

RE

Explore the life of key religious figures and make links with significance to believers
Compare how people of different faiths practice of religion in the home.
Know the main features of an act of worship and talk about its importance for believers.
Explore symbolism and intended meaning for believers.
Explore the meaning of religious stories and reflect on key words and phrases.
Compare symbols, actions and gestures used in worship.
Identify ways in which different religions describe God.
Explore diversity in religion and reflect on similarities and differences.
Explore rules for living found in religious texts and ask questions about their impact on believers.

Music

I can construct a piece with a more complex structure e.g. rondo, twelve-bar blues.
I can use different scale patterns to construct melodies e.g. major, minor, pentatonic.
I can improvise with increasing confidence using a scale pattern.
I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords).
I know how to combine groups of beats.
I know how to show that a small change of tempo can make a piece of music more effective.
I can create compositions that show awareness of mood/time/location through use of the inter-related dimensions of music.

Art

I can include both visual and tactile elements in my work.
I can explore the work of a textile designer.
I can use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.
My sketch book contains detailed notes, and quotes explaining about items.

DT

I can use market research to inform plans.
I can think of ways in which adding a circuit would improve my product.
I can use mechanical systems such as gears, pulleys and cams.

Science

I identify and name the main parts of the human circulatory system.
I know the function of the heart, blood vessels and blood.
I know the impact of diet, exercise, drugs and life style on health.
I know the ways in which nutrients and water are transported in animals, including humans.

Curriculum Content - Year 6

Skill coverage



Summer 1 Big Question:

Could you be the next apprentice?

Enrichment Opportunities

Church visit—Confirmation

National Shakespeare Day

Earth Day

PE

Use a range of techniques to bowl in an attacking way.
Bat effectively, using different types of shot.
Track and catch a high ball.
Direct the ball away from fielders, using different angles and speeds.
Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding.
Understand the importance of warming up and cooling down.
Carry out warm-ups and cool-downs safely and effectively and with increasing independence.
Know ways they can become healthier
Use stretches and balances to improve body control and mental wellbeing.

Computing

I can perform search queries
I can work with variables.
I can explain how a database works.
I can design a solution by breaking a problem up.
I can use a range of technology for a specific project (spreadsheets)

PSHE

About the role that money plays in people's lives, attitudes towards it and what influences decisions about money.
About value for money and how to judge if something is value for money.
How companies encourage customers to buy things and why it is important to be a critical consumer.
How having or not having money can impact on a person's emotions, health and wellbeing.
About common risks associated with money, including debt, fraud and gambling.
How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk.
How to get help if they are concerned about gambling or other financial risks.
To know about enterprise and the skills that make someone 'enterprising'.
To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).
About the risks and effects of different drugs.
About the laws relating to drugs common to everyday life and illegal drugs.
To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs.
About the organisations where people can get help and support concerning drug use.
How to ask for help if they have concerns about drug use.
About mixed messages in the media relating to drug use and how they might influence opinions and decisions.

History

I can develop my own questions about the past and construct informed responses.
I can present my ideas about the past using debates, discussions and detailed written narratives.
I can plan and present a self-directed project or research about a studied period. (this can be from any big question taught across Y1 to Y6).

Geography

I can define geographical questions to guide my research
I can use a range of self-selected resources to answer questions.
I understand the term sustainable development. I can use it in different contexts.
I can explain how human activity has caused an environmental change.

MFL

Spoken language

I can hold a more complex conversations
I can use my knowledge of grammar to speak correctly.

Maths - Areas of Learning

Consolidation of all taught Year 6 skills.

English - Reading - Texts

A Midsummer Night's Dream.

Jabberwocky.

Skellig.

English - Writing Opportunities

Non-fiction.

A speech.

Balanced arguments.

Poetry.

Letters.

History

Looking at significant entrepreneurs and inventors.

Research into key inventions.

Project work.

DT

Product design and development.

Science

Animals, including humans

Circulatory system.

Heart, blood vessels and blood.

Diet and exercise.

Computing

Databases

Software: 2 investigate.

Outcome: Create database about a specific topic e.g. link to science animals.

Curriculum Content - Year 6

What does this look like in the classroom?



Summer 1 Big Question:

Could you be the next apprentice?

PSHE

Money and Work

Influences and attitudes to money; money and financial risks.

Enrichment Opportunities

Church visit—Confirmation

National Shakespeare Day

Earth Day

MFL

Unit T: The Future

The future tense in the first, second and third person, singular and first-person plural.

Using adjectives to compare people.

More ways to describe how they are feeling.

Geography

Exploration of sustainable development and climate change.

Drawing conclusions based on completed Fieldwork.

Music

Composition.

PE

Indoor: Health related exercise.

Outdoor: Rounders.

Art

Textiles

Artist Focus: Cath Kidston.

RE

What does it mean to live as a Muslim today?