

Geography

- Locate the world's countries – concentrating on key physical characteristics and major cities
- Identify the position and significance of the GM, linking with time zones
- Use atlases, globes, maps and plans at a range of scales
- Use appropriate geographical vocabulary relevant to our area of study
- Study – world map and the countries of the world
- Locate the northern and southern hemispheres, the equator, tropics, lines of longitude and latitude, time zones in addition to continents, oceans, the Arctic Circle
- Locate the world's most significant human / physical features and identify them on a world map
- Identify the highest mountain, longest river, deepest ocean, largest continent

By the end of the topic, our children will be able to...

(Steps needed to reach end point)



Identity

Year 6 Autumn term

Music

- Listen with sustained concentration to both live and recorded music.
- Discuss the impact of a piece of music, using musical terminology when answering.
- Understand and be able to explain the importance of 'warming up' their voices and lead warm up activities
- Be able to sing with control, accuracy, fluency and expression.
- Sing songs, maintaining their own part e.g. 2, 3 or 4 part songs
- Sing simple harmonies showing an awareness of others.
- Sing with articulation.
- Confidently read and play simple musical notation represented on a musical stave.
- Play and perform with accuracy, fluency, control and expression as part of an ensemble.
- Recognise all the family groups within the orchestra and be able to name instruments within those families.
- Understand and appreciate the role of the conductor.
- Identify many of the structural and expressive aspects of music

Science

- Identify and name the parts the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans
- In groups, plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, with increasing accuracy and precision, taking repeat readings and calculate a mean
- Record data and results using tables and graphs
- Use test results to make predictions to set up further tests
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results
- Identify scientific evidence that has been used to support or refute ideas or arguments

Art/DT

- Understand the historical / cultural setting in which Pablo Picasso worked
- Explore pencils/charcoal/techniques to create different textures/ effects e.g. H v B pencils, shading, hatching, blending
- Use a poem as a starting point for artwork – 'Isn't My Name Magical?'
- Evaluate and reflect on work in the light of given criteria
- Add collage to printed or painted backgrounds
- Use collage as a means of collecting ideas and information
- Use a range of media to create collages- justifying the materials chosen
- Carry out research, using questionnaires and the web- preferences of focus group
- Produces appropriate lists of tools, equipment and materials they need
- Understands how food is processed into ingredients that can be eaten or used
- Follow a simple recipe showing consideration to health, safety and food hygiene
- Adapt a basic recipe by adding ingredients to alter taste, appearance, texture or aroma
- Understand that food and drink contain substances needed for health e.g. nutrients, fibre
- Carry out a product analysis of a ready-made product and make suggestions
- Evaluate own end product and offer suggestions as to how to improve the product next time in terms of its taste, texture, aroma and appearance

Literacy

- Unpick the features of autobiographies, identify the features and explain their purpose.
- Plan, draft, edit and redraft an autobiography using the appropriate grammatical structures.
- Use subheadings, chronology and cohesion to ensure writing flows.
- Produce a letter using the appropriate features.
- Make use of dictionaries and thesauruses to up-level use of vocabulary and check spelling.
- Speech (school council election) using persuasive phrases, repetition, short sentences and a key slogan / motto.
- Continue a narrative in the style of the author.

Happy, Healthy Me

- Understand the need for rules and how these are created both inside and outside of school
- Know how to appropriately respond to rules I think are unfair/I disagree with
- know that meals can be home-cooked, ready prepared to cook or bought
- Name the factors involved with influencing decisions about which foods to eat (cost, time, healthy, cooking skills, etc)
- Recognise the nutritional value of food
- Know why being physically active is good for my long-term health
- Make good choices independently about my own physical activity
- Understand that certain factors might influence people's choices about physical activity
- Understand that bacteria and viruses can impact upon my health and that following simple hygiene routines can reduce their spread
- Have the right to protect my body from unwanted physical contact
- Understand the term 'sexual harassment' and what this means
- Recognise what sexual harassment looks like both inside and outside of school
- Know who to contact and how to report sexual harassment at school and in the wider community
- Define the term 'mental health', know what positive mental health looks like
- Understand that my mental health can fluctuate, and this is normal
- Identify things that might affect my mental health
- Understand that there has been a stigma attached to mental health
- Recognise that anyone can be affected by mental health issues
- Know the difference between bullying, peer to peer conflict and unprovoked aggression
- Understand how rumour-spreading and name-calling can be bullying behaviours.
- Explain the difference between direct and indirect types of bullying.
- Explain some of the ways in which one person (or group of people) can have power over another.
- Know some of the reasons why people use bullying behaviours and some ways to encourage children who use bullying behaviours to make other choices.
- Discuss a range of strategies I can use to manage my feelings in bullying situations and problem solving when I am part of one.
- I know about Rosa Parks and how she changed the course of history
- Recognise racism and discrimination and know some strategies to help combat them
- Explain why racism is wrong and why it should be challenged
- Celebrate that we are all unique and have differences which make us special
- Recognise that people are allowed their opinion and it's ok to disagree sometimes, but we should never belittle someone or be unkind.

Computing

- Identify benefits and risks of mobile devices broadcasting locations
- Identify secure sites by looking for privacy seals of approval
- Review digital footprints and understand how and why people use their information and online presence to create a virtual image of themselves
- Have a clear idea of appropriate online behaviour and how it can protect them
- Understand how information online can persist and give away details
- Understand the importance of balancing screen time with non-screen time
- Identify positive and negative influences of tech on health and the environment
- Use a spreadsheet to investigate the probability of results of throwing dice
- Calculate final prices in a sale using a spreadsheet and use formula
- Plan how to spend pocket money and the effect of saving money
- Design a playable game all about themselves
- Plan and use a selection of variables
- Understand the launch command and functions
- Understand how 2Code can be used to make a text-based adventure game

RE – Come and See

- Make links between their beliefs about love, their behaviour and how it affects others.
- Compare their own and other people's ideas about questions of unconditional love.
- Make links between the story of the prodigal son and the Christian's belief in God's forgiveness.
- Give reasons for a Christian's love and care.
- Describe and show understanding of the scripture, beliefs, feelings and experience of God's unconditional love and make links between them
- Make links to show how feelings and beliefs affect behaviour in relation to commitment
- Give reasons for the sign and symbols used in the Sacrament of Holy Orders
- Give reasons why Christians fulfil their baptismal promises by answering God's call through their chosen vocation
- Compare their own and other people's ideas
- Show how their actions are influenced by beliefs and values
- Use religious terms to show an understanding of prayers of consecration and vows made at ordination and profession.
- Show an understanding of how religious belief shapes the lives of Christians
- Engage and respond to questions of life in light of religious teaching
- Make links to show how feelings and beliefs about expectations affect their behaviour and that of others.
- Compare their own and other people's ideas about questions about expectation that are difficult to answer.
- Make links between scripture of religious belief in Advent as a time of joyful expectation.
- Give reasons for certain actions by believers as they wait in joyful expectation of Advent and Christmas.
- Show an understanding of how their own and others' decisions concerning expectations are informed by beliefs and values.
- Engage with and respond to questions about expectation in the light of religious teaching.
- Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas making links between them.
- Show understanding of how religious belief in Advent as a time of joyful expectation shapes lives.