <p><u>Evolution and inheritance Knowledge</u></p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p><u>Skills</u></p> <ul style="list-style-type: none"> Explore and research more abstract systems / functions /changes / behaviours and record their understanding of these Articulate understanding of the concept using scientific language and terminology when describing abstract ideas, observations and findings (linked to the Y6 PoS) Identify changes that have occurred over a very long period of time (evolution) and discuss how changes have impacted the world justifying with evidence from sources Recognise scientific questions that do not yet have definitive answers (linked to Y6 PoS) <p><u>Animals including Humans Knowledge</u></p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Maths link) recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function(PSHE) describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Skills</u></p> <ul style="list-style-type: none"> Refine a scientific question to make it testable i.e. Ask a testable question which includes the change and measure variables Use observations to suggest a further (testable or research) question. Independently ask a variety of scientific questions and decide the type of enquiry needed to answer them 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) Predict what a graph might look like before collecting results Decide when it is appropriate to carry out a fair test investigation, comparative test or alternative Decide whether to repeat any readings and justify the reason for doing so Make their own decisions about what measurements to take (and begin to identify the ranges used). Decide the most appropriate equipment to use to collect data Spot unexpected results that do not fit the pattern (anomalies) Be able to suggest reasons for unexpected results (anomalies) Say how confident they are that their results are reliable and give a reason & suggest how to improve reliability. 		

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.
 - 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.