

History

I can place a specific event on a timeline by decade.
I can say where a period of history fits on a timeline.
I can recognise and describe differences and similarities, changes and continuity between different periods of history. I can describe features of historical events and people from past societies and periods I have studied.
I can recognise that Britain has been invaded by several different groups over time, naming some of the different groups. I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently .

Computing

I can competently use the internet as a search tool.
I can reference information sources.
I can perform search queries
I can explain how a database works.
I can discuss the risks of online use of technology.

Geography

I can describe how some places are similar and others are different in relation to their physical features
I can use maps, aerial photos, plans and web resources to describe what a locality might be like.
I can plan a journey to another part of the world which takes account of time zones.

Science

Light

I know how light travels in straight lines..
I know and demonstrate how we see objects. (giving out or reflecting light in straight lines travelling to our eyes).
I know why shadows have the same shape as the object that casts them.
I know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

MFL

I can hold a simple conversation with at least 4 exchanges.
I can understand a short story or factual text and note the main points.
I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

DT

I can follow and refine my plan if necessary.
I can justify my plan to someone else.
I can work within constraints.
I can test and evaluate my product to check it meets design criteria.
I can apply the principles of a healthy and varied diet.
I can use an exploded diagram to communicate my ideas.
I can analyse an existing product.

Curriculum Content - Year 6

Skill coverage



Autumn 2 Big Question:

What drove the Vikings to raid, trade and explore?

Enrichment Opportunities

Laches Wood

The Garrick workshop

Michael Rosen Live Event

Lichfield Garrick Panto

Art

I can make a record about the styles and qualities in my work.
I can say what my work is influenced by.
My sketch book contains detailed notes, and quotes explaining about items.
I can compare my methods to those of others and keep notes in my sketch book.
I can adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my sketch book.

PSHE

To recognise the benefits of living in a diverse community and valuing this
What prejudice means .
To differentiate between prejudice and discrimination.
How to recognise acts of discrimination. Strategies to safely respond to and challenge discrimination.
What it means to be attracted to someone and different kinds of loving relationships. That people who love each other can be of any gender, ethnicity or faith. The difference between gender identity and sexual orientation and everyone's right to be loved.
I know about the qualities of healthy relationships that help individuals flourish.

RE

Was Jesus the Messiah?

Explore the origins of sacred writings and consider their importance for believers.
Explore a variety of religious texts and teachings.
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.

Music

Explore the influences on an artist by comparing pieces of music from different genres.
Identify features of timbre, instrumentation and expression in an extract of recorded music.
Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. Create a shadow movement piece in response to music. Create music inspired by Ethel Smyth and a picture of the Suffragettes. Compose using a non-musical stimulus. Create own song lyrics which fit to a pulse, creating a chant. Write a melody and sing it. Structure ideas into a complete song.

PE

Make longer sequences & 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.
Hit the ball with purpose, varying the speed, height and direction.
Explain any tactics they wish to employ. Position themselves to receive/ intercept the ball. Perform a range of shots at appropriate times in order to score a point.

Maths - Areas of Learning

Fractions / Decimals / Percentage
Calculations with Fractions
Angles and Geometry

English - Reading - Texts

Holes
Viking Boy
Illustrated Norse Myths
Viking World

English - Writing Opportunities

Narratives
Diary Entries
Poetry
Newspaper Reports

History

Explore where the Vikings came from.
Identify where they invaded, raided and settled.
Explore how the Vikings travelled, how they lived and their Gods and beliefs.

DT

Cooking

Science

Alhazen (Abu Ali al-Hasan) (965-1040).
Know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
Know why shadows have the same shape as the objects that cast them.
Reflection & Refraction.

Computing

Internet Searching
E-Safety
Databases

Curriculum Content - Year 6

What does this look like in the classroom?



Autumn 2 Big Question:

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The Garrick workshop
Michael Rosen Live Event
Lichfield Garrick Panto

PSHE

Community and Diversity
Discrimination & Prejudice
Safe Relationships (continued)
Respecting Ourselves and Others (continued)

Geography

Identify where the Vikings originated from.
Viking invasion routes and where they settled.
Viking trade routes.
Know the names of key Viking battles and know the locations of where these battles took place.

Music

Artists and their influences.
Compare musical genres. Instrumentation and expression.
Use musical vocabulary to discuss similarities and differences.
Children have an understanding of ostinato.

MFL

Salut Unit Q: In France
Locations, Food & French-speaking countries

PE

Indoor: Gymnastics—sequences
Outdoor: Tennis

Art

Artist Focus: Hector Gonzalez—Hyperrealism.
How detail is created in drawings to make them look realistic.

RE

Was Jesus the Messiah?
Incarnation, Messengers, Relationships between humans and God & Prophecies