

### History

I can summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently.  
I can describe features of historical events and people from past societies and periods I have studied.  
I can recognise and describe differences and similarities, changes and continuity between different periods of history.

### Computing

I can select, use and combine software on a range of digital devices.  
I can evaluate and explain skills I have used.  
I can use a range of technology for a specific project

### RE

Explore the origins of sacred writings and consider their importance for believers.  
Explore the life of key religious figures and make links with significance to believers.  
Explore the meaning of religious stories and reflect on key words and phrases.  
Investigate how God's relationship with people helps them to make sense of life.

### Science

I classify living things into broad groups according to observable characteristics and based on similarities & differences.  
I know how living things have been classified.  
I give reasons for classifying plants and animals and including microorganisms in a specific way.

### MFL

I can identify feminine, masculine and neuter forms and the conjugation of high-frequency verbs.  
I can describe people, places, things and actions orally.  
I can describe people, places, things and actions in writing.

### DT

I can use tools and materials precisely.  
I can change the way I am working if needed.  
I can assess if my final product is fit for purpose.  
I can ensure that my work is precise and accurate and can be stiffened for more complex structures.

### Curriculum Content - Year 6

#### *Skill coverage*



#### **Spring 2 Big Question:**

How golden was the Golden Age?

### Enrichment Opportunities

Islam Drama Day

World Book Day

British Science Week

Shakespeare Week

### PE

Make up longer sequences and perform them with fluency and clarity of movement.  
Vary direction, levels and pathways, to improve the look of a sequence.  
Use counterbalances on different levels.  
Develop more complex movements, rolls and balances.  
Use apparatus within a routine.  
Combine and perform skills with control and speed, adapting them to meet the needs of the situation.  
Be constantly active in defence in order to win the ball back.  
Find space to provide attacking support.  
Move quickly between attack and defence.

### PSHE

That mental health is just as important as physical health and that both need looking after.  
To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.  
How negative experiences such as being bullied or feeling lonely can affect mental wellbeing.  
Positive strategies for managing feelings.  
That there are situations when someone may experience mixed or conflicting feelings.  
How feelings can often be helpful, whilst recognising that they sometimes need to be overcome.  
To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available.  
Identify where they and others can ask for help and support with mental wellbeing in and outside school.  
The importance of asking for support from a trusted adult.  
About the changes that may occur in life including death, and how these can cause conflicting feelings.

### Geography

I can give extended descriptions of the physical features of different places around the world.  
I can describe how some places are similar and others are different in relation to their human features.

### Art

I can explain what my own style is.  
I can use a wide range of techniques in my work including using water to affect the hue and transparency of my work.  
I can explain why I have chosen specific painting techniques.  
I can make a record about the styles and qualities in my work.  
I can say what my work is influenced by.

### Music

I know that different forms of notation serve different purposes.  
I can notate compositions using a variety of methods e.g. rhythmic and melodic notation.

**Maths - Areas of Learning**

Ratio and proportion.  
Consolidation of place value, number and the four operations.

**English - Reading - Texts**

Shakespeare focus  
Midsummer nights dream. Macbeth. Romeo and Juliet.  
Wizard of Oz.

**English - Writing Opportunities**

Narratives.  
Poetry.  
Play scripts.

**History**

Islamic Golden age.  
The significance of Baghdad.  
Advancement of technology.  
New discoveries.

**DT**

Continue Viking Long ship project.  
Islamic tapestry.

**Science**

Living things and their habitats.  
Classification.

**Curriculum Content - Year 6**

*What does this look like in the classroom?*



**Spring 2 Big Question:**  
How golden was the Golden Age?

**PSHE**

Physical health and Mental wellbeing.  
What affects mental health and ways to take care of it; managing change, managing time online.

**Computing**

E-Safety.  
Spreadsheets—Software: MS Excel.  
Outcome: Create spreadsheets using more complex formula and conditional formatting.

**Enrichment Opportunities**

Islam Drama Day  
World Book Day  
British Science Week  
Shakespeare Week

**MFL**

A Weekend with Friends.  
Talking about activities that they might do at the weekend, expressing what they would and would not like to do, asking others if they would like to do something.  
Naming midnight feast foods, giving a reason for accepting or declining an invitation.

**Geography**

Consider the geographical significance of Baghdad and why the silk road was located where it was.  
Discussion about trade routes and aspects of human geography at the time of the Islamic Golden Age.  
Compare Baghdad to other cities in the world at the same time.

**Music**

Composition.

**PE**

Indoor: Gymnastics.  
Outdoor: Netball.

**Art**

Artist Focus: Banksy  
Painting focus.

**RE**

What did Jesus do to save human beings?