

## Computing

### Communication and Collaboration:

Know what an IP address is.

Know that the internet can be used to communicate.

Understand how systems and networks enable collaborative working.

Be able to work collaboratively online.

Evaluate methods of online communication

Understand how to stay safe when communicating online.

## Art

### **Knowledge of artists and Designers**

I can research and develop the techniques of great artists and designers and apply this in my own work

I understand how a chosen artist or art form has contributed to the culture and/or history of a nation

### **Exploring and Developing ideas**

I can investigate different starting points for my work and choose which idea to develop further

I am able to use art to express an emotion and say why I have used my chosen materials

I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations

### **Making skills: Drawing, painting, mixed media and 3D**

I can draw using precision, perspective and detail

I can control brush strokes and apply tints and shades when painting

I can control brush strokes and apply tints and shades when painting

I can extend my ability to describe and model form in 3D using a range of materials

I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work

## Design and Technology

I can generate and develop ideas using pattern pieces and computer aided design.

I use research and develop design criteria to design innovative functional and appealing products aimed at a specific group.

I can select appropriate tools and equipment for particular tasks.

I use a range of appropriate tools competently.

I can join and combine a range of materials competently.

I can evaluate appearance and function against original criteria.

I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.

I can describe mechanisms that can be used to change the type of motion.

## R.E.

Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.

Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.

## PE

### **Cricket:**

To be able to play competitive games to agreed rules

To be able to explain rules to others

To be able to communicate a plan to my team

To be able to use a range of techniques with confidence and skill in a game situation

### **Football:**

To be able to dribble, pass and receive and shoot a ball with control

To track an opponent and track them down

To find space away from others

To understand my role as attacker and defender

### **OAA:**

To be able to plan route and a series of clues for someone else

To be able to take part in outdoor and adventurous activity challenges both individually and in a team

## Spanish

Phonics (the system of the sounds of a language and how these are represented in written words)

Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)

Grammar (including syntax and inflectional and/or derivational features i.e.: the systems for changing the form of a word and for creating new words respectively)

## Geography

### **Geographical skills and fieldwork**

I collect and accurately measure information (e.g. rainfall, temperature, wind speed etc...) Y6

I can use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge (Y5)

I can present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence. Y6

### **Human and physical geography**

I can describe and explain the key physical features of different climate zones, biomes and vegetation belts Y6

I understand that climate is the usual condition of the weather, rainfall, humidity and the wind in place. Y6

I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra) Y6

### **Responsibility**

I understand the concept of food miles and the impact this can have on the environment Y5

## Music

**Singing** (developing pitch, melody, rhythm and control individually and as part of a group)

**Listening** (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure and musical features)

**Composing** (improving, composing, notating: representing sounds through symbols, standard and non-standard notation)

**Performing** (singing, playing instruments, individual and groups, practicing, rehearsing, presenting, recording and evaluating)

**Musicianship** (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture and structure/form)

## PHSE

### Y6 Dreams and goals

I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)

I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these

I can identify problems in the world that concern me and talk to other people about them

I can work with other people to help make the world a better place

I can describe some ways in which I can work with other people to help make the world a better place

I know what some people in my class like or admire about me and can accept their praise

### Y6 Healthy me

I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood

I know about different types of drugs and their uses and their effects on the body particularly the liver and heart

I can evaluate when alcohol is being used responsibly, anti-socially or being misused

I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations

I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness

I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse

## Science

To recognise that living things produce offspring of the same kind, but that offspring normally vary and are not identical to their parents.

To describe how living things have changed over time and evolved using the basic ideas of inheritance, variation and adaptation.

To give evidence for evolution.

To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

To record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (Working Scientifically)

To identify scientific evidence that has been used to support or refute ideas or arguments. (Working Scientifically)

To ask my own questions about the scientific phenomena that I am studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources). (Working Scientifically)

To draw conclusions, explain and evaluate my methods and findings, communicating these in a variety of ways. (Working Scientifically)

To describe and evaluate my own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources. (Working Scientifically)



# Spring term

# Our World

# Year 6—class CH