

Y6 - Science

The circulatory system

- I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- I can describe the ways in which nutrients and water are transported within animals, including humans.

Living things and their habitats

- I know that animals can be grouped into mammals, reptiles, birds, fish and amphibians.
- I can describe the habitats in which different animals and plants are found.
- I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- I can give reasons for classifying plants and animals based on specific characteristics.

Music

Y6 - Singing/Composition

Vocal skills: Play and perform solo and ensemble contexts with increasing accuracy, fluency, control and expression.

Pulse and rhythm: To be able to maintain a complex rhythmic pattern vocally or on and instrument, keeping to the pulse.

Year 6

Topic: What impact do volcanoes and earthquakes have on South America? (Summer)

ICT

Y6 - Technology in our lives

- I can tell you the Internet services I need to use for different purposes.
- I can describe how information is transported on the Internet.
- I can select an appropriate tool to communicate and collaborate online.
- I can talk about the way search results are selected and ranked.
- I can check the reliability of a website.
- I can tell you about copyright and acknowledge the sources of information that I find online.

Y6 - Geography

* To know some of the world's countries, focusing on South America concentration on environmental regions, key physical or human characteristics, countries and major cities.

*To understand geographical similarities and differences through the study of human and physical geography of a region within S. America.

*To able to confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.

*To able locate the world's countries, using maps to focus on South America.

*To use maps, atlases globes and digital/computer mapping to locate countries and describe features studied.

Describe and understand key aspects of:

*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

*human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

*use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

*use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

RE

Y6

Summer 1: Islam Does belief in Akhirah (life after death) help Muslims lead good lives?

- I can tell you what I think about life after death.
- I can describe some of the ways that Muslims Muslims try to lead lives respectful to God and start to say why this is important to them.
- I can identify why leading a good life might be a good idea and why people think this.
- I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.
- I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
- I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.
- I can ask questions about life after death and explore how what I believe about this might influence my life.

Summer 2: Islam Does belief in Akhirah (life after death) help Muslims lead good lives?

- I can tell you some things Muslims believe are wrong/evil.
- I can start to ask questions about why Muslims have different beliefs if they are in the same religion.
- I can explain what is meant by stereotyping and can recognise some of the ways Muslim people may be stereotyped.
- I can start to express my opinion on how Jihad is interpreted by some Muslims.
- I can explain two different Muslim interpretations of Jihad.
- I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.
- I can explain two different Muslim interpretations of Jihad and explore their justifications for these.
- I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.

D&T -

- *Generate ideas through brainstorming and identify a purpose for their product
- *Draw up a specification for their design
- *Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
- *Evaluate a product against the original design specification
- *Evaluate it personally and seek evaluation from others
- *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

English/Maths Enhancement Suggestions - differentiate as appropriate to year group expectations.

Philosophy

Philosophy:

P4C: It's ok to forgive but only if the person is sorry.

P4C: Every team needs a leader in order to be successful.

P4C: If people know that helping others is kind, why do some people choose not to?

P4C: If making mistakes is ok, then why do people not like making them?

P4C: Imagine you, next year...describe yourself in 3 words

GPaS:

- Using relative and subordinate clauses.
- Fronted adverbials,
- Use of semi-colons to separate independent clauses and items in a detailed list.
- Using commas to clarify meaning or avoid ambiguity in writing.
- Reported and direct speech.
- Passive and active sentences.
- Y5 and Y6 word list spelling activities and assessments.

Preparing and revising for SATs GPaS assessment.

English

English:

Narrative -

Recount - Adrift

Recount - Hajj

Play script

Non-Fiction -

Balanced Argument

Fact File - Topic link

Autobiography

Biography

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining.
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Maths

Maths: Number:

- Divide numbers up to 4 digits by two-digit whole number using the formal written method of long division, and interpret remainders as whole numbers remainders, fractions, or by rounding, as appropriate for the context.
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

Ratio and proportion

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts,
- Solve problems involving the calculations of percentages and the use of percentages for comparison.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns algebraically
- Enumerate possibilities of combinations of two variables.

Statistics

- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average